

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

The Department of Education (Department) is providing information on the implementation status of the Elementary and Secondary School Emergency Relief III funds. The Department continues to implement the following four systemwide strategies:

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

The following is a synopsis of each approved fiscal plan activity that summarizes the implementation status, achievements, challenges, and future plans. Each activity is identified by a program identification number and brief description.

Health and Safety

39689 - ESSER III: School Health Support Positions (SHSS)

Through a memorandum of agreement (MOA) between the Hawaii State Department of Education (Department) and the University of Hawaii at Manoa (UHM) School of Nursing and University Health Partners, 107 School Health Support Staff (SHSS) have been hired to support Coronavirus Disease 2019 (COVID-19) response efforts in schools. These personnel are health professionals and include Medical Assistants, Certified Nursing Assistants, and Community Health Workers. All SHSS are clinically supervised by nurses at the complex level.

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

It has been difficult to fill positions in some areas of the state, most notably in West Hawaii and Hana-Lahainaluna-Lanai-Molokai Complex Area (CA). There will be on-going training and technical assistance for newly hired SHSS this SY. Additional hiring and training will resume next SY.

39745 - ESSER III: Student Health - Services Needs Assessment

The Department is in the process of developing a MOA surrounding student health needs assessment with the UHM Office of Public Health. A presentation to the Coordinated School

Health Committee was completed on October 5, 2022. A literature review of youth health factors that impact academic achievement was conducted. We interviewed 14 key stakeholders/groups to identify data sources related to student health, internal and external to the Department. There were some challenges with scheduling interviews, but these were resolved.

The next phase is to identify priorities for data requests so that the UHM Office of Public Health Studies can perform some analysis. We can foresee the data sharing process to be a challenge.

39746 - ESSER III: Systemwide Strategic Support - 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 accomplish this, one state office position and fifteen CA positions are funded. In addition, \$50,000 was allocated to support collaboration for State and CA strategy leads for FY 2023 and FY 2024.

At the state office, the HHHS position was filled and professional learning, collaboration, and networking were provided to CA HHHS leads in order to build their capacity to support and lead the HHHS strategy within their CA. Supports provided by the state office include Elementary and Secondary School Emergency Relief (ESSER) State and CA Convenings, Hawaii Multi-Tiered System of Support (HMTSS) Cadre, HMTSS Cohort 2.0, the Collaborative for Academic Social Emotional Learning (CASEL) Leading School Wide Social Emotional Learning (SEL) on-demand course and Professional Learning Communities (PLC), the Panorama SEL Student Assessment, the Panorama Student Success Dashboard, Classroom180 Virtual Bootcamp and the Trauma-Informed Online Academy. At the CA level, 10 of the HHHS positions have been filled, and 5 CAs have chosen not to fill the positions and to designate the work to existing positions. CA leads have worked with their schools to implement HMTSS, SEL, and Trauma-Informed Care (TIC) within their unique contexts and to document their implementation progress using the Master Temperature Check.

Some of the challenges faced are the varying levels of HHHS implementation and prioritization of HMTSS, SEL, and TIC within the CA and schools. In addition, some CA and schools experienced a lack of personnel negatively impacting implementation.

Moving forward, continuing support will be given to all CA and schools on reaching the goal of Initial or Full Implementation, as measured by the HMTSS and SEL/TIC Implementation Continuums, by the end of SY 2023-2024. This support will include training on implementation science and creating/monitoring CA uniquely contextualized action plans. Building upon the foundation laid during SY 2022-2023, the Department will leverage the Trauma-Informed Online

Academy, Panorama SEL Student Assessment, and Student Success Dashboard supports to implementation of HMTSS, SEL and TIC. Clear and cohesive connections of the HHHS to the other ESSER foundational strategies, the Board of Education Strategic Plan and Department priorities will be made.

Funds allocated for this activity are on track to spend. Funds will be used for the CA HHHS filled positions and deficits accrued at the CA level by the end of the fiscal year. There may be some funds remaining due to the unfilled positions. The \$50,000 for collaboration will be utilized in SY 2023-2024.

Social Emotional Learning

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

As part of the Department's effort to prioritize and address social, emotional, behavioral, and mental health needs of students, OSSS will be provided Summer Part-Time Teacher (PTT) funding for interested school counselors and 10-month social workers.

The provision of these mental health support is in its third year of implementation, beginning Summer of 2021 and continuing through this summer. Upon request, all administrators, counselors and designated secondary contacts receive a Letter of Acknowledgement and are scheduled for an informational webinar. Funds are allocated to schools and a list of participants is provided to the Office of Talent Management in May in preparation for implementation in June.

Many school counselors and social workers have participated and continue to participate. It is projected that additional staff would participate, however, given the busy schedules experienced by schools, some have had difficulty meeting the registration deadline.

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 ensures all students have equitable access to the supports and interventions needed to thrive and reach their full potential. 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 Positive Behavioral Interventions and Systems (PBIS), Mental Health Technology Training Center (MHTTC)) establishing a network of community providers through a robust referral system is

essential. The wellbeing system described below was identified to bolster the Department's current school-based behavioral health system ensuring the fidelity of mental health services and supports.

Student Identification and Access System

A single-entry point wellbeing management system allows the Department to standardize documentation and progress monitoring all students for early identification, progress monitoring, intervention effectiveness, data transparency, and follow-through. In June of 2022, the Office of Student Support Services (OSSS) awarded Panorama the contract to provide the Department with an identification system for student social emotional learning, and all other domains of the Hawaii-Multi-Tiered System of Support (HMTSS). Schools currently use this platform to survey students' perceptions of their social and emotional learning and have access to an integrated early warning dashboard, intervention and progress monitoring interface along with a library of strategies and check-in tools. The contract has been renewed for SY 2023-2024.

On-going training for school and complex level personnel will be offered through the end of SY 2022-2023 and throughout SY 2023-2024 to foster understanding and utilization of the Panorama system. Additional professional development (PD) for school-level staff will be offered through the end of SY 2022-2023 and throughout SY 2023-2024, using the Panorama Student Success Dashboard to facilitate the Student Support Process through the creation of student driven interventions and progress monitoring.

Intensive Mental Health System and Service

Through the use of a mental health direct service referral system, the Department 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 2022-2023 schools were given the opportunity to integrate Hazel Health's supplemental community-based short-term tele-health 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). Informational and training sessions continue to be offered through the end of SY 2022-2023 and throughout SY 2023-2024. Sessions provide guidance regarding a school's options for delivery of service, the referral process, and the alignment of Hazel Health Inc. to MTSS.

Student Identification and Access System (Mobile App for Students)

The Department is soon to roll out a mobile well-being and mental health application that provides students with direct access to support and evidence-based social emotional learning topics. The contract to purchase licenses for TrustCircle, a well-being and mental health application, was executed on March 31, 2023. Informational sessions will be offered in May 2023 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 on-going 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.

Trauma-Informed Professional Development and Technical Support

Trauma-informed PD and supportive resources that promote resilient schools and ensure an understanding of trauma and its impact on student learning and wellbeing have been procured. By recognizing signs in student behavior, schools can learn to respond appropriately and resist re-traumatization. In effort to foster the capacity of CA leads in supporting 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 to all schools. In addition, all schools received a Classroom180: A Framework for Creating, Sustaining and Assessing the Trauma-Informed Classroom book. Services will be procured through SY 2023-2024 to develop culturally relevant modules and certification Trainer of Trainers (ToT) series. Additional training will also be offered through the Classroom180 Trauma-Informed Bootcamp and Trauma-Informed Online Academy.

39769 Hawaii Multi Tiered System of Support

A tri-level statewide training was provided on the Hawaii Multi-Tiered System of Support (HMTSS) Student Risk Assessment and Support Process. The training integrated the Salem-Keizer Student Threat Assessment System into the HMTSS student support process by assessing student needs when the student is at risk for potential harm to self or others and providing interventions and strategies designed to disrupt or prevent an act of targeted violence. This comprehensive and systematic approach to address the social, emotional, behavioral, and mental health needs of students aligns with the Hawaii State Department of Education's statewide strategy - Healthy Habits, Healthy Schools. Each current complex area identified a HMTSS, Point of Contact (POC) responsible for establishing a complex area team that was trained. In addition, all principals or vice principals were offered training.

39692 - ESSER III: Trauma-Informed Care Services

Compassionate Ko‘olaupoko is a collaborative initiative and community movement founded by partners representing the Castle, Kailua, and Kalaheo Complexes of the Hawai‘i Department of Education, Windward Community College, and Harold K. L. Castle Foundation. Community participation in the movement grew steadily through 2021, with thousands of people reached through workshops, speakers, and training.

Three goals guide Compassionate Ko‘olaupoko:

- 1) Strengthen trauma-sensitive schools and community organizations by focusing on training and empowerment;
- 2) Further developing the screening process to include social and emotional learning (SEL) screening, accessible data dashboards, and instructional resources to strengthen multi-tiered systems of supports;
- 3) Supporting design thinking through partnerships with stakeholder agencies and organizations.

Strategic activities to achieve the goals included a speaker series, book studies, community workdays, design thinking training (two cohorts established), specialized training for individual schools and grade level teams.

Serving as a community of practice that provides an organized and recognizable hub of Compassionate Ko‘olaupoko is essential for making systems-level changes. Castle-Kahuku is a catalyst for scaling SEL and trauma-responsive practices statewide in Hawai‘i. Mobilizing diverse stakeholder perspectives to the State Legislature can help with funding.

Providing training about trauma-informed practices is effective when providing practical skills that teachers and providers can utilize immediately. But education without practical skills to do something about it can be disempowering and frustrating.

Culturally appropriate language, curricula, and practices are very important. Schools are interested in making clearer connections to the values in the Nā Hopena A‘o framework and the Foundations of Aloha principles because they are rooted in Hawaiian cultural practice, but it can be challenging.

