

Implementation Status of the Elementary and Secondary School Emergency Relief Funds (ESSER III)

The Hawai'i State Department of Education (Department) has been steadily utilizing the Elementary and Secondary School Emergency Relief (ESSER III) funds to address three key areas: health and safety, social emotional learning (SEL), and accelerated learning. In addition, the Department also continues to implement four systemwide strategies:

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

Below is a summary of each fiscal plan activity identified by a program identification number and brief description, detailing the implementation status, achievements, challenges, and future plans.

39747 ESSER III - SUMMER MENTAL HEALTH SUPPORTS

The Office of Student Support Services (OSSS) initiated in School Year (SY) 2022 a request for ESSER III funds. The request was to ensure that continuous support of counseling services was available during the summer to specifically target the behavioral and mental health needs of students that resulted from the pandemic. These funds are earmarked to empower principals in hiring additional staff, such as licensed school counselors and social workers, to support the summer programs teams. The overarching goal is to address a spectrum of academic, behavioral, and social-emotional needs among students.

As part of the Department's effort to prioritize and address the social, emotional, behavioral, mental health, and career development needs of students, the Department, through the OSSS, continues to provide summer funding for school counselors and social workers.

The following are examples of appropriate domains and activities for school counselors and social workers include the following:

Domain	Examples of Activities
Academic	<ul style="list-style-type: none"> ● Work collaboratively with school staff to develop a safe, caring, and inclusive school culture. ● Provide small group counseling for study skills, school engagement, self-directed learning, and coping skills. ● Improve student access to academic remediation, school supplies, and technology.

	<ul style="list-style-type: none"> ● Support students in acquiring/maintaining the skills to be successful in their summer academic programs. ● Assist students with academic advising and academic programs. ● Utilize LEI Kulia to identify student academic needs for both summer and next SY programming. ● Address the needs of students identified as chronically absent. ● Collaborate with vulnerable student support staff [i.e., Community Homeless Concerns Liaisons, Special Education (SPED), At-Risk, and English Learners (EL)] to provide prevention and intervention strategies for identified populations such as SPED, 504, EL, Homeless, and Low Socioeconomic Status. ● Collaborate with other schools' teams, school counselors, behavioral specialists, and social workers to assist in the transition between schools for students receiving related services. ● Engage with family/caregiver-community-school relationships to address student needs. ● Plan tiered level of school counseling program services related to academic support for the next SY.
Behavioral	<ul style="list-style-type: none"> ● Plan and facilitate small group and one-on-one re-engagement activities to support: <ul style="list-style-type: none"> ○ participation in learning opportunities; ○ transition back to traditional school as appropriate; ○ transition to a new campus; and ○ other concern area (s) identified through the student support process/data review. ● Support school-wide Positive Behavior Intervention and Supports (PBIS). ● Collaborate with vulnerable student support staff (i.e., homeless liaisons, SPED, At-Risk, and EL) to address student needs. ● Utilize LEI Kulia to identify student behavioral needs. ● Develop and/or review Behavior Support Plans (BSP) and implementation data. ● Work with school teams to ensure all staff have provided input and have a clear understanding of interventions and strategies. ● Create a progress monitoring plan for students with BSPs. ● Plan tiered level of school counseling program services related to behavioral support for the next SY.
Social-Emotional	<ul style="list-style-type: none"> ● Assist summer learning students with social-emotional competencies. ● Assist students who may have experienced trauma or loss. ● Facilitate small groups to support students' social-emotional and mental health needs. ● Provide 1:1 walk-in counseling. ● Plan tiered level of school counseling program services related to social-emotional support for the next SY that includes classroom guidance lessons related to social-emotional skills and schoolwide PBIS that

	promote learning readiness.
Physical Health	<ul style="list-style-type: none"> ● Promote healthy habits and self-care. ● Planning for individual student health needs in the classroom.
College and Career	<ul style="list-style-type: none"> ● K-8: Provide a continuum of support for the career development of students. <ul style="list-style-type: none"> ○ Introduce students to careers and the world of work through developmentally and age-appropriate lessons in tier-one services of the school counseling program. ○ Collaborate to provide learning and experiential opportunities for students to acquire behaviors and skills necessary for career readiness. ○ Work with students to identify their interests, abilities, specific career clusters, and postsecondary plans. ○ Work with teachers to integrate career education learning in classroom lessons. ○ Provide opportunities for all students to develop learning strategies, self-management skills, and social skills that lead to a positive attitude toward learning, a strong work ethic, and an understanding that lifelong learning is necessary for long-term career success ● 9-12: Provide a continuum of college and career counseling for graduated seniors, currently enrolled students, newly enrolled students, and rising freshmen aligned with the <u>Responsibilities for Summer Transition College & Career Counselor Role</u>.

Successful Implementation:

The Summer Mental Health Program proved to be effective in strengthening student well-being and aiding in their future planning as evident in the significant demand from schools, with 123 requested participation, and the employment of 276 counselors. This puts emphasis on the importance and necessity of such initiatives in educational settings. This also highlights the program's vital role in addressing mental health needs and supporting students' academic, social-emotional, and personal development during the summer months.

Challenges:

The following outlines the challenges encountered during the management of the Program. The program aimed to allocate ESSER Summer Mental Health funds to schools for the payroll of licensed counselors and social workers.

- Follow-Up on Fund Usage:

- To address the confusion regarding permissible fund usage, additional information was provided to schools stipulating that funds were to be utilized exclusively for payroll purposes.
- Limited Funding Availability
 - Schools were provided with the flexibility to choose between applying for 35 hours or 17 hours a week. When all was calculated, the funds were not sufficient to cover all the requests. Consequently, the limited availability led to disparities in resource allocation in the Complex Area (CA).
- Funding was requested for classroom teachers and not school counselors. Stronger communication regarding application requests for licensed school counseling will be helpful.
- There were instances of not meeting the deadline to request funds.

In conclusion, using ESSER III funds to provide mental health support during the summer is a proactive move to help students cope with the pandemic's impact. By improving support systems and hiring more staff, schools can continue to offer valuable help to students facing mental health issues that impact all four domains - academics, social-emotional, behavioral, and career development. General funds have been provided for SY 2024 to continue the program one more year.

39748 ESSER III - STUDENT WELLBEING - ENHANCED MANAGEMENT SYSTEM AND SERVICES

By proactively building an integrated and comprehensive school mental health system of support, the Department will ensure all students have equitable access to the support and interventions needed to thrive and reach their full potential. Currently, school counseling and School-Based Behavioral Health (SBBH) systems offer promotion, prevention, and intervention support and services but lack a singular data collection system enabling essential data collection and analysis of program effectiveness. Additionally, to make advancements towards an Interconnected Systems Framework (ISF) recommended by leading national organizations (i.e. Center on PBIS, Mental Health Technology Training Center (MHTTC)) establishing a network of community providers through a robust referral system is essential.

The well-being wraparound system enhancements presented below offer needed components to bolster the Department's current SBBH system ensuring the fidelity of mental health services and supports.

Student Identification and Access System

Single-entry point well-being management system ensures common documentation and progress monitoring from a whole child view of all students for early identification, progress monitoring, intervention effectiveness, data transparency, and follow-through.

In June of 2022, the OSSS awarded Panorama the contract to provide the Department with an identification system for not just student social-emotional learning, but all domains of the Hawai'i-Multi-Tiered System of Support (HMTSS). All schools use this platform to survey students' perceptions of their social and emotional learning and have access to their integrated early warning dashboard, intervention and progress monitoring interface, and a library of strategies and check-in tools. As of February 2024, over 4,500 individual student interventions have been logged into the system by over 9,000 active users. The contract has been renewed for SY 2023-24.

The Department is seeking consistent funding to ensure the reliability and commitment of the system's use by schools. School personnel do not want to invest in a system that will go away and would prefer longevity in the Department.

Secured funding is being requested through legislation. On-going training for school and complex level personnel was offered through the end of SY 2022-23 and throughout SY 2023-24 to foster understanding and utilization of the Panorama system. There is a greater awareness of the need for a common early warning and intervention documentation system that addresses the students holistically.

Intensive Mental Health System and Service

The mental health direct service referral system ensures all identified students receive on-demand and scheduled care, treatment planning, care management, crisis consultation, reporting and follow-through are common across the state.

The OSSS is overseeing the implementation of Hazel Health services across the state. During SY 2022-23, schools were given the opportunity to integrate Hazel Health's supplemental community-based short-term telehealth services with existing school-based mental health supports offered through HMTSS. Interested schools participated in training sessions to learn the referral process and what would be required to support a student while receiving services. Currently, 176 schools have opted in to use this service, and 1,017 students have been referred to Hazel Health (as of March 29, 2023).

The Department continues to work on the awareness of available services for students. Overview training and resource sharing are ongoing. The goal is to have all schools offer this service as part of their HMTSS.

Informational and training sessions will continue to be offered through the end of SY 22-23 and throughout SY 2023-24. Sessions will guide a school's options for delivery of service, the referral process, and how Hazel Health Inc. aligns with the HMTSS. Offering this service provides schools a safeguard of support for all students.

Student Identification and Access System (Mobile App for Students)

A convenient mobile well-being and mental health application provides students with access to support and evidence-based SEL topics.

The contract to purchase licenses for TrustCircle, a well-being and mental health application, was executed on March 31, 2023. A rollout plan is currently in progress.

The TrustCircle mobile application is in the first year of implementation and more work is needed to foster higher usage by students. Specifically, the State Office and TrustCircle teams are working to make the registration process easier for schools to onboard students onto the platform.

The OSSS will offer informational sessions during SY 2023-24 to learn about the TrustCircle application and opportunities to integrate the resource into a school's current HMTSS. Schools choosing to utilize the application will receive an initial training session and ongoing support throughout the implementation process. Purchased licenses will enable access to the application for all Department students. Access for all Department staff is included at no additional cost. This application allows students to access valuable mental health information and resources. It also provides schools with a tool to check in with students at any given time.

Trauma-Informed Professional Development and Technical Support

Trauma-informed professional development (PD) and supportive resources promote resilient schools and ensure an understanding of trauma and its impact on student learning and wellbeing. By recognizing signs in student behavior, schools respond appropriately and resist re-traumatization.

Trauma-Informed PD and Technical Support Trauma-informed modules and certification process are in the proposal stage. To foster the capacity of CA leads to support schools with trauma-informed practices, Classroom180 Virtual Bootcamp training sessions were

provided to all CA leads. Participants were guided through 27 trauma-informed components and earned certificates at each session.

In January 2023, the Department launched The Trauma-Informed Online Academy resource library in all schools. In addition, all schools received a Classroom180: A Framework for Creating, Sustaining, and Assessing the Trauma-Informed Classroom book.

The Department will no longer have the funds to continue providing schools with access to the Trauma-Informed Online Academy, thus CAs will have to support professional and resource development independently.

