

U.S. Department of Education
Washington, D.C. 20202-5335

**APPLICATION FOR GRANTS
UNDER THE**

Education Stabilization Fund-Rethink K-12 Education Models (ESF-REM)

CFDA # 84.425B

PR/Award # S425B200018

Grants.gov Tracking#: GRANT13153955

OMB No. , Expiration Date:

Closing Date: Jun 29, 2020

PR/Award # S425B200018

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

* 1. Type of Submission:

- ☐ Preapplication
☒ Application
☐ Changed/Corrected Application

* 2. Type of Application:

- ☒ New
☐ Continuation
☐ Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received:

06/28/2020

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name: Hawaii State Department of Education

* b. Employer/Taxpayer Identification Number (EIN/TIN):

* c. Organizational DUNS:

d. Address:

* Street1: Hawaii State Department of Education

Street2: 1390 Miller Street

* City: Honolulu

County/Parish:

* State:

HI: Hawaii

Province:

* Country:

USA: UNITED STATES

* Zip / Postal Code: 96813-2403

e. Organizational Unit:

Department Name:

Division Name:

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:

* First Name:

Phyllis

Middle Name:

* Last Name:

Unebasami

Suffix:

Title: Deputy Superintendent

Organizational Affiliation:

* Telephone Number:

Fax Number:

* Email:

PR/Award # S425B200018

Application for Federal Assistance SF-424

* 9. Type of Applicant 1: Select Applicant Type:

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

* 10. Name of Federal Agency:

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.425

CFDA Title:

Education Stabilization Fund

* 12. Funding Opportunity Number:

ED-GRANTS-050120-001

* Title:

Office of Elementary and Secondary Education (OESE): Education Stabilization Fund-Rethink K-12 Education Models (ESF-REM) Discretionary Grant Program CFDA Number 84.425B

13. Competition Identification Number:

84-425B2020-1

Title:

Education Stabilization Fund-Rethink K-12 Education Models (ESF-REM) Discretionary Grant Program

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

* 15. Descriptive Title of Applicant's Project:

Ke Kula Ka'ahale: The Traveling School

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424**16. Congressional Districts Of:*** a. Applicant * b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

17. Proposed Project:* a. Start Date: * b. End Date: **18. Estimated Funding (\$):**

* a. Federal

* b. Applicant

* c. State

* d. Local

* e. Other

* f. Program Income

* g. TOTAL

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**☐ a. This application was made available to the State under the Executive Order 12372 Process for review on ☐ b. Program is subject to E.O. 12372 but has not been selected by the State for review.☒ c. Program is not covered by E.O. 12372.*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**☐ Yes ☒ No

If "Yes", provide explanation and attach

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

☒ ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:Prefix: * First Name: Middle Name: * Last Name: Suffix: * Title: * Telephone Number: Fax Number: * Email: * Signature of Authorized Representative: * Date Signed:

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 08/31/2020

Name of Institution/Organization

Hawaii State Department of Education

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel	0.00	0.00	0.00			0.00
4. Equipment	421,050.00	327,950.00	218,400.00			967,400.00
5. Supplies	256,976.00	253,658.00	253,658.00			764,292.00
6. Contractual	366,500.00	396,000.00	396,000.00			1,158,500.00
7. Construction	0.00	0.00	0.00			0.00
8. Other	113,606.00	455,000.00	0.00			568,606.00
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs*						
11. Training Stipends	0.00	0.00	0.00			0.00
12. Total Costs (lines 9-11)						

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☒ Yes ☐ No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2019 To: 06/30/2020 (mm/dd/yyyy)

Approving Federal agency: ☒ ED ☐ Other (please specify):

The Indirect Cost Rate is %.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? ☐ Yes ☐ No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?
☐ Yes ☐ No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

☐ Is included in your approved Indirect Cost Rate Agreement? Or, ☐ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.