Statewide Network: We would like to leverage the success we have been having in Ko‘olaupoko to scale communities of practice statewide. Our speaker series has led to individuals and groups elsewhere in Hawai‘i who are involved in--or interested in creating--initiatives similar to Compassionate Ko‘olaupoko. We have begun considering trying to develop a Hawai‘i-based network site as part of the Building Community Resilience networks that are coordinated by the Center for Community Resilience at George Washington University. Our plan is to hold quarterly meetings of Hawai‘i-based groups to begin building this movement.

In addition, the Steering Committee spearheads strategic planning, fundraising, and communications planning. We recently redesigned our website and launched our social media channels (Facebook, Instagram, and Twitter), and will be further building out www.compassionatekoolaupoko.org.

Accelerated Learning

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

Program ID 39735 ESSER III federal funds were allocated to each CA for schools including Public Charter Schools to provide opportunities and services beyond the school day to address learning/skill loss or lack of expected progress as documented in each student with a disability COVID-19 Impact Service Plan.

CAs and schools did not have a need to utilize these funds and there were no obligations or expenditures in all CAs. Therefore, \$3.6 million was pulled back by the Office of Fiscal Services to be repurposed for other accelerated learning needs under ESSER III.

39736 - ESSER III: Students with Disabilities - Statewide Professional Development and Training

This program's goal is to improve the reading proficiency of students with disabilities by providing teachers with evidence-based professional learning and coaching on language and literacy instruction. Literacy Coaches (LC) are trained to fidelity in foundational language and literacy instruction and effective coaching strategies.

This school year, four CA were selected and participated in the Language and Literacy initiative (KKW, HW, KMR, and HLLM). Each CA hired LCs to spearhead the project. All LCs completed the Language Essentials for Teachers of Reading and Spelling (LETRS) volume 1 training and are in the process of completing the LETRS volume 2 training. In addition, the LCs received additional training to increase their knowledge of evidence-based language and literacy instruction, as well as effective coaching strategies so they are prepared to support teachers in their CA when they deliver professional development. The LCs also hosted family literacy events at each of their CA. LCs will complete their professional learning by the end of the summer. Next school year, the LCs will train cohorts of PreK to grade four special and general education teachers to fidelity in foundational language and literacy instruction; and provide ongoing coaching beginning in the Fall.

It has been a challenge to communicate to all stakeholders the purpose and structure of this initiative. Some principals and teachers erroneously believe that LETRS is a classroom curriculum as opposed to a PD course to assist teachers in understanding how to teach reading regardless of the curriculum used in their schools. There has also been some confusion in the field about the Language and Literacy Initiative sponsored by Exceptional Support Branch to support students with disabilities and the LETRS licenses purchased by the Office of Curriculum Instructional Design (OCID). Most importantly, all stakeholders may not fully understand this initiative

supports the Department's State Systemic Improvement Plan (SSIP) which is a federal requirement per the Office of Special Education Programs (OSEP). The overall goal of the SSIP is to improve teachers' instructional practices to positively impact academic performance of SWDs in the area of English Language Arts (ELA). If this initiative is shown to be effective in improving teachers' instructional practice in the four CAs, it will be scaled to all other CAs.

39755 - ESSER III: Summer Learning Hubs 2023

The purposes of Summer Learning Hubs are for remediation, advancement, credit recovery, intervention, enrichment, and transition programs based on the needs of a specific CA. The summer enrichment programs will enhance and/or extend a student's learning in a single subject area (e.g., ELA, Math, arts, PE) or through a multi-disciplinary program such as STEAM or Project Based Learning (PBL). Student's will also have the choice to partake in transition opportunities to strengthen their skills and content prior to starting the next grade level.

Approaching summer 2023, we will continue to work with the CA on the \$11,366,241 allocation for all Summer Learning Hubs and identify particular schools that will offer learning opportunities.

The challenges that surround Summer Learning Hubs include being in an estimated \$250,000 over the allocated budget. We worked with the OFS to conduct program-to-program transfers between program IDs 39755 and 39776 in the budget system. We need schools and CA to communicate with their families if they will be hosting summer learning opportunities (many parents are calling our office directly). We noticed that CA do not have a point of contact for their summer programs and have not completed their fiscal estimates for Summer Learning Hubs. We need to provide better clarity to CA as schools have been listing their programs as "Official Summer School" versus "Learning Hubs".

The next steps for Summer Learning Hubs are to allocate the ESSER III funding to the CA, confirm CA and school site Summer Learning Hub point of contacts, communicate with CA on deadlines/trainings (i.e summer transportation, Infinite Campus, etc.)

39686 - ESSER III: Summer Learning Hubs 2022

These programs were designed at the school or CA level based on the needs of the students in their community. Program design varies to include credit recovery, enrichment, camps, transition supports, and more. A total of 21,092 students attended a learning hub across 205 schools with an average attendance rate of 86.3%. This was a 16.9% increase (3,214 students) in enrollment for school learning hubs as compared to 2021.

High School Athletic Camp was offered at 10 high school sites, with at least one (1) site on each island. This program extended opportunities for coaches to offer assistance during the summer to high school students who were interested in athletics and were especially motivated to compete in college. At these camps, student-athletes worked to improve physical conditioning and skill development, as well as improving academic skills in specified areas. Camp instructors provided classes and training for interested students. A total of 368 students in ten schools participated as compared to 218 students in 2021.

39758 - ESSER III: Responsive Capacity Building (EL)

With high numbers of English Learner (EL) students in classrooms (average of 5 students per classroom), the Department mandated that all staff and teachers who work with EL students meet a minimum set of SIQ/TESOL professional development (PD) requirements. To meet the requirements established by the Department, more PD opportunities were needed. This program is designed to provide additional funding for this purpose.

CA identified and shared with the program manager the needs of the teachers in their particular complex allowing CA leads to provide these specific opportunities. In addition, the Department is identifying statewide PD opportunities that will be offered to all teachers and staff. The use of these funds has made it possible to provide virtual opportunities giving teachers more flexible options.

One challenge is ensuring that all funds are expended by the lapse date. This includes monitoring the expenditures at the CA level. It has also been challenging to schedule in-person statewide PD before the lapse of funds.

Next steps include systematizing the review of expenditures at both CA and state level. At this point, we are on track to use the funds.

39765 - ESSER III: Kindergarten Summer Start 2022

In partnership between Samuel N. and Mary Castle Foundation and the Department, the 2018 and 2019 Summer Start program was offered to fifteen Title I elementary schools without a state-funded PreK program—one per CA. Supported by ESSER funding, the program expanded to eighty-two schools with 1,437 students participating in 2022.

The Summer Start Kindergarten Transition program provides a free, summer classroom for incoming kindergarten students with little or no preschool experience. With a ratio of twenty students to two teachers, the program focuses on student learning, appropriate behaviors and school routines to develop confidence and foster a sense of independence for the first day of school and throughout the year. The cost for each class is about \$10,000 and operates for a minimum of

3.5 hours per day for three weeks. The schools are required to host a family engagement activity focused on early literacy in mathematics and/or English language arts.

For program evaluation, information is collected from parents through consent forms and satisfaction surveys. Teachers participate in focus group sessions at the end of the summer. First quarter attendance data and General Learning Outcomes for all kindergarten students are also reviewed. In the future, more schools are projected to participate and more classes will be offered. About \$1.34 million is allocated to fund Summer Start for 2023.

39766 - ESSER III: Summer Student Transportation 2022, 2023

The Student Transportation Services branch (STSB) will utilize the funds to assist all Department schools with summer transportation for all students. Since summer school is dictated by the school, STSB is requesting all schools submit their transportation requests so we can prepare and coordinate transportation based on their requests.

Summer 2022 has been very productive, STSB fulfilled all school requests for transportation and assisted certain specialized programs, like GEAR UP, with their unique transportation needs. There were some communication lapses between schools and families as this was a new process (normally schools are required to set up their own transportation for summer), some schools forgot to notify their families that transportation would be provided to their students at no charge to them. For these schools, there were no student applications for STSB to process so transportation was canceled due to lack of participation.

We need to improve communication between schools and families by providing support memos that schools can distribute in May. These will serve as reminders to families that student applications will need to be submitted in order for transportation to be scheduled.

Since we will be receiving an allocation of \$2 million, this should be appropriate as we spent close to \$1 million last year. There are more schools requesting transportation so we should have a better estimate by May 2023.

39767 - ESSER III: Summer School 2022

Official Summer Schools offered traditional academic courses and programs for grades K-12 and via Hawai'i Online Courses (HOC) for grades 9-12, with an implementation model of their choice (face-to-face, blended, and online). Official Summer School has traditionally been a tuition-based summer learning option for students to take courses for credit advancement, recovery or remediation. Due to ESSER funding, Department students did not have to pay tuition. Enrollment remained consistent with 2021 numbers but a larger percentage of schools implemented a face-to-face model, 74% this summer as compared to 46% in 2021. A total of 5,256 students attended

summer school across fifteen schools and 96% received passing grades in social studies, English, math, science, or general courses. The average attendance rate was 93.8%.

39768 - ESSER III: Data Decision Making

We are implementing an established process for examining data to make instructional and operational decisions for students and schools. All CA leads were provided with customized support to help them with conversations around the goals of the schools they were working with and the data that would help them measure success.

The two-year time restriction on the implementation of the strategy along with the different levels of knowledge and skills that the AODDM CA leads came with is the biggest challenge. We will continue to customize the support to the AODDM CA leads so they are able to move the schools toward full implementation of the strategy.

39687 - ESSER III: Rigorous Out-of-School Time Enrichment Activities (1% / \$4.13m requirement)

An application for Out-of-School Time (OST) ESSER funding was issued on September 10, 2021. All Department schools (excluding charter schools) were eligible to apply for funding based on student population. Schools used OST ESSER III funds to develop after school programs to help promote academic improvements and social emotional support through planned and structured activities. Schools used funds to hire personnel, provide student transportation, contract services, purchase supplies and/or equipment to implement their after school programs. Schools also used OST-ESSER funds to purchase student meals and snacks that were not covered by USDA reimbursement.