The Department is working to build the capacity of the CA points of contact to service their schools and provide trauma-informed PD and resources that their schools need. Many of the resources offered this year are being memorialized for later use. With these resources, the Department is able to effectively foster trauma-informed mindsets and practices in Hawai'i schools, thus, the ability to appropriately respond to the needs of students who have experienced trauma.

39746 ESSER III - HEALTHY HABITS

The Healthy Habits Healthy Schools (HHHS) strategy focuses on supporting students and staff with their physical, social, and emotional well-being through effective systems, processes, and strategies in order to positively impact teaching and learning. In order to support this work, funding was provided to the OSSS for one HHHS State office lead position within the Student Support Section (SSS) and one HHHS position within each of the fifteen CAs. In addition, funds were allocated to support collaboration for State and CA strategy leads for Fiscal Year (FY) 2023 and FY 2024.

Successful Implementation:

One of the focus areas of the HHHS strategy was to strengthen SEL implementation statewide. In order to accomplish this, the Office of Student Support Services, Student Support Section (OSSS-SSS) provided a variety of opportunities to strengthen SEL implementation across our state.

To begin, during SY 2022-23, the OSSS-SSS offered the Collaborative for Academic and Social Emotional Learning (CASEL) Leading Schoolwide SEL on-demand course and professional learning community (PLC). The target audience for this opportunity included CA HHHS leads and CA SEL points of contact. Twelve CAs participated in this on-demand course and PLC. Building upon this in SY 2023-24, the OSSS-SSS offered

funding for the course for interested CAs and/or schools. Two CAs accepted this offer and provided the on-demand courses and PLC to their schools.

Another initiative that aimed to strengthen SEL implementation was the HMTSS Cohort 2.0. During SY 2022-23, one hundred schools representing twelve CAs and charter schools participated in the HMTSS Cohort 2.0. Then in SY 2023-24, thirty schools participated including two new CAs. This brought the total to one hundred thirty schools and fourteen CAs participating over the past two years. As a part of the HMTSS cohort, participants learned and collaborated on the four components and the four domains of HMTSS, including the SEL domain. At the conclusion of the SY 2022-23 HMTSS Cohort, participants completed the HMTSS Cohort 2.0 Feedback Survey, and 50% of respondents identified the SEL Domain Presentation as their favorite session that had the greatest impact.

In addition to this, during SY 2023-24, the OSSS-SSS launched the Whole Child Community of Practice (CoP). The Whole Child CoP had two objectives: 1) build tri-level capacity during SY 2023-24 to meet identified Strategic Plan Phase II Implementation Plan desired outcomes and 2) develop action plans to support the whole child approach utilizing the science of implementing HMTSS and Here to Help. During the course of the year, three Whole Child CoPs were held with representation from all fifteen CAs. As a domain of the HMTSS and a priority area here to help, SEL plays an important role as the Department builds a culture of taking a whole child approach to meet the needs of all students to ensure their success in school and in life.

OSSS-SSS has also worked to intentionally model and promote the use of the CASEL 3 Signature Practices in all of our meetings and gatherings. The CASEL 3 Signature Practices provide an “on-ramp for integrating SEL into classrooms, schools, districts, and offices.” The strategies include an Inclusive Welcome, Engaging Activities, and an Intentional Close. After modeling and promoting these practices for the last two years, the OSSS-SSS has seen the practices spread; many CAs now utilize these practices and continue to spread their use statewide.

Indeed, our data shows that schools in Hawai'i are implementing school-wide SEL approaches and practices. A recent survey of 160 schools found that 100 percent of elementary schools have an SEL program or curricula in place for students, while 88 percent of middle schools, and 75 percent of high schools indicated having an SEL program or curricula in place, with a total of 87.5 percent of schools overall. Approximately 65 percent of schools indicated that they integrate SEL into instructional practices and pedagogy, and around 48.7 percent indicated that they use strategies to strengthen adult SEL.

The Department's partnership with Panorama Education for implementing the HMTSS has provided educators with tools to plan and progress monitor SEL and other academic interventions. The Panorama SEL Survey has been administered 2-3 times per SY over the last three years. In addition, educators have used the Panorama Education Student Success Dashboard to plan and monitor over 3,000 interventions so far this year. The Panorama Playbook, which provides SEL and academic strategies, has been viewed over 42,000 times so far this year.

A number of Department schools have experienced notable SEL growth as demonstrated through the SEL survey data. For example, in the Fall of 2023, Kahuku Elementary School students grew 11 points in Social Awareness from the previous spring. Kahuku Elementary School students also saw gains from spring 2023 to fall 2023 across all topics, with fall 2023 being their highest scoring SEL scores across almost all topics. Another example is Hōkūani Elementary School students, who grew 18 points in Grit from fall 2022 to fall 2023. Hōkūani Elementary School students also saw high scores in all SEL topics, with large growth as well in Sense of Belonging. Another highlight is Maunawili Elementary School's feature on a national webinar on February 15, 2023 showcasing how they have powered student success with belonging and growth mindset.

Challenges:

While HHHS has realized successes, the strategy has also encountered challenges. To begin, varying levels of HHHS prioritization and implementation have been observed. Many CA points of contact (POC) expressed that schools were overwhelmed by the number of initiatives and state offerings they were provided. POCs also stated that they wanted to hear from each other and how the different CAs were implementing the plethora of state offerings. In order to address these concerns and requests, the OSSS-SSS worked to show connections between initiatives and share information in a coherent and connected manner. Through launching the Whole Child CoP we sought to demonstrate that all of these initiatives can be connected to support the whole child through HMTSS and Here to Help. In addition, during these Whole Child CoPs, multiple opportunities were provided for CAs to network, share their experiences, and learn from one another.

Another challenge during the ESSER experience was the measurement of progress toward meeting HHHS goals. During SY 2022-23, the temperature check tool was introduced and utilized, but it was expressed that there may have been a lack of calibration in the use of the tool. Then when the new State Strategic Plan Implementation Plan was adopted and during SY 2023-24 the focus changed from measuring the implementation of the ESSER strategies to measuring the progress of the State Strategic Plan Phase II Implementation Plan. As a result, we lacked a consistent way of measuring

the implementation of HHHS. As the Department moved from ESSER to implementing the State Strategic Plan Phase II Implementation Plan and the Department's Priority Initiatives, aligning these three became a challenge. This was mitigated through guidance provided by the Deputy Superintendent that the ESSER Strategies were to be considered the foundational strategies supporting the successful implementation of the State Strategic Plan and Department Priority Initiatives.

Lasting Impacts:

As a result of the HHHS strategy, CAs, and schools have been provided with resources and support to strengthen the implementation of the HMTSS, SEL, and Trauma Informed Care (TIC). CAs and schools gained greater awareness of HMTSS, SEL, and TIC and their importance in meeting the needs of students and supporting their academic and life success. ESSER helped to elevate these initiatives and highlight their importance as key elements to be incorporated into our practices in our state. As the Department moves forward with implementing the Strategic Plan Phase II Implementation Plan and Department Priority Initiatives, HMTSS, SEL, and TIC will serve as a critical foundation for the work ahead. OSSS-SSS will continue to move the work forward with a focus on HMTSS and Here to Help, within which SEL and TIC are embedded.

39778 ESSER III - SUMMER SCHOOL 2023

The purpose of Official Summer School is to provide extended learning opportunities (ELO) for students to develop academic proficiency through additional time and/or differentiated instruction. It offers academic courses, enrichment, acceleration, and remediation. These opportunities may include, but are not limited to:

- Additional support to build skills, knowledge, and processes in core academic areas
- Enrichment in areas of special interest
- Credit recovery for courses not completed during the SY
- Fulfilling prerequisites or gaining background knowledge in specific subjects
- The ability to take courses that may conflict with the student's regular school-year schedule

Successful Implementation:

Students were able to attend summer school tuition-free. A total of 5,317 students participated across 16 sites, with 95% achieving passing grades and an average attendance rate of 94.4%. James Campbell High School reported that the funding enabled them to expand their course offerings, including Photography, Marine Science, and Probability and Statistics. Their core courses allowed students to recover credits, address learning gaps, and receive individualized support from teachers. Waiākea High

School highlighted their flexible program model, which addressed students' needs by offering both in-person and virtual learning options.

Challenges:

Participating schools identified several challenges:

- Difficulty in recruiting qualified teachers
- Increased student dropout rates due to the free tuition
- Uncertainty about maintaining summer opportunities in 2025, with the reintroduction of tuition costs and personnel related costs

The Office of Curriculum and Instructional Design (OCID) is reviewing the summer tuition model for 2025 to ensure that schools can continue offering summer learning opportunities.

Lasting Impacts:

Summer School is one component of the Department's comprehensive programming. Official Summer School existed before ESSER and will continue beyond 2025. The Department is looking at how to sustain summer programming through increased partnerships with external organizations and alternative funding sources.

39756 ESSER III - SUMMER LEARNING 2023

The Summer Learning Hubs enables CA schools to offer targeted, school-based programs designed to meet the specific needs of their students. The hubs provide a range of opportunities, including remediation, credit recovery, intervention, transition support, and enrichment activities such as sports camps, STEM, and music programs. Additionally, it includes funding to support essential state office services, such as transportation and data management, ensuring comprehensive support for student success throughout the summer.

Successful Implementation:

Over 28,000 Department students participated in tuition-free Summer Learning Hub programs. The funding not only supported enrichment and credit-bearing programs but also transition and bridge programs, as well as essential program infrastructure, including counselors, health aides, custodial services, and transportation.

Challenges:

Participating schools identified a few challenges:

- Difficulty in recruiting qualified teachers
- Uncertainty about maintaining summer opportunities in 2025, with the reintroduction of tuition costs and personnel related costs

OCID is working to review the summer tuition model for 2025 to ensure that schools can continue offering Summer Learning Hubs opportunities.

Lasting Impacts:

The Department is looking at how to sustain summer programming through increased partnerships with external organizations and alternative funding sources post-ESSER funding.

39684 ESSER III - READING PROFESSIONAL DEVELOPMENT

In SY 2020-2021, OCID launched professional learning opportunities focused on effective, evidence-based literacy practices by offering the Language Essentials for Teachers of Reading and Spelling (LETRS) course to English Language Arts (ELA) leads at the CA and state levels. This initiative aimed to build the capacity of ELA leads to facilitate LETRS cohorts for teachers starting in the SY 2021-2022. The first teacher cohorts completed the course in spring 2023.

During the 2023-2024 SY, ELA leads continue to support CA cohorts, with five cohorts expected to complete the course by May 2024. In October 2024, OCID will begin facilitating a statewide LETRS cohort for educators.

Successful Implementation:

As of March 2024, 55 educators have completed the LETRS course, and 458 educators are currently enrolled. Teachers who participated in the course reported that it has inspired positive changes in their instructional and decision-making practices for teaching reading. As a result of the teacher response to the LETRS course, CAs and schools are initiating and funding their own additional cohorts to expand collective efficacy around literacy instruction.