PR/Award # S425B200018

Name of Institution/Organization	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.
Hawaii State Department of Education	

**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	0.00	0.00	0.00			0.00
2. Fringe Benefits	0.00	0.00	0.00			0.00
3. Travel	0.00	0.00	0.00			0.00
4. Equipment	0.00	0.00	0.00			0.00
5. Supplies	0.00	0.00	0.00			0.00
6. Contractual	0.00	0.00	0.00			0.00
7. Construction	0.00	0.00	0.00			0.00
8. Other	0.00	0.00	0.00			0.00
9. Total Direct Costs (lines 1-8)	0.00	0.00	0.00			0.00
10. Indirect Costs	0.00	0.00	0.00			0.00
11. Training Stipends	0.00	0.00	0.00			0.00
12. Total Costs (lines 9-11)	0.00	0.00	0.00			0.00

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

OMB Number: 4040-0013

Expiration Date: 02/28/2022

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name <input type="text" value="Hawaii State Department of Education"/> * Street 1 <input type="text" value="1390 Miller Street"/> Street 2 <input type="text"/> * City <input type="text" value="Honolulu"/> State <input type="text" value="HI: Hawaii"/> Zip <input type="text" value="96813-2403"/> Congressional District, if known: <input type="text"/>		
5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime: 		
6. * Federal Department/Agency: <input type="text" value="Department of Education"/>	7. * Federal Program Name/Description: <input type="text" value="Education Stabilization Fund"/> CFDA Number, if applicable: <input type="text" value="84.425"/>	
8. Federal Action Number, if known: <input type="text"/>	9. Award Amount, if known: \$ <input type="text"/>	
10. a. Name and Address of Lobbying Registrant: Prefix <input type="text"/> * First Name <input type="text" value="N/A"/> Middle Name <input type="text"/> * Last Name <input type="text" value="N/A"/> Suffix <input type="text"/> * Street 1 <input type="text" value="N/A"/> Street 2 <input type="text"/> * City <input type="text" value="N/A"/> State <input type="text"/> Zip <input type="text"/>		
b. Individual Performing Services (including address if different from No. 10a) Prefix <input type="text"/> * First Name <input type="text" value="N/A"/> Middle Name <input type="text"/> * Last Name <input type="text" value="N/A"/> Suffix <input type="text"/> * Street 1 <input type="text" value="N/A"/> Street 2 <input type="text"/> * City <input type="text" value="N/A"/> State <input type="text"/> Zip <input type="text"/>		
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure. * Signature: <input type="text" value=""/> * Name: Prefix <input type="text" value="Dr."/> * First Name <input type="text" value="Christina"/> Middle Name <input type="text"/> * Last Name <input type="text" value="Kishimoto"/> Suffix <input type="text"/> Title: <input type="text" value="Superintendent"/> Telephone No.: <input type="text" value=""/> Date: <input type="text" value="06/28/2020"/>		
Federal Use Only:		Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

PR/Award # S425B200018

Page e8

NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005
Expiration Date: 04/30/2020

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

To Whom Does This Provision Apply?

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

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

What Does This Provision Require?

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

be discussed in connection with related topics in the application.

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

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

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

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

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

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

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

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

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

1236-Attachment L - General Education Prov

Add Attachment

Delete Attachment

View Attachment

General Education Provisions Act (GEPA)

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

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

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

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

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION

Hawaii State Department of Education

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Dr.

* First Name: Christina

Middle Name:

* Last Name: Kishimoto

Suffix:

* Title: Superintendent

* SIGNATURE:

* DATE: 06/28/2020

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

OMB Number: 1894-0007
Expiration Date: 09/30/2020

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
<input type="text"/>	Phyllis	<input type="text"/>	Unebasami	<input type="text"/>

Address:

Street1:	Hawaii State Department of Education
Street2:	1390 Miller Street
City:	Honolulu
County:	HAWAII
State:	HI: Hawaii
Zip Code:	96813-2403
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
<input type="text"/>	<input type="text"/>

Email Address:

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

☐ Yes ☐ No ☒ Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

☐ Yes ☒ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes Provide Exemption(s) #: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6

☐ No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

<input type="text"/>	Add Attachment	Delete Attachment	View Attachment
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Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment: 1237-Ke Kula Ka'ahele Project Abstract.pdf

Add Attachment

Delete Attachment

View Attachment

Abstract Narrative

Ke Kula Ka‘ahele: The Traveling School

HIDOE proposes to implement field-initiated projects as educational models for remote learning to improve student outcomes (Absolute Priority 3). To provide high-quality public education to our students in our rural and remote areas, HIDOE must address the technology gap. Through *Ke Kula Ka‘ahele: The Traveling School*, HIDOE will bring school, physically and virtually, to students by implementing two strategic tactics: mobile learning hubs and a virtual school-within-a-school model in schools servicing remote areas. Mobile learning hubs, vehicles equipped with mobile routers, computer devices, and other forms of media, will be deployed to remote communities where families lack home internet service to provide access to technology for all students. Grant funds will be used for the purchasing and retrofitting of the mobile learning hubs, salaries for the mobile learning hub staff and online teachers, related service providers and instructional community practitioners, and instructional programs and materials.