39684 - ESSER III: Reading Professional Development

The need to address effective reading instruction and a deep understanding of the science of reading, an initial cohort training through OCID with CA literacy leads and state office specialists for LETRS was initiated in SY 2020-21. The goal to expand professional learning cohort opportunities was created to support CA in training their teachers in structured literacy and change in teacher practices.

In SY 2022-2023, the trained CA leads continued to facilitate PDE3 LETRS courses for teachers, and one of the original cohorts that began in 2021 is scheduled to complete both volumes of the LETRS course by the end of May 2023. Some of the schools with a majority of teachers enrolled in LETRS have begun to see positive shifts in the way teachers are planning for and implementing reading instruction. They have also shared that the knowledge they have gained through LETRS has helped make instructional decisions around individual student's needs when engaging in data discussions.

The time commitment for this rigorous professional learning continues to be a challenge for many participants as unexpected circumstances and additional commitments arise throughout the SY. CA leads have scheduled regular “study sessions” in which participants may focus on the LETRS coursework. OCID tracks the progress of all participants and communicates that progress with CA leads. Recently, the LETRS platform was updated to provide CA leads with access to their cohort participants, so they may identify participants who may need additional support. Sites that have a few individual trained teachers have more challenges in spreading this practice without full school support. Other challenges in returning to full in-person learning and adjustment may have also been a factor in a slower implementation.

There is growing forward movement in the excitement for LETRS training and program offerings. Some schools are considering a full scale site implementation and OCID is prepared to support these efforts. Department sponsored PDE3 courses will continue to be set-up for each CA with leads serving as section instructors as participants engage in volume 2 of the LETRS course during the 2023-2024 SY. We will continue to provide support through regularly scheduled meetings to ensure CA leads are able to monitor and support their teachers. Meetings will also include next steps for application of learning as participants move into the second half of the course. Office hours will be scheduled to provide CA leads with individual support. Resources will continue to be added to the google drive to support CA leads with communication with and feedback for cohort participants as they work to complete the portfolios required by the PDE3 course.

39685 - ESSER III: Math Professional Development

OCID and CA are funding professional learning opportunities that support and strengthen ongoing efforts in accelerating the teaching and learning of mathematics, focused on long-term, sustainable implementation of evidence- or research based-strategies that increase access for all students to high-quality, equitable instruction and engagement in mathematics, with job-embedded support and coaching opportunities which complement current CA plans.

Through robust PD, there is an increased sense of excitement from math teachers/teacher leaders for teaching mathematics in a way that is more accessible and inviting to students. There has been an increase in the following areas; opportunities for deep dives into content and pedagogy; professional learning communities and networks around best practices for teaching math as well as instructional leadership in math; professional learning facilitated by experts in the field; capacity building within schools and CA, opportunities across all CA for professional reflection through classroom observations, in-field coaching, peer walkthroughs; visibility of the teaching and learning taking place within and across classrooms, schools, and CA; collaboration and sharing of resources by instructional leaders within and across the tri-level; emphasis on implementation of high quality instructional materials; student engagement in mathematics

One challenge has been that expectations by the ESSER III leadership have not been clear. We have been holding regular check-ins with the CA using our ESSER III Math PD funds, but we would like to have regular check-ins with the state program manager so that we can be sure to clearly communicate expectations and information down to our CA. We could also use assistance or guidance in collecting/reporting data as we are new program managers. Other challenges experienced by CA include the following; ongoing substitute teacher challenges which have impacted participation by teachers; gathering data around and monitoring impact: difficult to measure - we would really like to be able to measure change in student and teacher mathematical mindsets, as well as teacher change in practice; timing: there is a lot happening this year so it has been difficult to secure and arrange timing of professional learning, as well as a robust cycle of improvement to support implementation.

Through our monthly CA math PLC meetings, CA math leads will continue to have opportunities to network with one another, as a support system to work through PD implementation challenges and share best practices. The OCID math team will request another mid-year update from each CA during the fall, with a series of check-ins which will include a review of their plan to ensure fiscal responsibility and on-track spending of each CA, as well as facilitate data collection and reporting.

39749 - ESSER III: Middle School Leadership Coordinator

One of Superintendent Hayashi's Priority Initiative is Middle Level Education (MLE). The goal of this initiative is to Incorporate middle school concepts in middle level grades to support students' academic growth and social-emotional learning to transition successfully into adolescence and high school.

The purpose:

- To **lead** and **develop** the **focus** and **coherence** of MLE to build capacity so HIDOE can undergo the systems change we need for our Hawaii State Middle School system to move forward successfully and meet the needs of Hawai'i's young adolescents;
- Tri-level organizational alignment to policy, guideline and framework related to MLE;
- Ignite passion and build momentum through shared responsibility.

For SY 2022-2023, the strategic focus is to work on tri-level understanding and alignment to [BOE MLE Policy 500-16](#) and 102-9 as well as [HIDOE's Guideline and Framework](#) for implementing BOE MLE policy. Both the BOE policies and HIDOE documents are grounded in [AMLE's 18 characteristics of Middle Level Education](#).

Actions taken:

- Provided all middle level stakeholders (all school level staff, complex area EO and RTs, and state level EOs and RTs, Supt Leadership (Deputy Superintendents, Assistant Superintendents, Complex Area Superintendents) access to the most up-to-date middle-

level education resources via AMLE Membership—online professional learning classes, podcasts, Middle-Level Journal, articles, etc.

- This AMLE Membership is a portal to a wealth of peer-reviewed middle-level (ML) research, ML best practices, and ML professional development training that will enhance our staff’s knowledge to impact teaching and student learning positively. Superintendent Hayashi believes that providing access to this high-quality, research-based resource is essential to strengthening middle schools and increasing student achievement.
- Provide diverse and tailored middle-level professional and leadership development opportunities to all HIDOE middle- and tri-level stakeholders to build middle level capacity.
 - Because one of Superintendent Hayashi’s strategies is Responsive Capacity Building, we are building and strengthening the skills, instincts, abilities, processes, and resources of our middle level so that it can respond quickly and positively to the needs of all middle level stakeholders, including community members.
 - We partnered with the Association of Middle Level Education (AMLE) to provide our middle level educators the **2023 AMLE/HIDOE Middle Level Leadership Summit** which was held on Monday, February 20, 2023 and the **2023 AMLE/HIDOE Middle Level Summit** on **Tuesday, February 21, 2023** at the Hawaii Convention Center on Oahu.
 - Next SY 2023-24, we will be planning on having AMLE/HIDOE Middle Level Summits on Kauai, Maui District, and Big Island.
- Reconvened the Middle Level Executive Council.
 - MLE Executive Council is developing a draft of a three-year action plan. After the creation of this draft, the draft will be shared with the following middle level stakeholders:
 - Superintendent and his leadership team
 - Middle Level Principals
 - School Community Council
- Provide targeted support and professional development opportunities for aspiring and potential middle school leaders
- Sustain MLE PIR coordinator and MLE staff positions to ensure coherence, deepening and sustaining of high quality MLE
 - Hired two (2) 12-month State Resource Middle Level Teachers
 - Hired one Middle Level Principal in Residence Position

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. The online learning programs fit within

the larger digital design work that extends beyond the scope of this program. Provided support for schools across the state who stood up their own school/CA distance learning program and to expand blended learning opportunities.

This funding is for a 2-year contract for Imagine Learning Licenses. This program has been used by a number of schools statewide and reaches over 8,000 EL students. Through this contract, the Department will partner with Imagine Learning to evaluate the effectiveness of this program and to identify ways it can be used more effectively. This will be a USDOE Elementary and Secondary Education Act Tier 3 Evidence Study which will provide recognition for Hawaii as a state that uses effective evidence-based practices. The licenses are currently in use statewide. Schools will be provided training on how to use the program in the next few months. The baseline data for use in the Tier 3 study will be the World-Class Instructional Design Assessment (WIDA) scores. This assessment has just been completed. We support 30 schools, five (5) CA programs and three (3) statewide programs. Completed equity and civil rights review of curriculum. Onboarded all staff to platforms via Synchronous Webinars and on-demand resources. Revised PD credit opportunities to create a pathway for teachers to achieve Online Teaching license field. Reviewed and integrated additional learning tools that enhance online instruction by providing tools for student interaction and media rich assessments. Secured licenses for on-demand tutoring/homework help for all Hawaii Online Course students to utilize as a means of academic support for their distance learning and traditional day classes from Tutor.com. Provided emergency support for a Kauai CA school during a teacher shortage mid-year, to prevent disruption of student learning.

The data sharing agreement (DSA) and confidentiality agreement are in their final stages but are still undergoing review, until this is completed, the study itself is on hold. Even so, students are already using and benefitting from the program itself. We will finish routing the DSA and confidentiality agreement. Conduct the statewide training for schools. Monitor student usage. And lastly work with Imagine Learning on the status of the Tier III study. SY 2022-2023 is the first full SY on a new Learning Management System. There were challenges with getting the system prepared to meet all school/program needs including integration with other state systems, course/learner set up, and integrating applications. Consideration is also being given to the cost, both monetary and staffing, of maintaining multiple systems while addressing specialized situations (i.e., weather-related emergencies, staffing shortages, school related incidents, etc.).

The next steps include reviewing usage data on all platforms. Determine school/program needs for SY 2023-2024. Determine the budget for online programs and platforms and plan for sustainably maintaining all systems. Lastly, acquire DSA for integrated applications.

39740 - ESSER III: Distance Learning

In the SY 2021-2022, OCID was tasked with standing up a State Distance Learning Program in response to COVID-19. This program was a partnership between OCID and home schools. Students who attend are recommended by the principal and approved by the CAS. The State Distance Learning program will transition from a program of need, to a program of excellence to support the many students who thrive in the virtual learning environment.