Challenges:

The LETRS course is comprehensive, requiring over 100 hours of work from participants. Teachers often struggle to manage the time commitment alongside their teaching responsibilities, personal lives, and coursework. To support educators in completing the course, the OCID team has developed structures to help teachers pace their work and adhere to a schedule, resulting in 80% of participants staying on track.

However, OCID continues to seek ways to assist educators eager to engage in this rigorous professional learning. Teachers also face challenges in implementing their learning due to the lack of systems and structures in place. Without comparable knowledge, site and CA leaders sometimes request practices that do not align with methods taught in the course. Additionally, while there is significant demand for LETRS

among teachers, neither the CAs nor the state have the capacity at this time to offer credit for the course, which most teachers are interested in receiving.

Lasting Impacts:

As more educators engage in the LETRS course, which focuses on effective, evidence-based literacy practices, more students are receiving reading instruction aligned with structured literacy. Word-of-mouth has spread the positive impact of LETRS on both teaching and learning statewide.

Even as ESSER funds become less available, teachers and leaders continue to show strong interest in professional learning around effective reading instruction. The Department will support individual schools and CAs in building their collective efficacy in this area.

To enhance principals and CA superintendents' knowledge of evidence-based literacy instruction and the necessary systems and structures, the Department is offering a three-day literacy leadership training. This training aims to maximize learning for all students by effectively implementing these practices.

39685 - ESSER III - MATH PROFESSIONAL DEVELOPMENT

The Math PD Funds directly supported 12 CAs and OCID through sub-grants to implement PD for equitable mathematics teaching and learning, emphasizing sustained student outcomes. CAs were invited to submit proposals for up to \$100,000 per CA to fund mathematics learning acceleration and PD, with the option to request additional funds. A total of \$2,200,000 was allocated to support long-term implementation of evidence- or research-based strategies, including job-embedded support and coaching to build capacity within school communities.

The Smarter Balanced Assessment (SBA) data reveals a persistent gap between high- and low-needs students in mathematics. Before the pandemic, State math scores hovered around 43% proficiency. School closures at the end of SY 2019-20 exacerbated these inequities, causing State math scores to decline to 31.57% proficiency during the pandemic. Additionally, Universal Screener data indicated an increase in the number of students identified as 'high risk.' In SY 2020-21, 24.33% of K-8 students performed two or more grade levels below in math, which rose to 32.63% at the start of SY 2021-22.

While schools and complexes have instructional leaders providing support, many acknowledge they are not mathematics experts. Addressing these challenges requires ongoing support and deeper learning opportunities for teachers and instructional leaders in equitable and effective teaching practices. This includes a focus on mathematics content and research-based instructional strategies proven to enhance student achievement, with particular attention to addressing students at risk

	SBA % Met	SBA % Not Met	
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SY 17-18	42.09%	57.91%	Pre-COVID
SY 18-19	42.53%	57.47%	Pre-COVID
SY 20-21	31.57%	68.44%	COVID + Recovery
SY 21-22	38%	62%	COVID + Recovery
SY 22-23	40%	60%	COVID + Recovery

SBA Gap Data		
SY 20-21	26%	COVID + Recovery
SY 21-22	29%	COVID + Recovery
SY 22-23	29%	COVID + Recovery

Universal Screener - Fall Data: (2 or more grade levels below)		
SY 20-21	24.23%	COVID + Recovery
SY 21-22	32.63%	COVID + Recovery
SY 22-23	30.14%	COVID + Recovery

Successful Implementation:

This project has directly supported 12 CAs and the OCID state math program. Below are key highlights.

Building Capacity/Sustainability:

In the Hāna Lahainaluna Lānaʻi Molokai CA, the math team engaged in PD for Building Thinking Classrooms (BTC). This initiative increased student engagement and interest in math, with one Lahainaluna High teacher now leading BTC training for fellow teachers.

In the Honokaa-Kealakehe-Kohala-Konawaena CA, 47 participants began their BTC journey, with some returning to train their own staff. This grassroots interest led to the launch of a second cohort, inviting another CA to join.

The OCID Math Teacher Leader Collaborative (TLC) impacted nearly 40 teachers and an administrator in Cohort 1 (SY 22-23). A notable example is in the Leilehua-Mililani-Waiialua CA, where two resource teachers from Cohort 1 have started a Principal's PLC

in SY 23-24, sharing rich mathematics content and pedagogy with administrators. These principals now want their math teachers to join TLC Cohort 3.

Student Outcomes:

In the Kapaa Kauai Waimea CA, three schools saw significant gains in math proficiency on the SBA, with some grade levels improving by 20% in one year.

Leilehua-Mililani-Waiialua CA reported notable gains at 'Iliahi Elementary, where SBA proficiency rose from 58.6% (SY 21-22) to 71.6% (SY 22-23). Leilehua High School (LHS) also saw proficiency in Geometry increase from 33% to 47%, due to ESSER III Math PD funding.

In the Baldwin Kekaulike Kulanihakoī Maui CA, MATH PROJECT schools outperformed non-project schools in SBA Math, scoring 10.66% higher on average. Math project schools also made a 7.84% greater gain than non-project schools. During SY 22-23, 40 teachers piloted the Listening to Learn (LTL) diagnostic math assessment, which focused on fluency and reasoning standards. Student proficiency in place value and applying the inverse relationship between addition and subtraction increased by 5% and 9%, respectively.

In the Farrington-Kaiser-Kalani CA, an OCID-led collaboration piloted a Math Teacher Leader Professional Learning Network (TL PLN) for 25 educators across eight secondary schools. Two schools, Governor Wallace Rider Farrington High and Kaimukī Middle, surpassed pre-pandemic SBA achievement rates by 6% and 3%, respectively.

Statewide Impact:

Two of the three CAs not supported by ESSER III Math PD funds experienced positive impacts. Through the statewide CA Math PLC, two areas implemented PD based on research-based strategies.

BTC have expanded as non-ESSER III CAs began participating in sessions held by other CAs.

Other initiatives, like the Math Mindset Summer Camp (led by Dr. Jo Boaler), Listening to Learn Assessment (led by Dr. Marilyn Burns), and numeracy/fluency-building efforts (led by John SanGiovanni), have also spread to other CAs, further supported by ESSER III Math PD funding.

Challenges:

Over the past two years, one of the major challenges has been competing priorities. For many years, most of the state's efforts and resources have been directed at reading and literacy. With the phasing out of federal funds that supported math initiatives, the reallocation of Title II funds to CAs, and an increased focus on literacy through the state's CLSD grant, math outcomes have not received the same level of attention or support.

While ESSER funds enabled CAs and schools to launch numerous initiatives, including those supported by ESSER III Math PD funds, not all areas were able to take full advantage. Other ongoing activities affected participation in the math initiatives. Despite teacher interest, many were hesitant to engage in new math programs due to existing commitments.

To address capacity challenges, some CAs have implemented a "scale-out" approach, where participants in the first cohort of professional learning are asked to facilitate training for a second cohort. Others support teachers in sharing their learning within their schools through department meetings, PLCs, or administrator-led PLCs at the complex level.

Another challenge has been collecting data on the impact of professional learning on teacher practice, specifically regarding shifts in mindset around mathematics teaching and learning. As a state, there is no established mechanism for gathering this type of qualitative data. However, through the CA Math PLC, which includes many ESSER III Math PD project leaders, a set of common questions was developed for participants and students. While a soft rollout of a survey occurred in SY 22-23, we aim to have all projects reporting feedback in the future.

Sustaining long-term funding for math initiatives beyond ESSER remains a significant concern. Departmental priorities may not always be aligned with the needs for mathematics and ensuring reliable funding in the future will be challenging. To address this, all projects are required to plan for sustainability in their applications, encouraging schools and CAs to establish ongoing fiscal and programmatic support.

Lasting Impacts:

The focus on equitable teaching and learning of mathematics centers on creating optimal learning environments and fostering positive mindsets, allowing all students to engage with math on a deep, conceptual level. The ESSER III Math PD initiatives have been intentional in equipping teachers with strategies and structures to enhance students' understanding of mathematics and strengthen their math identities. As a result, we've seen increased student engagement, a renewed passion for teaching math, and greater awareness of practices that support both student and teacher success. These

foundational achievements will guide our ongoing efforts to build capacity and sustain progress beyond ESSER III.

As the ESSER grant nears its conclusion, OCID is working closely with CAs to finalize their projects and ensure effective use of remaining funds. All projects must encumber their funds by March 31, 2024, with payouts completed by June 30, 2024. CAs have been asked to submit detailed plans for casual hires covering the period between March 31 and May 31, 2024. By April 1, 2024, OCID will reclaim any unspent funds, minus the amount allocated for casual hires.

As we close out the ESSER III Math PD grant, CAs are planning how to sustain these efforts. Some have applied for additional funding, such as Department of Defence Education Activity grants, while others are exploring ways to leverage the capacity already built to expand their initiatives.

39750 - ESSER III - STATE ONLINE LEARNING PROGRAMS

The State Online Learning Programs will provide schools with available, vetted, standards-based instructional curriculum for K-12 schools needing to utilize an online instructional learning program with a statewide Learning Management System (LMS). The online learning programs fit within the larger digital design work that extends beyond the scope of this program. The program also provided support for schools across the state who stood up their own school/CA distance learning program and to expand blended learning opportunities.

Successful Implementation:

For the 2023-2024 SY, OCID supported 22 schools, five CA programs, and three statewide programs via the LMS. An additional equity and civil rights review was completed for 16 online courses. PD opportunities were expanded to include synchronous webinars, recordings, and opportunities for PD credits. New learning tools were integrated to enhance online instruction, offering students interactive experiences and media-rich assessments.

In response to the Lahaina schools' emergency needs, approximately 370 students were provided with access to an online curriculum via distance learning platforms.

OCID also continued licensing on-demand tutoring and homework help through Tutor.com for all Hawai'i Online Course and State Distance Learning students, extending this service to all 8th-grade students in November 2023 and expanding it to 6th and 7th-grade students by February 2024. As of February 25, 2024, 1,770 students had participated in 3,884 sessions.

Additionally, the accelerated learning initiative, #808Reads Reading Challenge and Sail Along with the Moananuiakea Voyage, invited all public school students to collectively log 12 million reading minutes by the end of the SY. By the end of the second semester, 7,935 readers from over 172 schools had logged 8.5 million minutes, keeping them on track to meet the goal. Standout participation includes Lā'ie Elementary, with over 90% engagement, Kaimukī Middle School with 681 readers, and McKinley High School, which logged an impressive 1,168,988 reading minutes. These results highlight the commitment to literacy throughout the educational community.

Challenges:

One significant challenge is maintaining vetted online curriculum options for CAs and schools. Emergency situations also presented difficulties, as fluctuating enrollment and the need for rapid access to online systems made it hard for some students to start learning immediately. Certain online systems required extra setup time, delaying student access. Additionally, it was challenging to include 6th-grade students from K-6 elementary schools in the tutoring program, as access restrictions prevented them from utilizing the services.