The virtual school-within-a-school will allow students at remote secondary schools to participate in courses at a host public school synchronously and asynchronously, providing students from schools with a shortage of teachers access to high-quality licensed teachers. Thus, the teachers will be virtually traveling to our students in our remote areas to provide them with access to quality teaching and learning. Grant funds will be used for support staff; professional development opportunities for staff, including teacher externships; devices for staff and students; software licenses and applications; virtual curriculum; and supplies. Through these solutions, HIDOE will address the challenges of access to remote learning that our students and families

experienced. Closing the technology gap will facilitate the closing of the achievement gap, ensuring the success of all students at all education levels.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

To add more Project Narrative File attachments, please use the attachment buttons below.

[Add Optional Project Narrative File](#)

[Delete Optional Project Narrative File](#)

[View Optional Project Narrative File](#)

**Education Stabilization Fund: Rethinking K-12 Education Models (ESF-REM)
Discretionary Grant Program (CFDA 84.425B)**

Ke Kula Ka‘ahele: The Traveling School

Absolute Priority 3: Field-Initiated Projects for Educational Models for Remote Learning to Improve Student Outcomes:

- Propose projects that demonstrate a rationale and that are designed to create, develop, implement, replicate or take to scale field-initiated educational models for remote learning. Projects should address specific needs pertaining to accessing high-quality remote learning opportunities.

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Overview

During the current Coronavirus Disease 2019 (COVID-19) pandemic, the Hawaii State Department of Education (HIDOE) schools closed our doors to our facilities and instituted remote learning to continue to provide educational services to our students. The technology gap that exists between our affluent and disadvantaged communities became evident as our schools were thrust into virtual teaching and learning. This experience has exposed the limitations of our network connectivity statewide as well as the need for targeted distance learning professional development.

Internet access has been a challenge in efforts to provide remote learning opportunities, especially in rural areas. As an island state, Hawaii has pockets of residential areas that lay outside of the network coverage region. Those residing in these remote areas often lack the financial means to connect to the internet and are in many cases in need of educational services, technology devices, and related supports. Until Hawaii is able to expand the coverage area for internet access and increase broadband capacity, HIDOE will continue to experience challenges in providing equitable distance learning for our students and teachers who live in these areas, and these challenges will lead to the widening of the achievement gap. It is imperative that Hawaii improves access to internet connectivity to enable remote learning for all students across the prekindergarten-to-grade 12 continuum.

To implement field-initiated projects as educational models for remote learning to improve student outcomes (Absolute Priority 3), HIDOE plans to accelerate digital transformation to enable more individualized academic experiences for our students while also allowing us to be more resilient in the face of COVID-19-related changes to our educational system. To better address existing technology equity challenges, HIDOE will introduce new

opportunities for learning with the understanding that remote learning must be differentiated to meet the needs of our students, especially our vulnerable students – students with disabilities, English learners, economically-disadvantaged students, and students experiencing unstable housing. The field-initiated projects that will be implemented to provide quality teaching and learning and internet access and devices to students living in remote areas of the state include mobile learning hubs and a virtual school-within-a-school model in schools servicing remote areas. Through these solutions, HDOE will address the challenges of access to remote learning that our students and families experienced. Closing the technology gap will facilitate the closing of the achievement gap, ensuring the success of all students at all education levels.

Needs Assessment and Coronavirus Burden

While Hawaii may have a relatively low number of COVID-19 cases and is a state with a low coronavirus burden as determined for this grant, the impact of the pandemic on Hawaii's economy has been devastating. On March 21, 2020, in response to the COVID-19 pandemic, Hawaii's governor issued an emergency proclamation instituting a mandatory 14-day self-quarantine for travelers entering the state. On March 23, 2020, the governor issued a subsequent emergency proclamation mandating a statewide stay-at-home order. As a result of these mandates, the tourism industry, which the state heavily relies on, quickly came to a standstill, as did many businesses in Hawaii. On May 29, 2020, the Hawaii Council on Revenues forecasted an economic downturn of \$2.3 billion in the next biennium.¹ Recovery efforts around the economy are projected to take six years as failed businesses are revitalized or replaced by new ones. Significant financial impacts from COVID-19 will be felt by all income groups, but

¹ Lovell, Blaze. "Experts: State Budget Hole Much Deeper Than Predicted." Civil Beat.