The development of a State Distance Learning Program that services students from across the state provided approximately 600 students (year 1) and 300 students (year 2) with an online distance learning opportunity to address the needs of students and families.

The challenges that we face are students not attending classes and completing work. A majority of students who had attendance issues also had them in the past at their home-base schools. We also faced staffing issues at the start of the year due to teacher resignations, medical leaves, and substitute teachers who were unfamiliar or not able to teach online.

The next steps are continuing to develop curriculum and provide virtual solutions to educational problems. Second, we will build a pool of qualified short and long-term substitutes. Lastly, continue to work with parents and home-base schools to improve student attendance.

The program was allocated \$7 million from the state legislature for SY 2022-2023. So, there is an additional 3 million in the current budget. We are unsure at this time how much of that money will be returned due to the teleworking option ending after the close of SY 2023-2024. That money may be used to secure space and outfit classrooms for the staff.

39773 - ESSER III: Kindergarten Entry Assessment

The purpose of the Kindergarten Entry Assessment (KEA) is to collect annual data regarding kindergarten students' entry abilities in language and literacy; cognition, mathematics, and general knowledge; approaches to learning; social emotional development; and physical well-being and motor development. Data from the KEA serves to provide kindergarten teachers with information necessary to differentiate instruction for all students across all five of the early childhood domains.

Each English medium elementary school has been provided with a combined \$301,920 in substitute and/or stipend pay thus far to complete approximately eight hours of training in order to become certified to administer the KEA. It is anticipated that the remaining money (approximately \$90,000) will be additionally allocated for substitute/stipend pay and implementation-related expenses. Training began at the beginning of April, and over 30 teachers across multiple CAs have already been completely certified. Training will continue across all CAs during April, May, and part of June to complete the certification of nearly 600 kindergarten teachers. Funding will also be

expended to pay for the assessment system, PD materials, and physical assessment kits, and we are on track to fully spend this amount.

The implementation of this program is managed primarily by a single Educational Officer (EO), which is an enormous task. Similarly, the infrastructure for universal PD in the state is complex, requiring quite a bit of human involvement to facilitate. However, the program remains on track to ensure teacher certification.

Upon completion of the initial wave of training from April through June, the remaining ESSER funding in the program will be expended to finish the development of the online assessment system, including the uploading of all kindergarten students in July and the development of a communication stream between Infinite Campus and the assessment online assessment. First implementation of the assessment will begin with SY 2023-2024, and data collection from this implementation is automatic within the assessment's online system.

39776 - ESSER III: Kindergarten Summer Start 2023

The Summer Start Kindergarten Transition Program provides a free, three-week classroom experience in elementary schools for incoming kindergarten students with little or no preschool experience. The program focuses on student behaviors and school routines to increase students' confidence and foster a sense of independence. The goal of this summer transition program is to support successful kindergarten transition for incoming students and families.

For this coming summer 2023, we continue to work with the school sites directly (and inform CA) on the \$1,790,000 total allocation for all Kindergarten Summer Start. We are working to determine which schools will offer Kindergarten Summer Start. We are offering schools to request if they would like more than one class. We estimate to be over budget, we have worked with OFS to have program-to-program transfers between program IDs 39755 and 39776 in the Budget System.

The challenges that surround Summer Start include some schools that would like to offer a class but are having trouble hiring. We need schools and CA to communicate with their families that they will host summer start (many parents are calling our office directly). CA did not clearly communicate with their schools about the March 10 deadline to request Summer Start funds.

The next steps for Summer Start is to allocate the ESSER III funding to the schools, second, confirm school site summer start point of contact. Lastly, communicate with schools on deadlines/training (i.e Canvas/PDE3 Training).

39683 - ESSER III: Kaiapuni Distance Learning Programs SY 2021-2022 thru SY 2023-2024

The Kaiapuni Distance Learning program shall address student achievement through flexible program design which will allow for a K-12 interdisciplinary approach to curriculum design; prioritizing ‘ōlelo Hawai‘i learning engagement; shared leadership and increased collaboration of Kaiapuni stakeholders; and fulfillment of the Kaiapuni mission statement. In addition to the design guidance listed above, Office of Hawaiian Education (OHE) will also ensure that we are able to address the intent of funding and an alignment to the overall guidance for distance learning in the Department as provided for by OCID.

OHE is able to deliver a Kaiapuni distance learning program to meet the stated program objectives listed above. We continue to monitor for efficiency, appropriate educational programming and user satisfaction.

The challenges that we continue to work through is understanding the overall distance learning direction being set by leadership in order to inform future planning.

OHE is currently planning to continue providing the program in SY 2023-2024 and have begun steps to address personnel needs, summer training, communication to schools, etc. We are not on track to spending our funds. Based on projections, we are able to return \$127,85.00 to OFS.

39691 - ESSER III: Student Engagement Cyber Security Equipment

Information Technology and Digital Transformation Pathway that supports Leilehua High School cybersecurity and networking technology classes. It helps build systems for computer systems and technology to inform students about careers in the information technology sector and basic technologies. This includes Artificial Intelligence, Programming, Networking, Cybersecurity, Web Design & Development programs of study.

The pathway of the program has developed over the course of time including the complete renovation of a newly remodeled classroom. Funding has come partially from the support of the Hawaii Senator Dela Cruz. The class has a lot of the state of the art mechanisms to engage student learning and enhance their participation with cybersecurity. Classes are working to prepare for post secondary security protocols and achievements.

Ongoing resources and up keeping of the most updated resources to keep with the changing of the times.

Next steps: To continue working with community partners to engage our students with skills and elements needed to be successful and gain the skills necessary and provide a work-based learning experience for students to develop further understanding of professional issues, utilize employability skills, and demonstrate mastery of academic and technical skills learned through the program of study. Upon completion of the course, a proficient student will be able to discern

multiple pathways to careers in cybersecurity, necessary steps toward applying for a postsecondary program, necessary steps toward applying for a job, and reflect on program goals and aspirations.

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

Focusing on accelerating learning through the effective use of varied modalities, including tutoring, out-of-school time, extended time, and other instructional support for students. Design and facilitate tri-level partnership to support the systematic implementation of effective academic practices with a focus on extended learning opportunities and formative instruction.

CA have used funds to support PD in formative instruction and related topics. CA has also utilized ESSER program funds to provide extended learning opportunities (ELO), including high-quality tutoring and enrichment opportunities. Temperature check data shows that nearly all schools have gained some grounding in the effective academic practices (EAP) sub-strategies and have begun reflecting on implementation.

The current challenges include interpreting temperature check data based on the implementation continuums. Ongoing meetings between state and CA leads serve to provide context necessary for interpreting implementation continuum-related data.

In concert with other state ESSER leads, planning will continue regarding building on current progress with EAP and aligning the work to the Board of Education (Board) Strategic Plan and Superintendent's high-leverage initiatives.

Other Education Stabilization Responses

39752 - ESSER III: School Food Service Shortfall

The ESSER III funds were used to address the shortfall for the school food service program.

39754 - ESSER III: Quarantine While Traveling Related Expenses

The Department has not incurred any costs relating to the quarantine work-related travel; however, the funds are available should the need arise. The costs incurred by schools and offices in the event that official travel is disrupted due to COVID-19 related quarantine. The allocation decreased to transfer unused funds to program ID 39757, ESSER III-CONTINGENCY.

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

The two of the three positions intended to be supported with these funds have been hired. The fiscal position and the data position have been filled and making significant and positive progress with budgeting, monitoring, and addressing federal compliance matters. The third position that was intended to serve as an education program coordinator remains unfilled, despite having been through two rounds of job posting and interviews. The work of the ESSER support team will continue to expand as the team takes on more and more of a leadership and coordinating role in the implementation of the ESSER Educational and Fiscal Plans.

An institutional analyst and budget specialist have been hired in the last six months and the fiscal specialist is currently on leave to work for the State Legislature. Progress continues with budgeting, monitoring, and technical support with the ongoing implementation of the ESSER Educational and Fiscal Plans.

The allocation of \$189,566 is needed for contracted services to provide an external evaluation as part of the continuous improvement process of the Department. The purpose is to evaluate the programmatic and academic impacts of the ESSER funds, to evaluate the Department use of ESSER funds for the remaining duration of the awards, and to inform future resource allocation and planning.

High-level tasks include, but are not limited to, conducting an evaluation of programmatic uses/impacts of ESSER funds, assessing the availability of data for analysis, collecting and processing data for analysis, examining key data elements, providing recommendations, linking ESSER funding to inputs, and subsequent outputs, outcomes and impacts, identifying differential

effects across demographic characteristics, and identifying lessons learned and providing recommendations regarding the allocation, tracking, and outcomes/impact of ESSER funds.

39681 - ESSER III: Charter Schools Distribution for COVID impacts (FB 2021-2023)

For the 2022-2023 school year, charter schools utilized ARP ESSER funds to assist with pandemic recovery efforts and the normalization of school operations and instruction. Multiple charter schools increased their technological capacity through the purchase of student and teacher devices and by strengthening their technological infrastructure. A majority of charter schools increased attention on the physical health and safety of students and staff through regular, intensive cleaning that exceeded previous efforts and maintenance. Student learning loss and enrichment are being addressed through intensive, challenging curriculum that can be accessed both in-person in the classroom and remotely, if needed. ESSER funds have assisted charter schools in moving beyond the pandemic, while at the same time, moving their students forward towards greater achievements.

ESSER III: Budget Offsets

The budget offset uses approved by the Board are being centrally managed by the OFS based on actual expenditures and fiscal year 2023 expenditures will be recorded before the close of the fiscal year as necessary to maximize the utility of expiring federal fund grants and general fund appropriations.