While the Department has systems in place to offer online learning, we've learned that expanded emergency plans are essential to address fluctuating system access. There also needs to be flexibility in the types of online learning options to accommodate varying circumstances, such as limited internet access and device availability.

Lasting Impacts:

ESSER funding has significantly expanded learning opportunities statewide, providing students with access to curriculum and resources, even during emergencies. It also enabled students to access unlimited 1:1, 24/7 instructional support, fostering academic progress. Teachers can now integrate online options, create digital resources, and enhance classroom instruction.

The #808Reads Challenge has seen growing participation, with an increasing number of schools and readers each year. The program promotes a love for reading while building a community of readers across schools. Its blend of community engagement and individual recognition has proven effective in enhancing literacy and nurturing essential reading skills. The platform's user-friendly reporting simplifies tracking student progress, capturing minutes read, reviews submitted, and books explored. With 172 schools already participating, the program aims to further expand, increasing awareness and accessibility among teachers, students, and parents. By encouraging broader participation, #808Reads hopes to inspire a lifelong love of reading in more students.

ESSER funding has created a solid foundation for accelerated learning, supporting future growth and sustainability across the Department.

39740 - ESSER III - DISTANCE LEARNING (OCID) SY 2021-2022 → SY 2023-2024

Successful Implementation:

Prioritizing In-Person Learning While Providing Choice - The Department emphasizes the benefits of full in-person learning for all students. However, in accordance with the July 15, 2021, Board of Education (BOE) resolution, the State Distance Learning Program (SDLP) was established to partner with CAs and schools. This program offers a remote learning option for families prioritizing the safety and well-being of their children, particularly during the initial phases of the pandemic.

Initially, COVID-19 was a primary motivator for distance learning, the program now caters to a wider range of needs. Some families choose this option due to ongoing health concerns, anxiety, bullying, or other physical health considerations. We strive to ensure this alternative pathway meets the academic needs of all students.

Our commitment to student success extends beyond physical presence. We utilize comprehensive academic data as well as social emotional data to assess the program's effectiveness in delivering a strong virtual learning environment that meets the individual needs of all enrolled students.

Similar to all Department schools, the SDLP uses the same statewide assessments and universal screeners to gauge student achievement. You can find detailed data for SY 2022-2023 in our end-of year report using the link below.

[State Distance Learning Program End-of Year Report SY 2022-2023](#)

While the program's performance is comparable to Department schools in most areas, there is one notable exception: middle school math. In this subject, SDLP students scored more than 23% lower than the statewide average, indicating a need for focused improvement efforts.

Data Points

Monitored Data	SY 21-22	SY 22-23
Student Attendance	95%	91%
SBA Math-Passing	16%	24%

SBA ELA-Passing	40%	54%
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Universal Screener Data

Grades	SY 21-22 (on or above grade level)	SY 22-23 (cohort)
ELA 3-5	58.00%	67%
ELA 6-8	58.00%	53%
ELA 9-12	46.00%	49%
Math 3-5	52.00%	60%
Math 6-8	52.00%	49%
Math 9-12	45%	37%

The SDLP prioritizes the well-being and social-emotional competence of its staff, recognizing their critical role in student success. We are proud to share highlights of several successful initiatives:

1. Bi-annual Professional Development: Twice annually, SDLP provides comprehensive PD in SEL for all staff. This training equips educators with effective strategies to manage their own emotions, build resilience, and cultivate positive relationships. By prioritizing their own well-being, staff are better equipped to model and implement SEL practices with their students, fostering a supportive and productive learning environment.

2. Piliiana Time: Recognizing the importance of connection and communication, we have established "Piliiana Time" during every faculty meeting. This dedicated space allows staff to connect informally, share experiences, and offer support to colleagues. This fosters a sense of community and belonging, contributing to increased staff morale and reduced stress.

3. TrustCircle Platform: In January 2024, SDLP implemented TrustCircle, an innovative SEL platform designed to support staff well-being. While respecting individual privacy, overall usage data reveals strong engagement:

- **1,248+ completed tasks:** This metric demonstrates active participation in self-care and growth activities offered by the platform.
- **643 shared gratitudes:** This signifies a focus on fostering positive emotions and fostering a culture of appreciation.

- **297 logged journals:** Consistent journaling reflects staff engagement in self-reflection and personal growth.
- **117 mindfulness activities completed:** This highlights utilization of tools for stress management and emotional regulation.

The high engagement with TrustCircle affirms its success in promoting staff well-being and creating a supportive work environment.

Since all SDLP students learn from home they have the ability to access their learning. The SDLP recognizes the unique potential of our home-based learning environment to empower students to engage in independent study and access additional support beyond traditional school hours. This commitment to accelerate learning led us to implement various 24/7 tutoring initiatives, yielding positive results.

Live Tutoring with Human Experts: Through a partnership with tutor.com, we offer students access to live, personalized tutoring in a variety of subjects via chat or virtual sessions. This program has been met with strong engagement, with 163 students (43% of the student body) utilizing the platform since September 2023.

Expanding Options with AI-Powered Tutoring: To further expand access and cater to diverse learning styles, we are excited to announce the upcoming launch of AI-powered tutoring through Khanmigo in Spring 2024. This innovative platform allows students to directly ask questions and receive immediate assistance in Math, Science, and ELA. We anticipate this additional option will further increase engagement and provide valuable learning opportunities for all students.

Challenges:

Throughout the 2022-2023 academic year, the SDLP prioritized improving middle school math performance. Recognizing the impact of teacher vacancies, we strategically addressed this issue by hiring two full-time math instructors dedicated to the middle school level. This ensured consistent, high-quality instruction that is crucial for student success.

Additionally, we implemented several targeted interventions to bolster math performance across all grade levels. One key initiative was the establishment of Response to Intervention (RTI) groups. These small, virtual study groups offered personalized instruction twice a week, allowing teachers to effectively address individual student needs in areas requiring focused support.

To further enhance student support, we adopted a mandatory weekly support team meeting model. During these meetings, administrators and counselors collaborated to

develop individualized plans for students at risk of academic failure, ensuring timely interventions and a comprehensive approach to their success.

We also empowered teachers by establishing data teams. These collaborative groups analyzed academic data and proactively developed, tested, and evaluated new interventions each quarter, addressing the root causes of identified challenges. This data-driven approach fostered teacher ownership and facilitated continuous program improvement.

Our commitment to continuous improvement drives us to identify challenges, pinpoint areas for growth, and learn from past experiences. Reflection is crucial in ensuring the SDLP fulfills its mission of providing a high-quality educational experience for all students. In this spirit, we would like to share key insights from SY 2022-2023:

- **Challenge:** Cultivating connection in a virtual environment.
Lesson Learned: Fostering small team structures is critical for staff well-being and engagement, ensuring that individuals feel supported, valued, and able to contribute meaningfully to the program's success.

- **Area for Improvement:** Teacher participation in policy decisions.
Data Point: The 2022-2023 School Quality Survey (SQS) revealed teacher dissatisfaction with their ability to influence program policies, with an average score of 3.6 (the lowest rating).
Course Correction: We introduced a "stay and wait" rule after group meetings, creating a dedicated space for administrators to address teacher concerns and questions directly. This change enhances communication and fosters a more collaborative decision-making environment.

The State Distance Learning Program (SDLP) remains committed to offering comprehensive support to all students, including opportunities for accelerated learning beyond the traditional school day. Recognizing the potential of 24/7 tutoring to address individual needs and promote academic progress, we implemented live tutoring through tutor.com. Although initial engagement was promising, with 43% of students accessing the platform, we faced challenges in sustaining participation over time.

- **Challenge:** Encouraging consistent utilization of 24/7 tutoring resources.
Lesson Learned: While initial awareness and training are important, fostering a culture of proactive learning and support requires ongoing engagement strategies.

Finally, we are optimistic about the upcoming launch of Khanmigo, an AI-powered tutoring platform. Its interactive and engaging format may appeal to a wider range of learners and encourage self-directed exploration.

Lasting Impacts:

The SDLP has undergone a transformative journey over the past three years. Leveraging valuable insights from the Coronavirus Disease 2019 (COVID-19) Crisis, we established the Virtual Learning Center (VLC) with a bold vision: "Virtual solutions to educational problems." This translates to the VLC's mission of providing "any student, any class, at any time." The SDLP is just one component of this ambitious initiative.

Expanding Virtual Learning Beyond the Pandemic: The VLC's reach extends beyond the COVID-19 crisis, creating sustainable programs with lasting impacts. One such program is the State Distance Learning Strive Program. The challenges schools face in providing instruction for long-term suspended students, the VLC offers a statewide virtual learning option, ensuring educational continuity during disciplinary action.

The Emergency School Continuation of Learning Option is an invaluable resource that empowers schools impacted by major incidents to transition students seamlessly to a virtual environment, either through the SDLP or an asynchronous platform. During the Lahaina wildfire crisis, the VLC demonstrated its agility by onboarding over 800 students in just three weeks. Additionally, the VLC provided crucial training support for staff from affected schools to establish a hybrid distance learning hub. The program stands ready to offer similar support in future emergencies.

Curriculum Development with Lasting Impact: The VLC's commitment to curriculum development has a lasting impact on students. By harnessing a digital LMS, the SDLP creates a template for traditional schools to digitize their curriculum, enhancing accessibility for all teachers within the department. Collaborative efforts with the Department of Land and Natural Resources, for example, resulted in virtual field trips readily available for classroom integration by any teacher in the State. Moreover, the VLC is actively developing elementary curriculum in subjects like Hawaiian studies, music, computer science, PE, and health, which will be shared with all teachers across the state.

Empowering Innovation with the Virtual Fabrication Lab: In its nascent stages, the Virtual Fabrication Lab promises exciting possibilities. This initiative aims to equip elementary students and teachers with access to 3D printers and fabrication tools, empowering them to create solutions to real-world problems. Through a partnership with Ali'iolani Elementary School, the first student module will launch in May. Aliolani students have developed an asynchronous, self-paced course teaching 3D printing fundamentals

to any elementary student in Hawai'i. Upon course completion, students can submit their designs to the Virtual Fabrication Lab for printing, fostering creativity and innovation.

Looking Ahead: Strategic Priorities for Ongoing Impact: As the ESSER grant concludes, our strategic direction remains anchored in maximizing its lasting impact. Key priorities include:

- **Launching the Virtual Fabrication Lab:** Opening doors to this innovative learning space.
- **Expanding Curriculum Development:** Continuing to develop and share elementary curriculum across the state.
- **Building Virtual Field Trip Modules:** Collaborating with community partners to enrich virtual learning experiences.
- **Sustaining Emergency Response Capabilities:** Ensuring seamless access to the Emergency School Continuation of Learning Option.
- **Supporting Long-Term Suspension Alternatives:** Maintaining the virtual learning option for students facing long-term suspension.
- **Providing Statewide Choice:** Continuing to offer a virtual option for student learning through the State Distance Learning Program.

39751 - ESSER III - SYSTEMWIDE STRATEGIC SUPPORT - EFFECTIVE ACADEMIC PRACTICES

The Effective Academic Practices (EAP) is one of the four foundational system wide strategies implemented in the Department. EAP focuses on accelerating learning rather than remediating learning through the use of varied methods including tutoring, well-rounded educational opportunities, expanding of the school day, summer programs, out-of-school time activities, formative instruction, and virtual learning.

Successful Implementation:

The State Systemwide Strategic Support - EAP prioritizes the health and safety of school staff, recognizing their crucial role in maintaining a safe learning environment for students. The program used regular in-person ESSER State Convenings and frequent virtual support sessions to engage CA leads. These sessions provided tailored support while fostering coherence across the state. This coherence extended beyond EAP to other ESSER strategies, ensuring staff could see the connections between their role as EAP leads and other critical priorities within the Department. CA leads were supported in aligning EAP with other foundational strategies, the Board of Education's 2023-2029 Strategic Plan Phase II Implementation, and the Department's Priority Initiatives.

Through the strategic implementation of ELO's statewide, CAs designed programs tailored to student needs and interests. EAP prioritized students' safe and healthy return

to school by offering ELO's that aligned with student interests. CAs across the state used these opportunities to encourage attendance and engagement.

One example is King William C. Lunalilo Elementary in the Kaimuki-McKinley-Roosevelt CA. Their "Fun and Physical" after-school program offers activities like computer coding, physical fitness, and agility, with a capacity of 60 students. This program promotes consistent attendance by providing safe, engaging, and enriching activities.

The professional learning program focused on improving Teacher Clarity and emphasized ongoing feedback, or formative assessment, to enhance the learning experience. Initially, participants struggled with the new Learning Results Portfolio (LRP) template. In response, instructors introduced an LRP exemplar—a model portfolio—and a clear rubric at the start of the course. This approach clarified expectations and structure, leading to positive feedback from teachers. The success of this model prompted a program-wide shift, making the use of exemplars a standard practice for all future learning opportunities.

The EAP program advanced accelerated learning through professional learning and ELO. CA leads worked closely with teachers and administrators to provide customized support:

- **Professional Learning:** Each CA offered professional learning tailored to schools' needs. Key topics included Teacher Clarity, success criteria, professional learning communities, data team processes, and mathematics. Formative instructional practices were embedded in all training sessions. CA staff built trusting, productive relationships with teachers and administrators, creating a supportive environment for sharing resources aligned with school priorities. Leads played a crucial role in helping schools use data to inform decision-making. Collaborative conversations, whether through data teams or learning walks, deepened understanding, strengthened instructional practices, and accelerated student learning.
- **ELO:** The EAP team invited guest speakers on topics like esports, drones, and partnerships with 'āina-based organizations, sparking new possibilities for schools to offer engaging learning experiences. These ELOs aimed to accelerate student learning. The relationships CA leads built with schools facilitated meaningful discussions around student data, which often guided the ELO offerings.

Challenges:

To leverage the success of each convening or major event, feedback was solicited from the CA leads in attendance. There was overwhelming feedback expressing how beneficial it was to spend time collaborating, sharing ideas, deepening collective understanding through guest speakers and new materials. Much of the opportunities for growth in each

session were around a desire for more time to process the new learning together. In response to this expressed need, the EAP state lead provided additional opportunities to collaborate and touch bases through weekly group processing sessions, an EAP Google Space to continue conversations asynchronously, and monthly check-ins with CA leads.

- Group processing sessions became a space for CA leads to meet virtually and discuss the shared needs of different CAs while brainstorming ways to meet those needs.
- The EAP Google Space remains an open asynchronous forum for CA leads to find and share relevant information, resources, and questions from the field.
- Monthly check-ins are one-on-one virtual sessions with the state EAP specialist as a means of supporting the ongoing work and soliciting important feedback around what support schools are currently experiencing regarding formative instruction and ELO.

As one of the lessons learned, supporting the need for more time to process new information and collaborate with other CA leads, virtual and asynchronous communication opportunities were important to establish common expectations across the system.

The EAP CA leads have been committed to supporting schools' efforts to accelerate learning. Schools have often requested help from their CA teams regarding specific needs. EAP CA leads are more familiar with developing instructional practices in schools that have initiated contact. In an effort to be as thorough as possible, CA leads have identified the schools that have not requested help to offer assistance.

The primary challenge faced was identifying effective ways to support school instructional teams, a task that proved to be complex and multifaceted. However, through fostering a culture of proactive support, CA teams reached out to help schools understand how ESSER-related resources could be connected to their unique priorities.

In response to this challenge, a course correction was implemented. Certain CA EAP leads, capitalizing on the existing networks of beginning teacher mentors and school Academic Plans, initiated collaboration with schools to incorporate formative instruction training into their existing programs. This strategy aimed to align the training closely with schools' current priorities, ensuring that support initiatives felt like a natural extension of their ongoing efforts rather than an additional burden. This collaborative approach marked a turning point, creating a model for how educational support can be both effective and seamlessly integrated into the fabric of school priorities.

Lasting Impacts:

The EAP strategy prioritizes the well-being and social-emotional competencies of staff and students by promoting and modeling specific practices that place the needs of the learner before the learning. It is well recognized that in order for learners to flourish, students' social and emotional needs must first be addressed.

The EAP work supported student and staff SEL and wellbeing through implementation of teacher clarity PD, providing ELO for students, building supportive relationships, and modeling practices for SEL and well being as explained below.

- **Teacher Clarity:** A student's cognitive engagement is directly related to their social-emotional well-being. When students are disengaged with the learning, it is often the case that students are unclear about the intentions and reasons behind the intended learning. The State Systemwide Strategic Support for EAP program provided a Teacher Clarity workshop for CA leads, school administrators, and classroom teachers. A 4-month course on Teacher Clarity was also offered for teachers with the opportunity for teachers to obtain reclassification credit. With the training on Teacher Clarity provided to instructional leaders and classroom teachers, connections of these instructional practices were made with social-emotional learning and the importance of helping students establish the relevance of the learning.
- **ELO:** Many ELOs were offered throughout the state to provide safe and healthy avenues for students to transition back into their school settings while attending to their social-emotional needs. One notable CA has been the Aiea-Moanalua-Radford CA. Their CA ESSER strategy team has collaborated to respond to their schools' collective desire to focus on SEL by offering SEL training to support all their schools.
- **Supportive Relationships:** All of the CA leads were instrumental in applying a trauma-informed approach to supporting their schools. Being highly responsive to feedback and prioritizing positive working relationships with the school's point of contact was key in how each CA supported EAP for teachers and school-based instructional leaders. Flexibly serving as consultants, mentors, or even cafeteria monitors, CA leads intentionally established positive relationships within school communities.
- **Modeling Practices:** In every opportunity, EAP leads modeled specific instructional practices that promote social-emotional health and well-being. By using working agreements and norms of collaboration, those on the EAP team modeled ways to set the stage for congenial and productive learning environments. Similarly, inclusion activities at the start of every session allowed the EAP team to practice prioritizing connections before presenting content. Formative instruction, being a focus of EAP, was also modeled in a number of ways throughout every session and learning experience. For example, active learning strategies were used and

feedback from participants were leveraged to plan and make adjustments for future sessions.

The identification and collective system wide focus on the four foundational systemic strategies, including EAP has brought to the surface critical areas of expectations required of all schools to support and increase student achievement. Previously, these foundational systemic strategies would commonly be identifiable in schools with higher achievement, and with this effort, all schools have a foundation to increase learning for students across the state. These foundational systemic strategies continue to be cornerstones of the kindergarten to grade 12 alignment across the system, and integral as the Department meets the desired outcomes and goals in the Board of Education 2023-2029 Strategic Plan Phase II Implementation plan, and common priority strategies.

As the final months of the ESSER grant approaches, the EAP, along with the other systemic foundational strategies, will continue to sustain learning acceleration collectively with the CA and school tri-level system. Data that is emerging is promising that progress is occurring at a higher rate in Hawai'i than the national average for recovery from the pandemic learning loss. New systems have been established for sustainability of this positive trajectory, such as all schools applying universal screeners for grades K-9, SEL assessments at least twice a year, all schools ensuring a viable high quality curriculum for ELA and math, 24/7 online tutoring for students in middle/intermediate schools, K-12 Alignment Framework, and continued advocacy for ELO including summer learning at no cost to families.

39773 - ESSER III - KINDERGARTEN ENTRY ASSESSMENT

The purpose of the allocation of \$632,312 from ESSER III to the Kindergarten Entry Assessment (KEA) was to:

- Fund the initial year of procurement of the *Ready for Kindergarten* assessment tool from the Johns Hopkins University (JHU) at \$252,312; and
- Fund the training of approximately 950 kindergarten teachers in the administration of the KEA, whether through substitute pay or stipend pay, at \$400,000

The KEA is a legislatively mandated assessment, per Act 210, SLH 2021, and was not previously a line item in the Department's ongoing budget.

Successful Implementation:

The services of JHU in providing the Ready for Kindergarten's KReady System were fully realized through the \$252,312 purchase. The Department procured the KEA assessment tool, an online data management system, data analysis and reporting supporting, and ongoing technical assistance from the JHU. The Department successfully implemented

the assessment in all English medium kindergarten classrooms, with 10,484 students (87%) in English medium classrooms assessed.

Substitute and/or stipend pay was directly allocated to each school to fund the training needs of all kindergarten teachers for the SY 2023-2024 implementation. These funds were used accordingly by the individual schools, with a total allocation of \$301,920 to match the staffing numbers at that time.

An additional \$98,000 was further expended to purchase a language foundations supplemental curriculum for each kindergarten classroom to respond to the early language needs of the kindergarten students throughout the state. These curricula are in the process of being distributed to all schools.

Challenges:

Based on unique staffing needs and challenges, some schools were not able to fully expend their substitute/stipend allocations at the time of training. Consequently, the Department is currently working to ensure that schools can expend any small remaining funds directly on kindergarten support needs prior to the June 30, 2024 lapse date.

Lasting Impacts:

The findings of the implementation of the SY 2023-2024 KEA revealed that only 29% of English medium kindergarten students demonstrated readiness upon entry into kindergarten across the state. This suggests the need for immediate analysis and response to ensure that students are receiving developmentally appropriate instruction and timely interventions.

The Department has begun a Kindergarten Foundational Skills webinar series to begin to address students' developmental needs across the four domains of development - Language & Literacy, Mathematics, Social Foundations, and Physical & Motor Skills Development. Further strategies regarding quality kindergarten transitions and administrator knowledge-building about quality kindergarten programming are in development. The Department is also pursuing technical assistance with the US Department of Education through the Kindergarten Sturdy Bridge collaborative.