Complex Area ESSER Funds

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

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

39697 - ESSER III: Complex Area Proposals - Learning Loss - Social Emotional

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

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

The Complex Area Superintendents (CAS) used the allocated federal relief funds to re-engage educators and students in teaching, learning and to mitigate the negative effects that the disruption to in-person learning had on student achievement. The focus has shifted to addressing the academic learning loss as the need to address COVID-19 lessens and will continue to change as needs evolve. See the individual complex-area reports below for more detailed information regarding implementation, achievements, challenges, and next steps.

Complex Area Progress Reports

Aiea-Moanalua-Radford (AMR)

SY 2022-23, we have dispersed \$52,466.57 throughout the 22 AMR schools with an additional \$19,466.57 projected for SY 2023-24, for a total of \$71,933.14 to address attendance concerns. Going forward, the ESSER Team will review each school's Post ESSER Implementation Continuum Tracker and work with individual schools who have not made any movement in attendance (HHHS & Responsive Capacity Building (RCB)) since the beginning of SY 2022-23, or are at the exploration/installation stage at the end of SY 2022-23. In addition, the ESSER EO will inform each school of their remaining ESSER budget at the end of SY 2022-23 and work with them on their spending plan for the next year.

SY 2022-23, we have dispersed \$757,979.61 throughout the 22 AMR schools with an additional \$1,129,051.78 projected for SY 2023-24, for a total of \$1,887,031.39 to address academic learning loss. Going forward, the ESSER Team will review each school's Post ESSER Implementation Continuum Tracker and work with individual schools who have not made any movement in the areas of (Action-Oriented Data Decision-Making (AODDM), or Effective Academic Practices (EAP)), since the beginning of SY 2022-23, or are at the exploration/installation stage at the end of SY 2022-23. In addition, the ESSER EO will inform each school of their remaining ESSER budget at the end of SY 2022-23 and work with them on their spending plan for the next year.

SY 2022-23, we have dispersed \$146,937.00 throughout the 22 AMR schools with an additional projected \$57,999.00 for SY 2023-24, for a total of \$204,936.00 to address student social emotional well being. Going forward, the ESSER Team will review each school's Post ESSER Implementation Continuum Tracker and work with individual schools who have not made any movement in HHHS since the beginning of SY 2022-23, or are at the exploration/installation stage at the end of SY 2022-23. In addition, the ESSER EO will inform each school of their remaining

ESSER budget at the end of SY 2022-23 and work with them on their spending plan for the next year.

We have secured the services of Ricky Robertson on May 8th and 9th, 2023, to work with AMR complex on developing and supporting the school's understanding and addressing the need for TIP. The intent is to continue the work with schools throughout SY 2023-24. The estimated cost for Mr. Robertson's services has still not been established.

SY 2022-23, we have dispersed \$345,492.00 throughout the 22 AMR schools with an additional projected \$48,706.00 for SY 2023-24, for a total of \$394,198.00 to address students safe return to school. The ESSER EO will inform each school of their remaining ESSER budget at the end of SY 2022-23 and work with them on their spending plan for the next year.

All AMR schools will provide summer learning opportunities that include the following Learning Hub (Regular or Fee-Based); Special Support Hubs: Provides students with disabilities with targeted intensive instruction in specific content areas (i.e., English Language Arts and Math, Communication); Enrichment - Students enhance and/or extend their learning in a single subject area; Intervention - A focused strategy or response that addresses a student's identified specific area of need and goals; Remediation - Reteaching of material not previously mastered when it was originally taught.

The following only applies to the secondary schools: Transition/Bridge - Students strengthen preparatory skills and content prior to starting the next grade level. Focused on entry to kindergarten (including Summer Start program), middle school, high schools or post-secondary institutions in order to increase success at the next level; Athletic Camps; Credit Recovery; and Credit Advancement.

Baldwin-Kekaulike-Kulanihakoi-Maui (BKKM)

Our schools reported hiring staff and providing various school wide activities to support increasing student attendance (Student of the Month, classroom/school awards, fun school activities, rewards, incentives, computers for gaming club, gardening). Additional PD (i.e. Hawaii School Counselor Conference, OHE Coalition Summit, PBL PD/planning days/PBL World PD), classroom materials, and school wide equipment were also purchased for school faculty and staff to use with students to encourage and improve student attendance. Schools reported difficulties in filling positions (PTTs, counselors, teachers, etc.) that they anticipated to support their efforts. They also reported challenges of getting materials/items ordered due to a supply and demand issue of items not being available or on back order. Moving forward the CA will continue to seek collaboration with community partners to engage students in their learning using in person activities as well as virtually.

Many of our schools as well as the CA were able to provide additional PD to address student learning identified in the school's comprehensive needs assessment (CNA) (i.e. math, PBL, Advanced Via Individual Determination (AVID) etc.). With this additional support teachers were able to increase proficiency and student learning growth. With these additional funds, teachers were afforded opportunities to attend national conferences (Hawaii School Counselor Conference, OHE Coalition summit, National Council of Teachers of Mathematics Conference, Association for Supervision and Curriculum Development) that typically would be a challenge due to budget constraints. The CA faculty and staff were provided with materials to support and enhance student learning (furniture, books, games, lab equipment, lawn equipment for flexible learning environments) Though difficult to find personnel (PTTs, teachers, counselors) to fill vacant positions, students were given extended learning opportunities before and after school to enrich their learning, as well as address gaps in their learning in order to support students in returning to their pre-pandemic standing. All CA schools will continue to enhance processes to look at student data to increase student achievement and positive SEL outcomes.

One of the emphases for a lot of the schools was to address the SEL of students and staff. PD like Growth Mindset (Dr. Blake Brandes) became the focus on how to move forward as we were transitioning from the pandemic. They emerged on engaging activities involving placed based learning and Ha strategies with their staff. Administrators engaged staff in outdoor field trips to build and strengthen relationships and reconnect. CA and schools reported using the funds to purchase SEL materials, equipment for faculty and staff that supported social emotional learning and well being where students participated in after school intramural sports that were coached by teachers. Schools were also able to provide additional PD and activities (i.e. sports, counseling, after and before school opportunities) to enhance and improve their impact on SEL. Much of this is having collaboration with state office via the CA (HMTSS, OHE, Aina Aloha)

There was a huge emphasis to put focus on all of the personnel that came and did the work to support students during the pandemic. Schools worked hard to accept not only where the students were but also where the adults were. They restarted and refurbished supplies of what they were doing (7 Habits, AVID), They used the staff well being funds to elevate and make safe the environment (installed vinyl fencing, repaired common areas of gathering, created staff calming rooms and kits, etc). Schools reported providing additional PD, collaboration days, and team

building activities to support faculty and staff well being. Many of the schools will continue these efforts to build collegiality amongst their entire staff, not just their teachers.

One thing that we learned from the pandemic is the importance to look at health safety differently. Many schools invested in providing personal protective equipment items as well as processes to keep everyone healthy. They invested in items (radios, bullhorns, golf carts, one to one technology, and safety equipment) to calm and maintain safety conditions for all. Getting the materials and items were continued barriers due to back orders and the personnel to install or do the work needed. Many schools used the opportunity to refurbish furniture, computers, and enhance with flexible seating (nontraditional chairs and tables). The outdoors became more appealing to do field trips with our community agencies which were also experiencing a shortage of personnel. Moving forward we will work with community agencies and parent volunteers to engage in supporting student achievement. At the complex levels we will be working to bring our phone communication system (telephones) for personnel to feel safe at our CA/District locations.

We are on track with our spending and have no plans to return funds at this time.

All CA schools reported difficulty filling positions (PTTs, counselors, etc.). Some of them are looking to contract vendors to address this need for families to have options. There are a couple of schools that are unable to provide summer activities due to large construction projects. They are looking to team with other neighboring schools to offer opportunities for students. Schools will be providing summer enrichment, programs tied to SEL, credit recovery, transition programs, and Kindergarten jump start programs. Bussing and classroom materials will be provided to support the summer programs to enhance and support student learning.

Campbell-Kapolei (CK)

To support the Complex Area schools' efforts in addressing attendance challenges, the Complex Area purchased Everyday Labs (EDL), an attendance nudging system, for interested schools. EDL provides snail mail and text nudging notifications to support families whose attendance is at risk or chronic. Schools have the ability to see schoolwide and individual student data as well as access to a database of evidence-based Tier 2 and Tier 3 interventions and a professional learning library.

The Complex Area schools also hired staff (attendance clerks, counselors, school security attendants (SSA), PTT, paraprofessional educators (PPE)) to address students who are chronically absent or on the verge of being identified as chronically absent. The desired outcome is to promote increased attendance, but some schools struggle with filling or keeping personnel. School Security Attendants provide intervention/prevention of student safety to ensure schools are able to safely conduct in-person learning.

To support student well-being, schools also hired additional personnel (teachers, PTTs, PPEs) to address gaps in learning and increase on time promotion and graduation. PTTs are used to support out of school time opportunities (before and after school hours.) They also supported SEL for students and staff. Some schools have personnel providing SEL lessons school-wide, coordinate staff wellness days and campus wide SEL assemblies; while others may choose to use personnel to monitor and follow up with students who are in need of HMTSS-SEL support, coordinate and implement truancy abatement programs. Schools also facilitated PD opportunities to provide teachers with articulation time support, and provide individual professional learning cycles to increase teacher knowledge, support student success, and close the achievement gap.

To address student learning loss, Campbell-Kapolei Complex Area schools also utilized ESSER funds for professional developments focused on Data Driven Instructional Cycles; substitute teachers to allow for teacher collaboration time on identifying and addressing student needs; devices for students to access discipline specific text during in and out of school programming; library books geared towards student interest; board games and fidget items to support students with coping skills when stressed or disappointed; Ergonomic chairs, Yoga Ed and participation in the Oahu Running Club to improve staff well-being were purchased.