39758 - ESSER III - SYSTEMWIDE STRATEGIC SUPPORT - RESPONSIVE CAPACITY BUILDING

Responsive Capacity Building (RBC) works to provide training, coaching and support to school leaders, teachers and families to better identify and address the needs of students and staff. This ESSER strategy works across state offices and cross departments. Responsive Capacity Building consists of three sub strategies: Leadership Development

- OTM Leadership Institute, PD - OTM Personnel Development and OSIP Family and Community Engagement.

Successful Implementation:

The RBC strategy focuses on: providing training, coaching and support to school leaders, teachers and families to better identify and address the needs of students and staff. In order to accomplish this, one state office position and fifteen CA positions are funded. In addition, \$50,000 was allocated to support collaboration of state and CA strategy leads for FY 2023 and FY 2024.

Within the strategy there are three components: Leadership Capacity Building, PD and Family and Community Engagement (FCE). Within the Leadership Capacity Building strategy the state office has worked in partnership through the tri-level in designing opportunities to build capacity in school communities by celebrating teachers as leaders and supporting them in thinking through their next steps in leadership. Some of the work that was accomplished through ESSER has been:

- Coordinate 6 teacher leader events (Homegrown Leaders and Teacher Summits) throughout the state. These events have hosted over 240 teachers.
- Partnership between the Leadership Institute and Recruitment Office from the Office of Talent Management to host community-based job fairs, Homegrown Hires, to help schools find applicants for hard-to-fill positions such as security guards and school custodians. The job fairs have expanded to include casual, classified, and certificated positions and have been conducted throughout the whole state of Hawai'i. Homegrown Hires job fairs have been successful in drawing community members to events and providing a platform for schools to connect with potential employees. Homegrown Hires has been a valuable initiative that has helped to strengthen communities and support the education system in Hawai'i

The goal for (FCE for the ESSER Strategy: RBC, was to provide complex-wide FCE opportunities designed to support the needs of all stakeholders.

Throughout the ESSER journey we were able to do the following:

- Introduce a FCE Framework to stakeholders (Principals, Complex Leads, School Leads)
 - To acquire common language and common understanding of best practices for FCE
 - Understand the definition of Effective FCE
- Align BOE policies, FCE standards, Department strategic plan and other national and state initiatives to the FCE framework
 - To help stakeholders understand the common goals for each
- Develop Community ASSET Maps in different complexes

- To help stakeholders understand what is available in their communities
- Create a Community Engagement Website
 - To provide access to various resources and supports for all stakeholders
- Facilitate Workshops for stakeholders based on needs
 - To provide a space of learning and networking around FCE

Lasting Impacts:

The strategic direction for the final months will be to:

- Create shared responsibility for leadership development.
 - Partner with the complex and schools to continue to host more Homegrown Leader events to identify and ignite teachers as leaders.
- Offer ongoing, differentiated professional learning opportunities.
- Recruit and retain leaders to build capacity.
 - Build a tri-level system of support through Complex Collabs which aim to enhance and develop more complex focused opportunities for teachers to lead and learn.
- Rollout a new PD management system to communicate, organize, and document PD activities.
- Establish a common PD evaluation tool and provide additional guidance on various measures of impact.
- Further explore the potential formal adoption of Standards for Professional Learning for educators.
- Continue to align the FCE framework with the Department's 2023-2029 Implementation Plan
 - To bridge the work FCE leads has been focusing on and linking it to the Department's Implementation Plan for future planning
- Create plans and selecting practices that will fit the needs of the complex/schools/community
 - To continue the FCE work to improve student learning and outcomes.
- Host a FCE Summit in June 2024
 - To bring stakeholders together to continue to network, learn and share the work everyone has been doing around the FCE Framework

The goal of the PD strategy of ESSER is to ensure timely and relevant PD designed to meet the needs of each CA/school and measure impact through a systematic process. Some of the work that has been advanced through this ESSER initiative has been:

- Gathered information on PD activities offered by CAs and state offices. Solicited input as to how PD activities could be captured and recorded throughout the tri-level system.

- Worked within state offices to further define and categorize PD and training activities.
- Inquired into the alignment of Hawai'i's past PD offerings to the Standards of Professional Learning, through a study conducted by the Hawai'i Education Research Network.

39736 - ESSER III - STUDENTS WITH DISABILITIES - STATEWIDE PROFESSIONAL DEVELOPMENT AND TRAINING

The purpose of the Language and Literacy Initiative (LLI) is to improve the language and literacy proficiency of students with disabilities (PreK-3) by providing teachers with evidence-based professional learning and coaching on language and literacy instruction. Program objectives are to train CA literacy coaches/resource teachers to fidelity in foundational language and literacy instruction and effective coaching strategies. Train CA cohorts of SPED to fidelity in foundational language and literacy instruction. Provide ongoing, job-embedded coaching by CA literacy coaches for SPED teachers and general education teachers to implement effective language and literacy instruction with fidelity.

Successful Implementation:

Three CA were provided training for 42 teachers in LETRS. As part of this professional learning opportunity, teachers were provided with ongoing, sustained coaching, and implementation fidelity guidance. We are currently collecting both student and teacher level data to share at the end of the year and to refine the process as needed for our next cohorts.

Challenges:

The LETRS curriculum can be rigorous and time consuming for teachers. Our next cohorts will start in the summer in order to provide teachers with more time to focus on the beginning of the course without concomitant school duties.

Lasting Impacts:

Students have been given the opportunity to receive effective language and literacy instruction. The knowledge the teachers have gained will continue to impact their future students. In addition, although the ESSER funds will no longer be available, we have planned to sustain the efforts of this initiative by creating PLCs of teacher leaders and by continuing to provide additional cohorts with LETRS training from another funding source.

39689 - ESSER III - SCHOOL HEALTH SUPPORT POSITIONS

Through a memorandum of agreement (MOA) between the Department and the University of Hawai'i at Mānoa School of Nursing and University Health Partners, 80 school health support staff (position is now titled "health technician" (HT)) have been hired to support COVID-19 response efforts in schools. These personnel are health professionals and include medical assistants, certified nursing assistants, and community health workers. All HTs are clinically supervised by nurses at the complex level.

Successful Implementation:

The recruitment, hiring, and training of HTs has been a major accomplishment. All HTs have Department Gmail accounts and access to the Infinite Campus Health Module to facilitate the maintenance of student health records. HTs, in conjunction with the Hawai'i keiki nurses, helped support schools with health office visits, data entry, screenings, and health education, to ensure student health and safety.

Challenges:

The implementation of the new SHSS/HT positions faced difficulties. Increased awareness through education was crucial to ensure a clear understanding of the purpose and benefits of the additional personnel and services.

Lasting Impacts:

HTs provided care for students in the health rooms who would have otherwise not been able to be seen by a staff member with health training, and may have been sent home missing instructional time. Funding for these positions was not included in the Board approved budget for SY 2024-25, however, HB2759/SB3004 is currently moving through the legislative process.

39745 - ESSER III - STUDENT HEALTH NEEDS ASSESSMENT

Through a MOA with the UH Mānoa Office of Public Health, the Department is conducting a student health needs assessment. We expect to complete all activities related to this project by April 2024.

Successful Implementation:

A literature review of youth health factors that impact academic achievement was conducted, and 14 key stakeholders/groups were interviewed to identify data sources related to student health, internal and external to the Department. Next, priority areas were identified to guide data requests. Most of the data has been collected and is in the analysis phase. Results will help guide the Department's expansion of school health services.

Challenges:

Scheduling interviews with all the stakeholders was challenging, but resolved through additional inquiries. Data collection also proved to be challenging, as the lack of response and need for extra follow-up reminders pushed the timeline back.

Lasting Impacts:

The impacts of this program will be seen in the coming years, as the results from the Needs Assessment are projected to be completed April 2024. Those results will be utilized to guide the implementation of health services in the coming school years.

39687 - ESSER III - RIGOROUS OUT-OF-SCHOOL TIME ENRICHMENT ACTIVITIES

The Community Engagement Branch (CEB) distributed up to \$1.2 million of Hawai'i's ESSER III funds to public schools interested in continuing to provide out-of-school time (OST) programs for students. OST ESSER started its program in SY 2021-22 and its funding will end in May 2024. The Community Engagement Branch has been able to serve Hawai'i's community by funding after school programs to provide high quality learning opportunities for all students. In SY 21-22, the program reached approximately 4,008 students. In SY 22-23, there were 3,411 students who participated. Currently, there are eight schools being funded for SY 23-24.

The OST ESSER program objectives are as follows: participants will demonstrate regular, consistent program attendance, enjoyment and find value in participating in the OST program, academic improvement in reading/language arts, academic improvement in mathematics, decreases in the number of days absent from school, and decreases in the number of behavioral incidents at school. To accomplish these objectives, there were a list of allowable activities schools could engage their students in: academic supports, agricultural and culinary arts, career and college readiness, credit recovery, family engagement, health, social, emotional supports, life skills, mobile OST learning, performing arts and fine arts, service learning, sports activities and leagues, STEM (e.g. robotics, esports, coding) and virtual OST learning.

Successful Implementation:

Schools implemented a range of initiatives including daily tutoring, service learning projects, and STEAM programs. In SY 21-22, the percentage of students who demonstrated growth in Math and English for SBA scores were greater than non-participants. Twenty-nine percent of students who engaged in our programs for over 60 days demonstrated improvement in Math, in contrast to the 9% of non-participants. Likewise, 36% of students who took part in the program showed improvement in ELA, compared to the 18% of students who did not participate.

OST ESSER aims to reduce both absenteeism and behavioral incidents. In SY 21-22, students who participated in the program demonstrated a 91% average daily attendance. A total of 863 students attending OST ESSER improved their attendance during that SY. Students who attended OST ESSER for over 30 days had fewer behavior referrals compared to non-participants.

Challenges:

Coordinators have reported encountering challenges in implementing OST ESSER programs within their schools. For many, the primary hurdles included staffing and student attendance. Budget was also hard for most coordinators to foresee. To help coordinators, the OST ESSER's program manager provided monthly budget reports and conducted virtual check-ins.

Schools also faced challenges in maintaining consistent attendance among staff members and students for their after-school programs. Unexpected staff departures due to personal circumstances posed difficulties in finding suitable replacements. Furthermore, there was a lack of external resources available to support the program, as

there were limited applicants for available positions. Finally, maintaining student attendance proved challenging since participation in the after-school programs was not mandatory for students.

Lasting Impacts:

OST ESSER has made a significant impact in student academic achievement, school-day attendance, and behavior. By offering a variety of after school activities, this program has effectively reached a diverse group of students. Schools have expressed gratitude for the opportunity to fund exciting after school programs and activities for their students. Furthermore, they have highlighted that the quantity and quality of relationships built among staff and students have been one of the biggest strengths seen from the program.

In the remaining months of OST ESSER, schools will continue their programs to support students' needs, monitor student attendance and participation, and reflect on the program's strengths and challenges at the end of the semester. The program will culminate with a comprehensive three year impact report summarizing the lasting impacts on student achievement, attendance, and behavior.

39768 - ESSER III - DATA DECISION MAKING

Successful Implementation:

Action-oriented Data Decision Making (AODDM) strategy supports implementing an established process for examining data by teacher teams and school leadership teams to make decisions for students and schools. All of the designated AODDM CA leads continue to receive customized support related to the needs of their CA. To build capacity amongst the leads, they were provided with training about the process of analyzing data and the importance of collaboration from Laura Lipton, author of 'Got Data Now What.' Several CAs requested collaborative assistance with processes related to AODDM. The collaborative assistance was structured to build the capacity of the AODDM leads. Some examples are below:

- To model the data analysis process, CA administrators, district resource teachers and academic coaches from Baldwin, Kekaulike, Kūlanihūkoi and Maui (BKKM) received training on collecting and analyzing CA data for the CA comprehensive needs assessment (CNA) to inform the CA Academic Plan.
- The data driven school improvement process was also planned and implemented collaboratively for the Honolulu district team.
- Additionally, school level leadership teams, one in each BKKM, Castle Kahuku and Ka'ū-Kea'au-Pāhoa (KKP) CAs, along with the AODDM leads, received CNA process support as it relates to the school improvement process.
- In partnership with the CA lead, data teams process related PD sessions were offered for teachers at the KKP CA summit and for all of the teachers at Pomaikai Elem school on Mau'i. The topics included student learning, standards-based assessments, grading and a balanced assessment system.

Challenges:

The turnover in CA area leads and also the wide range of support needed to build capacity in the leads was a challenge. One way we worked to address this challenge is the AODDM state lead offered individualized assistance both in person and virtually to all AODDM leads. We learned over time that one-size-fits-all training wasn't meeting the needs of all CA leads. We also learned that it was more valuable to also offer training and support to those who worked collaboratively with the CA AODDM leads. The new leads found it especially helpful when we provided the individualized training to them and their colleagues as requested. We realized early on that each CA operates in its own unique systems to support schools with data decision making and our individualized support from the state office was customized for each CA lead and their collaborative colleagues to help grow the systems that were already established within each CA.

Complex Area ESSER Funds**Programs**

- 39695 - ESSER III: CA Proposals - Learning Loss - Attendance
- 39696 - ESSER III: CA Proposals - Learning Loss - Academics
- 39697 - ESSER III: CA Proposals - Learning Loss - Social Emotional
- 39698 - ESSER III: CA Proposals - Staff Well Being
- 39699 - ESSER III: CA - Safe Return to School

The Complex Area Superintendents (CAS) used federal relief funds to re-engage educators and students in teaching, learning, and mitigating the negative effects that the disruption to in-person learning had on student achievement. The focus shifted to addressing academic learning loss as the pandemic subsides and will continue to change as needs evolve. See the individual reports below for more detailed information regarding implementation, achievements, challenges, and next steps.

Complex Area Progress Reports**Kaimukī-McKinley-Roosevelt (KMR)**

Multiple schools in the KMR CA requested funds to address Academic Learning Loss in their schools.

ESSER funding was used for the following: KMR schools increased EL teacher numbers to support the high number of EL students across the complex, bilingual/bicultural school-home assistant positions were purchased to support kids and families in schools, ECRI coaching was implemented, in-school and after school tutors as well as paraprofessional

tutor (PPT) and part-time temporary teacher (PTT) were used to support struggling students. Schools also purchased new ELA/Math curriculum and training, attended learning conferences and received WEST ED PD and math PD from a math consultant (BTC). Schools also purchased technology to support students.

ESSER has had a huge impact on schools. We were able to provide much needed PD, technology, materials and personnel to support struggling students.

Leilehua-Mililani-Waialua (LMW)

Attendance

The purpose for this program is to focus on student attendance. Funding is provided to re-engage students back into the school setting. We utilized \$804k of the \$965k allocated funds to support attendance. To support re-engagement efforts, LMW schools have used ESSER funding for summer programs to help student transitions. Access to online communication systems enabled schools to share information with families. To improve attendance, schools also purchased golf carts to support safety. Another improvement has been the purchase of security cameras so students feel safe which results in them attending school. Challenges include determining how the purchases directly impact on the desired outcome of increasing attendance. Our next steps are to continue collaboration with schools to find additional means to engage students and support efforts to improve attendance.

Academics

The purpose of this program is to focus on academics for students. Funding is provided to gain a better understanding of student needs and challenges they face. Learning loss continues to be a concern and knowing where students are will determine the supports necessary to get them to where they need to be. We utilized \$7.04M of the \$8.2M allocated funds to support learning loss. All LMW schools emphasize curriculum, instruction and assessment needs of students and staff. ESSER funds have purchased curriculum, classroom resources, and assessment platforms. A variety of tech tools and devices have been deployed in classrooms. 19 out of 20 of our schools administer the i-Ready universal screener. Math and reading scores demonstrate growth between the 2021-2022 and 2023-2024 school years. ESSER funding also supports payroll for RTI support and tutoring. Challenges include the continuous monitoring of the effectiveness of implementation and impact at each school. Next steps include providing schools with curricular resources, PD, and PBL to support student learning. We will continue to utilize funding to close achievement gaps for all students.

Social Emotional Learning

The purpose of this program is to focus on social and emotional learning for students. Funding is provided to assess student social and emotional well-being, address their vulnerabilities, and provide necessary services and supports. We utilized approximately \$456,000 of the \$520,000 allocated funds to support SEL for students in LMW. To support a focus on SEL, ESSER funds purchased curricular materials for students and PD for teachers and staff. Bus transportation was also funded so that students could participate

in orientations for their upcoming transition to middle or high schools. Funds were also used to provide a robust middle school athletics program for our central district middle schools in the AMR and LMW CAs. One of our challenges include identification of how funding continues to support the needs of our students and schools. Our next steps are continuing to support SEL for our students through an array of curriculum, activities, and opportunities within LMW. We continue to adjust our funding allocations to support all of our pending projects that schools are requesting.

Staff Well-Being

The purpose of this program is to focus on staff well-being. Funding is provided to support staff well-being and empower them to take ownership of their individual well-being. We utilized \$266k of the \$300k in allocated funds to support the well-being of our staff. LMW's CARES team was developed to support the well-being of our staff. Funding positions such as COVID Response & Behavioral Specialists offer staff the ability to self-refer for individual counseling at their convenience. Training focuses on mental health topics and on short-term solution-focused counseling services. It approaches whole-person wellness for mindfulness, self-compassion, a circle of control, problem-solving, and decision-making. Challenges include ensuring how this support is communicated to staff and family within LMW and the opportunities it provides for all of our members. Next steps include continuing to address the needs of our staff members, students, and families through social, emotional, and behavioral support.

Safe Return

The purpose of this program is to focus on the safe return to schools for all individuals. Funding is provided to maintain a safe environment for all by promoting vaccinations and providing personal protective equipment. We've utilized \$7.2M or the \$7.5M of allocated funds to support the maintenance of a safe and healthy school environment. Funds were utilized for a variety of improvement and modernization projects. Tech resources and devices have been deployed in classrooms and common learning spaces. Funds were used throughout the CA to construct shaded coverings for outdoor learning spaces, resurface play courts, and improve campus facilities. Challenges include construction projects can no longer be funded and supported with ESSER funding and we are looking for other ways to innovate the needs of our schools and communities.

In the upcoming months, we hope to continue to finalize purchases in the various program IDs and monitor the payroll funding for personnel supporting student learning through RTI and tutoring support. We want to ensure the funding is spent and the purchase is completed by 6/30/24. We hope to continue to pursue other means of funding to sustain the progress that has been made to support student learning.

Farrington-Kaiser-Kalani (FKK)

This is an updated report on FKK CA's use of ESSER resources for Learning Loss - Attendance, Learning Loss - Academics, Staff Well-Being, and Safe Return to School.

Staff Well-Being

Continued enabling activities include access to on-campus fitness equipment, and substitute teachers to allow for collaborative planning, articulation, and learning walks/peer observations. The goals of these initiatives are to increase teacher satisfaction as well as their sense of safety and well-being. Twenty schools received support for activities designed to identify and address health and safety concerns to ensure schools can safely conduct in-person learning.

Safe Return

Schools purchased personal protective equipment, air purifiers, wall fans, furniture for flexible seating, tents, and cafeteria tables. Small projects were completed such as the installation of fans in the school gymnasium (Kaiser), water bottle filling stations, and retrofitting work to carve out dedicated spaces for counseling. Desired outcomes continue to be a heightened sense of safety and well-being in teachers, staff, and students as measured by SQS and Panorama surveys and improved attendance rates. Shipping continued to be a challenge, with items taking a long time to arrive and shipping costs being prohibitive at times. Some projects were deferred if they were considered new construction.

Social-Emotional Learning

Twenty schools received support for activities designed to identify and address the social-emotional and mental health needs of students. The allocation was distributed among the three complexes: Farrington - 22%, Kaiser - 48%, and Kalani - 30%. ESSER funds continue to support salaried personnel, such as outreach counselors, HMTSS coordinators, alternative learning personnel to support SEL initiatives, students with chronic absenteeism, and the implementation of trauma-informed practices. Enabling activities were implemented to increase students' sense of belonging such as continuing e-Sports programs, t-shirts promoting SEL programs, and project-based learning activities. Panorama SEL survey results were closely monitored to gauge progress.

While many schools hired highly-qualified salaried personnel, procurement of reliable casual hires remained a challenge.

Attendance

Regular and on-time attendance remains a priority for FKK. Seven schools received support for activities designed to engage students and promote attendance. These activities include bilingual personnel for tutoring and home outreach, as well as before/after school activities. Schools continued contracts for artists' residencies as well as after-school parent/student activities designed to strengthen family engagement. Average daily attendance is at 92% and chronic absenteeism is at 29%. This is not where we hoped we would be, however, we recognize that addressing attendance must be done in a comprehensive systematized way.

Academics

Schools needed tremendous support to purchase curricula that comply with the state's mandate for viable curriculum in ELA and math. Purchases were made for core curriculum, SPED and EL materials, and requisite PD. Many schools pursued hiring

casual personnel for RTI and sought to procure or access high-quality PD. Schools also purchased computer hardware and software, multimedia equipment, and classroom equipment and supplies.

Unfortunately, many schools have struggled to find adequate personnel to address their priorities. School personnel may be unwilling to serve as PTTs, and casual hires may not be available, or when available not effective. Schools were reticent to procure third party tutors. 'Āina Haina Elementary was able to use Ahead of the Class with good results.

Lasting Impact

Students will benefit from their school experience as schools have expanded their capacity to serve its students - academically, physically, and socially. The lasting impact of this ESSER funding will be CA and schools' understanding that accomplishing our mission as an educational institution requires a comprehensive approach. ESSER funds allowed us to examine strategies beyond just buying computers. What other creative ways can we come up with to serve our communities? This funding allowed schools to take risks and explore innovative initiatives. In the coming months, schools will be tasked with reflecting on what worked and didn't work, prioritizing successful initiatives, and exploring how to sustain these efforts as they are included in new academic plans.