In order to address the safe return of students, faculty and staff to school campuses, Campbell-Kapolei Complex Area schools purchased air purifiers, replacement filters, gloves, disinfectant, wipes, sanitizer stands, and sanitizer. Due to Capital Improvement Project (CIP) issues (installation), schools held back from pursuing the purchase of water filling stations and instead decided to use their funding to support other areas of need.

Finding applicants and retaining staff are ongoing challenges for some of our Campbell-Kapolei Complex Area schools. The Complex Area staff will continue to meet with the leadership at

schools to determine how schools would like to continue funding the additional staff for the upcoming SY 2023-2024.

For the upcoming summer session, seventeen schools will be offering Official Summer School, Summer Learning Hub, or their own Summer Programming. Holomua Elementary is a multi-track school and will not be providing any summer ESSER funded opportunities.

Castle-Kahuku (CK)

Attendance proved to be a challenge coming out of COVID-19 but believe that all funded activities (Academic Needs, Social Emotional, Staff Well Being, Safe Return) contribute to higher attendance. Our theory of action is that if students feel more successful academically and are socially and emotionally met with healthy staff, in a safe setting, attendance will be increased. However, as stated, attendance was a challenge. Schools held parents accountable through letters home and personal meetings with families who were chronically absent. Counselors provided resources and helped develop plans of action for parents.

A CA "data dashboard" was developed to track and monitor issues such as attendance, as well as aggregated data by demographics. This data is reviewed by the CAS and the CA team to help schools monitor and track the data. We will continue to track and monitor attendance data and have necessary conversations with school principals regarding attendance.

A key strategy to address academics was to design and develop Response to Intervention (RTI) programs at each of the schools. PTT and tutors were hired throughout the CA to work directly with students in small groups to address their individual needs. The challenge, at times, was filling the vacancy, and then training them to be highly effective.

Another key strategy was providing a common universal screener for all CA schools. The screener not only included access to the platform, but the necessary PD for a successful launch of the program as well as continual training to help with data analysis.

A technology plan was developed so that there would be a seamless delivery of instruction. The challenge moving forward will be to track all the devices and programs and maintenance.

For long term success, the CA has engaged in PD to develop capacity through a Continuous School Improvement Framework. The challenge will be to maintain the high quality CNA process with all new administrators and staff.

Another strategy that we are proud of was to purchase evidence-based EL curriculum and PD. The challenge will be to provide continuous PD to existing and new teachers who work with EL students.

Strategies to address social emotional activities mainly centered around personnel to help implement programs at a school wide level. From mindfulness activities, to yoga, to aina-based programs, staff helped establish system-wide impact as well as individual student mentoring.

Schools have reported that the programs helped not only students, but staff, and families, as the staff engaged the school community. The next steps will be to evaluate the student impact and try to scale the programs to other schools. The barrier will be finding qualified and effective personnel.

Staff well being activities included PD to understand individual strengths for maximum impact in their specific roles. Other activities included staff well being retreats to provide a safe and healthy working environment. The challenge will be scaling these activities to every school.

Safe return implementation strategy was mainly to hire supervisors to help create smaller group sizes for multiple recesses and lunches. This allowed for more distance between students and teachers and aided with contact tracing if needed. Schools that requested more personnel were able to reduce group sizes and manage the spread of COVID-19. The challenge was filling all the vacant positions and then training all the individuals. The next step is to continue to monitor effectiveness and evaluate for future staffing models. However, with funding limitations ahead, it will prove to be a challenge.

Schools have submitted requests for summer programs that will be provided to mainly address academics and learning loss and enrichment. Our CA is currently in the process of receiving ESSER requests for 4th quarter and summer programs.

Farrington-Kaiser-Kalani (FKK)

Twelve schools received support for activities designed to re-engage students in school to increase attendance. The allocation was distributed among the three complexes: Farr - 58%, Kaiser - 16%, and Kalani - 26%. Some of the enabling activities include: before/after school activities such as STEM club, gardening, computer classes, and LEGO Club. Schools contracted artists (e.g. T-shirt Theatre) for residencies. Schools purchased recess equipment to increase students' overall physical health. ESSER funds supported after-school parent/student activities designed to strengthen family engagement. One school hired a parent liaison to connect with families to deepen their understanding on how attendance affects academic achievement and how school operates (policies, regulations, and initiatives). Farrington High hired personnel to provide instructional support for students who have been absent by engaging them in planning and implementing their goals in each of the three career pathways.

Twenty schools received support for activities designed to address the academic needs of students. The allocation was distributed among the three complexes: Farrington - 58%, Kaiser - 29%, and Kalani - 31%. Some of the enabling activities include: hiring personnel (casual) to support the delivery of tier two services, contracting 3rd-party vendors for intensive tutoring to close the achievement gap as well as to accelerate learning, and procuring/accessing high-quality PD to enhance schools' capacity to address learning challenges. 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 still seem hesitant about contracting 3rd-party vendors.

Twenty schools received support for activities designed to identify and address the social-

emotional and mental health needs of your students. The allocation was distributed among the three complexes: Farrington - 24%, Kaiser - 46%, and Kalani - 30%. Several schools purchased outreach counselors 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: establishing e-sport programs, purchasing equipment, supplies and services to enhance course offerings, and furniture and minor construction to create spaces that are conducive to sensory integration and counseling services. All schools are tasked with creating plans on how to sustain important student services once ESSER funding ends.

Ten schools received support for activities designed to identify and address the social-emotional and mental health needs of school staff. The allocation was distributed among the three complexes: Farrington - 37%, Kaiser - 13%, and Kalani - 50%. Some of the enabling activities include: access to on-campus fitness equipment, 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 are able to safely conduct in-person learning. The allocation was distributed among the three complexes: Farrington - 36%, Kaiser - 30%, and Kalani - 34%. Some things purchase with ESSER funds include: personal protective equipment, air purifiers, fans, voice amplifiers, golf carts, furniture for flexible seating (indoors/outdoors), tents, cafeteria tables, and water-bottle filling stations. The desired outcomes are for a heightened sense of safety and well-being in teachers/staff and students as measured by annual School Quality Survey (SQS). Attendance rates should also improve due to a healthier environment. Preliminary data shows positive trends. Some challenges have been shipping delays on furniture and unforeseen issues with infrastructure in minor construction projects.

Periodic update meetings are held with principals to monitor spending. At this time, we do anticipate being able to expend all of our allocation.

All CA schools will be offering an in-person Summer Learning Hub program. Each program is unique to their school/students' needs. Thus, their design, dates, and durations of the programs may vary. However, the purpose of the program remains the same at all schools: mitigate the effects of the COVID-19 pandemic through engaging summer activities through transition programs, extended learning opportunities, academic/behavioral/social-emotional supports for students that may have been affected adversely.

Hana-Lahainaluna-Lanai-Molokai (HLLM)

Attendance: Funds were used to provide activities, incentives, and environments that promote student and family engagement to improve overall student attendance. Some of the achievements include schoolwide Positive Behavioral Interventions & Supports (PBIS), incentives, award assemblies, and improved attendance. Addressing elementary school attendance continues to be a challenge as family court referrals are not permitted at the elementary level. Next steps in the Complex Area are to update attendance policies and develop other innovative programs to address attendance such as the Maui Attendance Review Council (MARC).

Academics: To address academic learning loss, ESSER funds were used for quality instructional materials, equipment, programs and resources to engage students in learning. Achievements include after school tutoring programs, purchased curriculum / programs (ie: LETRS, Fontas and Pinell), Canoe Math Project professional development (PD) with ongoing coaching & support; classroom teaching and after school tutoring supports, proximity learning and communication upgrades (phone, internet, devices). In addition, outdoor learning spaces were created/expanded. Some of the challenges are the lack of personnel to support after school tutoring/summer learning or to serve as substitutes for teachers engaged in professional development in order to learn new curriculum &/or to refine their effective instructional strategies. The next steps are to continue to research programs and curriculum implementation. Summer Learning Hubs funded by ESSER will be offered at 6 Complex Area schools.

Social Emotional Learning (SEL): Funds were used for activities that develop the self-awareness, self-control, physical space, and interpersonal skills that are vital for school, work, and life success such as but not limited to outdoor learning spaces, Social Emotional Learning (SEL) programs, and hiring of necessary personnel. Achievements include Hawaii's Multi-Tiered Systems of Support (HMTSS) Professional Development, SEL curriculum purchases, communication upgrades (phone, internet, devices). Kristi Yamaguchi Always Dream Reading/Parent Engagements, sports-based middle level youth development programs.

Staff Well Being: ESSER funds supported activities that promote positive working environments and overall health and happiness for staff such as but not limited to physical, mental, and social events, equipment, supplies, and resources. The majority of funds for staff well being was used to purchase air purifiers for learning/office environments and upgrading internet and phone communications systems for complex area offices. Our achievements included promoting reconnection, positive working environments, communication upgrades (phone, internet, devices), mental and physical support, and introductory Gratitude Science PD for all administrators and Complex Area Support Team. The next steps are to work with the Office of Hawaiian Education (OHE) on school culture, purchase/provide/ support SEL curriculum as selected by schools and provide ongoing support for staff and students complex-wide. Challenges that were encountered

included incorporating this professional development (PD) into preexisting PD plans as well as the continued challenge of finding substitute teachers.

Safe Return: We have increased outdoor learning spaces and created safe, welcoming spaces for students, staff and community. Our achievements include updated phone security systems, installation of water fountains for safe drinking water, increased safety and improved learning engagement. Our challenges include limited bandwidth, networking issues and no longer being able to use ESSER funds for construction projects. Next steps include looking into additional upgrade options and other innovations to meet the needs of our students.

Hilo-Waiakea (HW)

The daily attendance rate for CA schools has gone up by about 3% points since Fall 2021. We attribute much of this to our schools' HĀ in ensuring schools are safe, healthy and engaging environments for students and families. Much was invested in the upgrading of school phone systems (VOiP) to improve two-way communications with families as well as using the new phone systems to provide attendance notifications to families. A collaborative effort between Hilo-Waiākea and Kau-Keaau-Pahoa Comprehensive School Counseling and Behavioral Health teams provided PD and support to key school personnel on attendance programs, support and interventions. Although we have made some improvements with average daily attendance, there is a need for continued attendance efforts, the continued availability of vaccinations and/or test kits, and support with student transportation to meet pre-pandemic levels. The Complex Area has developed an attendance task force to assist with addressing some of the attendance concerns that persist.

Our Complex Area has schools that use either iReady or STAR as their universal screener. Since Fall 2021, we have found that although we have not made large gains in meeting grade level proficiency levels in reading and math, some schools have seen a rise in growth towards student targets for reading and/or math. In order to accomplish this, schools have utilized a number of strategies. Some schools have engaged in a prioritized instructional content process. Other schools have made a dedicated effort to incorporate evidence-based practices, strategies and/or programs to support all learners and have seen some great improvement in student skills in reading and math, primarily in our elementary schools. A couple of challenges we have observed include difficulty in finding and hiring personnel to support tutoring and summer learning programs and finding substitutes to allow teachers to meet for data teams and articulation.

Year-to-year Panorama SEL Survey data since fall 2021 have not shown significant gains. However, data from the beginning of Fall 2022 to Winter 2022 have shown approximately 10 percentage point gains in each dimension from grades K-2 Teacher Perceptions, 2 percentage point gains in each dimension from grades 3-5 Student Perceptions, and no change from Grades 6-12 Student Perceptions. Next steps include developing a complex HMTSS plan to include a framework for SEL support.

The majority of funds for staff well being was used to purchase air purifiers for learning

environments and offices at schools and CAs. Over time, we have found a reduction in the number of positive COVID-19 cases which could be attributed to a combination of the availability of the air purification systems, COVID-19 vaccines and testing/test kits, availability of distance learning opportunities, environments that provide for safe distancing, and the availability of PPE. Challenges that were encountered included incorporating staff well being PD into preexisting PD plans as well as the continued challenge of finding substitute teachers.

Summer Learning Hubs funded by ESSER will be offered at 9 CA schools and Official Summer School will be offered at 1 high school. Schools offering summer learning include the following elementary schools: EB de Silva, Ha`aheo, Chiefess Kapiolani, Ka`ūmana, Keaukaha, and Waiākeawaena. Middle schools offering summer learning: Hilo Inter and Waiākea Inter; and high schools with summer learning: Hilo High and Waiākea High. Other summer supports include School Counseling or support from School Social Workers to maintain counseling, behavioral and networking supports for our vulnerable learners. Academic offerings range from Summer Bridge, to credit recovery and enrichment in a wide variety of content areas, to student leadership. It will be challenging to maintain and sustain extended learning opportunities without ESSER funding.

Honokaa-Kealakehe-Kohala-Konawaena (HKKK)

Funding includes a contract for services for four pilot schools implementing a community school model. Contract includes a coordinator for each school (Kohala Middle, Waimea Elementary, Waikoloa Elementary/Middle, and Kealakehe Elementary, training, and implementation support; Five 15 seat buses are on order to support transportation needs; \$25K was distributed for each of the 19 schools to support extended learning opportunities for students before and after school to build relationships and increase engagement. Services have included: tutoring, club startups (i.e., FFA, speech, marine science), and specific interests (i.e. gardening, arts, physical activity, Lego programs). Our next step is to work on other options besides the small buses-costs have increased by 50%.

Each school was provided funding of \$20K to purchase annual licenses for their universal screener for administration of 3 times per year. \$50,742K was used to increase the capacity of schools to support internet access in outdoor learning spaces (Kohala high, Kahakai Elementary, Honaunau Elementary, Kealakehe Intermediate, Paauilo Elementary/Intermediate, Konawaena Elementary, Konawaena Middle, and Holualoa Elementary); \$50K was provided for schools to apply for start up funds for innovative projects-four schools requested funds for this year; funds are available for the remaining 15 schools next fiscal year. Most of these funds for innovative projects were budgeted for next year so spending is on track. Teacher work groups were formed and met to work on priority standards for English language arts (ELA), math, and social studies. Our next steps include working with the remaining 15 schools to finalize projects, plan out PLC PD for the upcoming year and secure contracts.

\$10K was budgeted for each of the 19 schools to support SEL activities. Schools have used the money to support school-wide events during and after school. Examples include: end of quarter celebrations, classroom positive behavior strategies and supports, student sponsored market days, literacy nights, physical fitness programs). Our next steps include helping schools to focus on SEL integration during tier 1 instruction.

19 schools have \$10K per year to support staff well-being activities and have been using ESSER funds and weighted student formula (WSF) funds to fund special events during faculty meetings, uniforms, refreshments at staff recognition days, etc. No challenges to report. Our next steps include a possible increase of the budget to schools next year based on year end data.

\$15K was sent to schools to support overtime costs due to the lack of personnel. Schools have used this funding for overtime hours for custodians and office staff. Approximately \$25K was spent on the mold mitigation issue at Holualoa Elementary this year that involved cleaning and painting the interior of 7 classrooms with mold inhibiting paint. This year, \$260K has been allocated to Konawaena Elementary to repair their broken fire alarm system. The challenge has been in getting the project through the permitting process.

We do plan to spend the full ESSER allocation although spending has been delayed due to supply chain issues. 17 of our 19 schools have plans to run summer learning programming. The complex team is also considering programming in each of the four sub complexes to supplement what is available at the schools.

Kailua-Kalaheo (KK)

The CA contracted EveryDay Labs to auto send nudge letters and texts to families of students at risk of being chronically absent. Schools are using funds for attendance incentives. Challenges in this area include a lack of knowledge around varied strategies that work to address root causes of attendance issues.

Accomplishments: Teachers were paid for after school tutoring, substitute teachers are being hired to provide time for teachers to collaborate and update pacing maps to address learning loss, additional teacher PD has been provided, new curriculum has been purchased, subscriptions to credit recovery programs have been purchased, PTTs have been hired to help with in class interventions, student furniture has been purchased to support flexible arrangements for social distancing or return to learn, online platform subscriptions, universal screener fees, funds were used to update student technology, travel costs were covered for key PD opportunities such as PBL world and NCTM to expand strategies, hired district user support technicians/induction & mentoring coaches/EL resource teachers and EO, and supported learning hubs offered during breaks. Challenges: Ordering curriculum has been slow since curriculum vetting process takes time, trying to figure out how to sustain positions after ESSER funds end.

Accomplishments: Schools have used SEL funds to purchase PBIS incentives and supplies, school spirit support such as t-shirts, therapy dogs, and family engagement programming. Established a new family resource center and paid for WestEd support for Academic Parent Teacher Teams parent nights.

Challenge: There have been many leadership transitions and the new principals take time to assess the needs of the school before utilizing funds.

Accomplishments: Water dispensers have been purchased, team building activities have been supported, ergonomic furniture for teachers, physical fitness and well-being for adult staff activities, fans were purchased for airflow, and fees for place based HĀ activities we covered. The complex hired an additional investigator to address the load of investigations.

Challenge: Lack of PD and understanding of elements actually improve staff well being since this is a new area of focus for the Department.

Accomplishments: We hired a complex personnel specialist who can serve as a Windward investigator to help reduce the investigation reports backlog and wait time. We also hired a district administrative services assistant to help with purchasing of equipment, researching vendors, procuring contracts, monitor spending, communicating with contractors, navigating Hawaii Electronic Procurement System with both CA and school projects. Outdoor learning spaces were established, classroom furniture purchased, walkie talkie purchases to enhance communications, security cameras purchased, supplies purchased such as hand sanitizer/trash bags/paper towels/ air filters, new golf cart to address security needs, safety workshop with Blue Line Solutions, and benches were built to space students out during lunch.

Challenges: Unfortunately we had several projects in our plan that would have been considered 'construction projects' and we were told mid-way that we couldn't use these funds on construction so we're going to have to reallocate funds.

All CA schools will offer summer learning hubs except for one.

Kaimuki-McKinley-Roosevelt (KMR)

All CA schools have benefited from ESSER funds in the area of attendance. Schools have implemented attendance programs (ROAR, rewards, care closet, Hawk store) as well as game rooms to incentivize students to come to school on time. Some attendance rates have increased. School have also hired additional staff (BSHAS, SSA, school health assistant) to provide outreach to families in the community with the intention of increasing the sense of belonging.

All CA schools benefited the most from ESSER academic funds. This included using funding for PD either at the complex level or individual school level for teachers to address areas of growth identified in CNA. Schools hired additional EL teachers to provide more intensive support to English learners and created after school tutoring programs for struggling learners. PTTs were also hired to support students in the classroom with ELA and math. Combined efforts with academic funding have helped schools return to pre-pandemic standing.

SEL has been an area of focus in our CA for both students and adults. Dr. Ruby Payne was contracted to provide 3 days of PD for school teams on understanding emotional poverty in our students. Funding was also used to restart programs like Hawaiiana, increase extra-curricular

enrichment activities, build exercise spaces for adults and create esports programs in 3 middle schools.

Outdoor spaces were created to provide students and staff more areas for learning and eating. Few schools requested SSA positions to assure safety on campus, new camera systems for monitoring the campus' before, during and after school and one needed funding to increase custodial staff to assist with additional cleaning duties. All efforts have been positive and successful.

All CA schools will provide students with a structured learning hub.

Kapaa-Kauai-Waimea (KKW)

Attendance is consistent with no major decline. The CA continues to monitor student data to make adjustments as needed to support students.

All K -12 schools are staying the course per their academic plans and supports are in place. Schools remain focused. The CA will continue to strategically support the needs of each individual school.