Hilo-Waiākea (HK)

The primary areas of focus for our ESSER Proposal are: 1) ensuring students and staff have a safe and supportive learning environment to return to throughout the global pandemic, and 2) as schools begin to adjust to the virtual and in-person learning environments, students are provided with ample opportunities to engage with faculty and staff, reconnect, reestablish what was missed, and accelerate for all. For our HK schools, the largest amount of funds were utilized in Learning Loss-Academic.

In year 1 of our ESSER proposal, many of our schools needed to move from pod-style learning spaces to safe, physically distanced learning spaces. Much was invested in furniture, technology equipment and online tools. As time went on, school and student needs evolved to needing support with replacing old 1:1 devices, equipping classrooms with more tech tools to help with ongoing assessment and tiered supports, more instructional materials, and ELO. With the learning challenges and needs that resulted from the pandemic, educator awareness, skill development and strategies also needed to evolve. Many schools invested in PD focused on assessment, data analysis and intervention identification and implementation, Project Based Learning, early literacy, smaller learning community and academies development and continuous school improvement.

Very few individuals were hired to fill the ESSER strategy lead positions. Existing CA Staff were asked to consider the additional roles as they aligned to what some were already addressing. This has worked in our CA's favor as these individuals were able to add new information and strategies to their preexisting resources and incorporate into their support

to schools and with specific role groups. We continue to work together as a team to develop sustainable and coherent systems of support to schools.

Staff Well-Being

In comparison to Learning Loss categories, a fraction was spent on Staff Well-Being activities. Funds requested for this area were spent primarily on activities to develop connectedness and community on school campuses.

Social Emotional Learning

In comparison to other Learning Loss categories, a fraction was spent on SEL activities. The majority of schools requesting ESSER funding for SEL used the funds primarily to support the development of their PBIS systems which have shown increased growth. Panorama SEL and Student Perception data continue to display positive growth with minimal regression.

Accelerated Learning

Our schools have made amazing gains these last three years based on a multitude of factors. In our last progress report, we highlighted our schools' HÅ in ensuring schools are safe, healthy and engaging environments for students and families. Over the last year, we have seen how more of our schools are working to develop their HMTSS, examining a variety of data from different sources to ensure students receive the appropriate support, primarily to instill and reinforce positive behaviors.

Numerous educators also taught or counseled during the summer months through Out-of-School Time (OST) opportunities offered to students. These OST opportunities offered many students in Gr. K-12 additional time with their teachers to engage in accelerated learning offerings.

Currently, some of our schools are beginning to look at alignment with our high schools and their respective academy models.

Challenges

One of the challenges we encountered and continue to experience is the lack of substitute personnel. When PD is offered to classroom teachers, it is often difficult for teachers to find a substitute. Another challenge throughout the pandemic was the lack of bus transportation which ultimately impacted students participation in school.

Lasting Impacts

All HW schools are now equipped with Voice Over Internet Protocol phone systems which provide fairly consistent phone service to all 13 schools. A project of this magnitude would not have been possible without ESSER funding. In addition, PD opportunities provided to educators throughout the pandemic have been helpful in building awareness, skills and strategies to support students with academic, social-emotional and behavioral concerns as well as support HMTSS development on school campuses.

Honoka'a-Kealakehe-Kohala-Konawaena (HKKK)

The HKKK CA includes 19 schools across the West Hawai'i region. The ESSER programs have significantly improved our schools' ability to support students with quality instruction, social emotional wellness, school attendance, intervention, enrichment, as well as health and safety.

Health and Safety

Health and safety are priorities for our schools. Many of our school campuses are older and require extra care to maintain safe and healthy conditions. Highlights of ESSER funding support include help with mold mitigation efforts at Hōlualoa Elementary School, purified water filter stations at our schools, and upgraded bells and paging systems at Hōnaunau Elementary, Ho'okena Elementary, Pa'auilo Elementary and Intermediate, Honoka'a Elementary, and Konawaena Middle School. Additionally, work is in progress at Hōnaunau Elementary School to install outdoor covered play areas on campus. The main challenges for this category of funding that were encountered included supply chain issues and the long process for necessary permits.

Social-Emotional Learning

Each of the 19 schools focused on increasing opportunities to increase engagement and a sense of belonging to their school. Schools have implemented activities such as family nights, interest-based activities for staff, and student activities during and after school. Kahakai Elementary created an ongoing wellness calendar for staff that included themed activities for staff to engage with such as Chocolate Galore, Chinese New Year, Walk it out Wednesdays, and Sushi Bowl preparation. Curriculum to support student health and wellness. Waimea Elementary was able to build their schoolwide HMTSS process through the intentional use of the Character Strong curriculum and framework. PD has been provided for counselors and mentors are available for new counselors in the CA. Our office staff at all schools and CA offices have been supported with PD in service, organization, and leadership at three separate events.

In the initial years of funding, schools and offices had not fully returned to in-person learning SEL activities started on virtual platforms. This strategy has become much more effective when COVID restrictions were lifted. To continue the momentum and sustain the great efforts at our schools, we are ensuring that our leaders have the opportunity to learn from one another.

Accelerated Learning

ESSER program support was used to purchase language arts curriculum, tutorial programming, and after school programs. Twelve 14 seat short buses were secured to provide options to and from school, work-based opportunities, and transport to athletic events. Community School Coordinator positions were established at four schools to organize resources, programs, and opportunities to impact student success, and training to establish strong professional learning communities amongst staff. Innovative project support was provided for nineteen schools. Highlights include Honoka'a High and Intermediate School's schoolwide strategy to create an interdisciplinary macadamia nut entrepreneurial project and Kohala Middle School's Shark Tank competition.

Challenges

Challenges mainly included supply chain issues. The extended timeline for the buses delayed assistance for transportation issues. Additionally, the coordination of specialized training for drivers should start earlier so that buses could be used as soon as they were registered.

Lasting Impacts

The holistic approach of the ESSER programs has benefitted the education experience for students in terms of quality instruction, intervention support, and enrichment opportunities through an academic and social emotional focus. As the ESSER grant is ending, the strategic direction is to sustain the practices that have been established across our schools. Our focus on building a strong PLC network across all of our complex schools will help us to operationalize our values of equity, relationships, and collaboration to sustain quality learning for all students.

Pearl City-Waipahu (PW)

In the PW CA, funds were more heavily allocated to address academic learning loss, SEL, safe return, and staff well-being. Significant funding went towards purchasing instructional materials and supplemental programs, along with supporting student and staff wellness, and SEL initiatives. Given that nine of the seventeen schools in the PW CA are identified as having a significant number of lower socioeconomic students, funding for these areas of focus is paramount. Complex and school-level strategic decision-making allowed for the replacement of school equipment to allow schools to pivot more easily for safety, safe play spaces, and instruction, providing additional support staff, replacement of instructional materials to meet the post-pandemic needs of students, adaptive technology to minimize learning gaps, and building a sense of community to increase the adaptive and resilient capacity among students and staff.

Health and Safety

The PW complex demonstrated exemplary efforts in ensuring student safety and staff well-being. Waipahu Intermediate installed fencing and a school marquee, enhancing security and communication. August Ahrens prioritized flexibility with mobile cafeteria tables, promoting adaptable learning spaces. Pearl City High focused on air quality and furniture upgrades, while Kanoelani Elementary invested in safety measures and staff wellness. Waikele fostered Ne'epapa through a dedicated team-building day, while Mānana Elementary provided a unified environment with new furniture and staff uniforms. Palisades Elementary enhanced its cafeteria and staff well-being, reflecting their motto "One Ohana." Momilani Elementary strengthened staff connections through team-building activities, fostering a sense of community. These efforts collectively contribute to a safe, supportive, and conducive learning environment across the complex.

The challenges encountered in addressing health and safety at our schools included navigating procurement policies and procedures, determining appropriate engineering firms for assessments related to desired construction projects, and dealing with procurement thresholds. Additionally, challenges arose in supporting students and staff

through the ongoing effects of the pandemic, such as persistent absences and the need for enhanced family and school connectedness. Lessons learned include the clear need for streamlined procurement processes.

Social-Emotional Learning

The PWCA and its schools have shown commendable efforts in implementing social-emotional learning (SEL) in all schools. Highlands Intermediate added a SEL counselor to promote SEL lessons. August Ahrens Elementary achieved positive outcomes with the Bee Bucks Store and staff development to address post-pandemic student needs. Manana ES purchased library books K-6 for the five SEL competencies and contracted "Awakening Wisdom" (Hoala Foundation) for school PD in SEL. Waiiau ES sent a team of teachers to the National SEL Exchange Conference, then embedded best practices in their school's SEL plan. At Waikele ES, students are encouraged with banners displaying positive messages of Choose Love, alongside murals expressing the "Take Cares" mindset—Take care of yourself, Take care of each other, and Take care of this place. Each mural, crafted by a Waipahu High School graduate, reflects the unique story of the school.

The main challenges encountered included adhering to procurement policies while addressing the need for uniforms and managing the costs associated with procurement. Another significant challenge was reconnecting students with school, learning, and each other, particularly in the context of supporting social-emotional learning (SEL) initiatives. Areas requiring improvement include finding ways to provide uniforms to more students and families within budget constraints, as well as enhancing strategies to facilitate student reconnection and engagement. Lessons learned highlight the importance of flexibility in procurement processes and the need for innovative approaches to promote student well-being and social connectedness. Moving forward, course corrections implemented may involve exploring alternative procurement options and implementing targeted interventions to support student re-engagement and SEL.

Accelerated Learning

The successful implementation of accelerated learning efforts across the CA has been marked by strategic investments and innovative approaches to address academic needs. Overall, the complex efforts reflect a comprehensive approach to accelerating learning, addressing academic gaps, and promoting student engagement and success across various schools in the CA. PD, aided by consultants like Carol Ann Tomlinson, Tom Schimmer, Angela Maiers, and BTC, empowered teachers to enhance instructional practices. A significant amount of funding was dedicated to meet the department's requirement to select high-quality instructional materials. Through strategic investments and targeted interventions, schools have demonstrated tangible results in improving academic outcomes in all schools and enhancing the overall learning experience for students.

Lasting Impacts

The ESSER funding has made a significant impact on our schools, addressing academic needs while fostering a sense of community and pride among staff and students. Key

investments in technology, PD, and classroom resources have led to improved academic performance, increased engagement, and enhanced critical thinking skills. As the ESSER funding nears its end, our focus remains on sustainability, continued staff development, and maximizing resources to maintain our progress. Despite the ESSER funds concluding, we have successfully redefined learning approaches, supported students' transition back to in-person learning, and created a welcoming environment post-pandemic. ESSER funds have allowed us to restart crucial programs, provide learning support, and update curriculum, lessening the negative impacts of the pandemic years. Overall, ESSER funding has been instrumental in reopening schools safely, minimizing learning gaps, and accelerating student learning.