Through the HMTSS cohorts at the school level, school teams received PD and support to help establish school level HMTSS implementation. For SEL, schools have identified and or started their SEL initiatives by providing PD to all school staff, created a school culture of school-wide practices through the Nā Hopena A`o practices and other schools are in their second year of SEL implementation. Secondary schools are still working on identifying SEL programs to implement. There are practices within the schools but not consistent throughout all classrooms.

Through PD presentations conducted by HHHS resource teacher, foundations around staff well being and its importance for prevention of staff burnout was provided to all school level participants. There are various schools that address staff well being at different levels, either through school activities by administrators or events throughout the SY by teacher recognition. Practices are not consistent throughout the district.

The CA is at a good place in terms of all students acclimating the return back to in person learning. There are no big challenges in terms of the return to in person learning as it pertains to students, teachers and support staff.

The plans for elementary school's summer hubs are complete. Secondary schools are awaiting fourth quarter data to finalize their summer hubs plans.

Ka'ū-Kea'au-Pāhoa (KKP)

Addressing chronic absenteeism in our CA continues to be an area of both great need and challenge. Our community faces systemic barriers such as a lack of public transportation and

inaccessible roads in large and rural subdivisions and a high number of vacant bus driver positions resulting in canceled bus routes.

This year we made progress in: training in Lei Kulia so we know how to access and use our attendance data, establishing systems and growth plans for family and community engagement, and innovative steps such as local job fairs to recruit new bus drivers. We also rolled out new family court procedures and reestablished common practice for all of our schools for attendance interventions across the tiers. We have worked with schools to purchase their own buses.

Our next steps will be to work with our state and local leads to further identify key areas where we can leverage best practices across multiple programs to improve attendance.

The after school tutoring are happening in 4/9 schools. The fully self-contained (FSC) classes, called multi-grade resource (MGR) classrooms have been fitted with research-based materials. All schools attended our Hawaii Island Career Expo. MGR students were able to attend the work-based readiness programs at the Arc of Hilo. AODDM resource teacher supports data conversations through a Coaches PLC and with schools. We will have a summer PD for various school levels called teachers as facilitators. We plan to design a data landing page for schools to be able to have a one-stop shop for all things data-related. We launched 2-way communication apps for both elementary and secondary schools. Parent Square & Talking Points help families connect with schools more readily. Ready4K provides families with Interactive strategies that connect with student learning. Parent training opportunities have been designed for our students with autism using speech generated devices with speech-language pathologists. 8 MGR teachers have implemented TeachTown.

This year we began work in the majority of the enabling activities to address SEL loss.

Some of the challenges we face are at the systems level: difficulty filling our vacant positions, at the population level: a high rate of need in our community for mental health and trauma, and at the service level: the need to further develop adult knowledge, skills, and abilities alongside direct instruction and intervention for our students.

This year all of our schools completed the HMTSS Cohort, we established a district education specialist for school-based behavioral health (SBBH) programs in our CA, and increased our use of supplemental supports such as Hawai'i Keiki Nursing and Hazel Health.

Our next steps are to identify key points for program integration, PD, partnership, and resource development for SEL and TIC to include: further support for Here To Help, TIOA, CASEL tools, ASCA training, ISLA, Panorama tools and data analysis, bringing back Project HI AWARE work, and continued use of iM4 in select schools.

Our work in this area continues to grow. Health and wellness learning opportunities are provided through our annual summit and Speducator conference as well as our Health & Wellness Symposium, and school and CA leads meetings through which we support schools in completing the activities included in our E Ola Pono School Wellness Award.

As we return to larger in person events we will continue to work with our school, community, and state partners to provide opportunities for staff to learn about and engage in well-being practices. In addition to those activities specifically focused on health and wellness, our CA focuses on the overall stability and climate established at schools when we are fully staffed with great leaders.

Schools continue to plan for innovative ways to redesign their learning spaces from Maker Spaces to Aquaponics. Schools have all created wellness teams that participate in our CA Wellness committee. We now have outdoor options for learning spaces. We continue to provide COVID-19 test kits.

We are currently planning for all school summer learning plans. Our CA is now preparing for summer learning in all 9 schools. The offerings will include specialized support, transition programs from Kinder, boost for students going to middle school, high school bridge for incoming 9th graders and early college programs.

Leilehua-Mililani-Waialua (LMW)

Implementation: We have utilized approximately \$355,000 out of \$500,000 of allocated funds to focus on re-engaging students back into the school setting.

Achievements/Accomplishments: To support re-engagement efforts, complex area schools have used ESSER funding for summer programs to help students transition between grade levels (Kinder Camps, transition to middle school, and transition to high school). Access to online communication systems have also enabled schools to share information with families in an effective and efficient manner. As a result, the overall attendance rate increased in both the Leilehua and Waialua Complexes.

Challenges: Challenges include determining how the purchases directly impact on the desired outcome of increasing attendance.

Next Steps: Our next steps are to continue collaboration with schools to find additional means to engage students and support efforts to improve attendance.

Implementation: We have used approximately \$2,825,000 plus \$842,000 in pending projects for a total of \$3,667,000 out of \$5,762,000 in allocated funds to address academic learning loss.

Achievements/Accomplishments: All complex area (CA) schools emphasize curriculum, instruction, and assessment needs for both students and staff. ESSER funding has purchased curriculum, classroom resources, and assessment platforms. A variety of technology tools and devices have been deployed in classrooms throughout the CA as well as tutoring support. 19 out of 20 of our schools administer the i-Ready universal screener where our math and reading scores are showing growth between SY 2021-22 and SY 2022-23.

Challenges: Challenges include the continuous monitoring of the effectiveness of implementation and impact at each school.

Next Steps: Next steps include providing schools with curricular resources, PD, and PBL to support student learning. We will utilize funding to close achievement gaps for all students.

Implementation: We have used approximately \$430,000 plus \$200,000 in pending projects out of \$470,000 in allocated funds to support SEL for students in the CA.

Achievements/Accomplishments: 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 CA.

Challenges: Challenges include identification of how funding continues to support the needs of our students and schools.

Next Steps: Next steps include continuing to support SEL for our students through an array of curriculum, activities, and opportunities within the CA. We continue to adjust our funding allocations to support all of our pending projects that schools are requesting.

Implementation: We have utilized approximately \$294,000 out of \$300,000 in allocated funds to support the well-being of our staff.

Achievements/Accomplishments: CA Response for Emotional & Behavioral Supports (LMW CARES) team was developed to further support the well-being of our staff. Funding positions such as COVID-19 response and 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, circle of control, problem solving, and decision making.

Challenges: Challenges include ensuring how this support is communicated to staff and family within the CA and the opportunities it provides for all of our members.

Next Steps: Next steps include continuing to address the needs of our staff members, students, and families through social, emotional, and behavioral support.

Implementation: We've utilized approximately \$4.1 mil, plus \$1.8 mil in pending projects, out of \$7.1 million in allocated funds to support the maintenance of a safe school environment for all.

Achievements/Accomplishments: To support a safe and enriching school environment for all students in the CA, ESSER funds were utilized for a variety of improvement and modernization projects. Technology 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 (library modernization projects, bathroom maintenance, electrical infra, and AC installation).

Challenges: 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.

The CA will provide offerings that will address learning remediation, transitional acclimation, enrichment programs, extended SY, and opps for staff to engage students with personalized support through counseling and school-based behavioral health services.

Elementary Schools: KinderCamps to support transition to school, STEM offerings that incorporate investigations and engineering design, tutorial support to enhance skill gaps in reading, math, and writing.

Middle Schools: High interest offerings such as band, team sports, art, along with fitness, and leadership courses are being offered. Credit recovery and skill gap reduction courses will occur.

High Schools: Credit advancement, credit recovery, and programs that allow students to receive high interest engagement for band camps, robotics, physical education, math, English, science, social studies, and career & technical education. These courses along with leadership development and community outreach programs will be emphasized.

Nanakuli-Waianae (NW)

Five social workers are on board and working with schools to build a framework that intensively reaches out to parents to support attendance. They use Everyday Lab data to create intervention groups and provide targeted support in collaboration with school staff.

Elementary schools have an additional teacher designated to support the grade level with the greatest COVID-19 impact. EOs are working with the schools to set up or support Tier 2 intervention groups. After School tutoring is funded through ESSER.

Most schools have funding for an additional counselor and for before/after school activities such as clubs to support connections to school and peers.

Each school has determined its own mechanisms for supporting staff well being. This has ranged from field trips to PD.

Personal protective equipment has not been in short supply and most of the funds in this area have gone into addressing ventilation concerns, such as increasing air flow via fans.

Summer ESSER Learning Hubs are being set up in all schools. The activities include both academic strengthening, credit recovery, and SEL.

Pearl City-Waipahu (PCW)

Pearl City–Waipahu complex area schools offered Summer Learning Hubs to address academic learning loss and provided support for social-emotional learning during the summer month to ensure they provided a learning experience that addresses the needs of the whole child. This allowed for support beyond the school year to minimize gaps in needed student support during this pandemic.

Complex area schools provided their staff with professional development to meet the learning needs and accelerate closing of the achievement gap for their students through ESSER funds targeted to address learning loss. Professional development was provided through complex area initiatives or based on the contextual needs of individual schools. Schools provided additional targeted support by hiring additional part-time staff when possible. One significant challenge schools faced was finding available individuals to hire in order to provide this more intensive support to students. Technology and curriculum were purchased to insure adaptive personalized instruction was provided for all students and classrooms were equipped with technology to create highly engaging learning environments.

Social-emotional needs of students and staff were magnified during this pandemic and were, therefore, a priority for schools. Students and staff were engaged in activities and learning to create school cultures that promote individual well-being by building a sense of community, belonging, recognition, and appreciation.

Complex area schools also focused on creating safe outdoor spaces to gather and outdoor learning environments and technology to better communicate with parents. Classrooms were redesigned with flexible furniture for appropriate spacing and small-group instruction.

Pearl City–Waipahu schools are committed to providing thriving learning environments for all students as they work to overcome the impact of the pandemic.