<https://www.civilbeat.org/2020/05/experts-state-budget-hole-much-deeper-than-predicted/>

especially by our economically-disadvantaged residents whose ability to earn a living wage becomes even more uncertain.

Aloha United Way's *ALICE: A Study of Financial Hardship in Hawaii*² reveals that in 2015, 48% of households in Hawai'i struggled to afford the basic household necessities, with 11% living below the federal poverty level and 37% with an income above the federal poverty level, but not high enough to afford the necessities, qualifying them as Asset Limited, Income Constrained, Employed (ALICE), Hawaii's working poor. Several demographic groups in Hawaii were found to be of higher risk of falling into the ALICE population, including residents with lower levels of education, residents with disabilities, and immigrants facing language barriers. On May 21, 2020, according to the State of Hawaii Department of Labor and Industrial Relations, Hawaii's unemployment rate reached a historic high of 37 percent, a 1,100 percent increase from the same point of time during the previous year. Without assistance, the identification of new ALICE households will swell and many of the existing ones will move below the poverty line.

The impact of COVID-19 and poverty will have a cumulative effect that, if unanswered, will detrimentally affect the academic trajectory of our students in remote areas of the State. Our students are at immediate risk of experiencing the trauma of poverty and at long-term risk of experiencing economic challenges given the high cost of living in Hawaii and the impact of COVID-19 on the local economy. HIDOE is committed to mitigating the disempowering differences created by the inequity in access to learning to enable our students to thrive academically, socially, and civically.

² https://www.auw.org/sites/default/files/pictures/AlohaUnitedWayALICE%20Report_HIFINAL.pdf.

Project Plan

For the purposes of this grant, the ALICE data provides a distribution of poverty-level households by geographic regions which HIDOE used to identify the following complex areas, geographic groups of schools, as areas of need:

- On Hawaii Island, Kau-Keaau-Pahoa Complex Area and Honokaa-Kealakehe-Kohala-Konawaena Complex Area;
- The island of Kauai, Kauai-Kapaa-Waimea Complex Area; and
- From the County of Maui, Hana-Lahainaluna-Lanai-Molokai Complex Area.

These areas are rural and remote areas. Table 1 reflects the population of students statewide and within the identified complex areas.

Table 1. Student Enrollment for School Year 2019-20

Student Population	Statewide Enrollment	Enrollment in Identified Complex Areas
Overall	181,088	34,338
Economically-Disadvantaged Students	80,153 (44.3%)	17,934 (52.2%)
Students with disabilities	19,717 (10.9%)	3,643 (10.6%)
English Learner (EL) <i>(Most common languages are Ilokano, Chuukese, Marshallese, Tagalog, and Spanish)</i>	16,069 (8.9%)	3,137 (9.1%)
Students experiencing unstable housing	3,346 (1.9%)	483 (1.4%)
High-Needs Students <i>(students belonging to all 4 subgroups)</i>	94,288 (52.1%)	20,252 (59.0%)
Students who belong to 2 or 3 of the high-needs subgroups	22,774 (12.6%)	4,596 (13.4%)

School Description	Number of Schools Statewide	Number of Schools in the Identified Remote Areas
Title I Schools	181 (62%)	56 (79%)

Data Sources:

School Year 2019-20 Official Enrollment Count:

<http://www.hawaiipublicschools.org/ConnectWithUs/MediaRoom/PressReleases/Pages/2019-20-enrollment.aspx>

School Year 2019-20 Title I School List:

<http://www.hawaiipublicschools.org/DOE%20Forms/TitleI1920.pdf>

Table 2 identifies the number of students with a disability receiving special education services in each identified complex area. The data is disaggregated by the percentage of time the student is receiving instruction in general education classes; the lower the percentage, the more supports the students need. HIDOE's goal is to increase the number of students with disabilities in a general education setting at least 80 percent of the school day. As of April 30, 2020, 1,140 students with disabilities in the identified complex areas receive instruction in the general education setting less than 80 percent of the school day as determined by their individualized education program; 1,688 receive instruction in the general education setting at least 80 percent of the school day.

Table 2. Number of Students in General Education Setting by Complex Area

Complex Area	80% or more	40%-79%	Less than 40%	Total Less than 80%
Kau-Keaau-Pahoa	558	138	191	329
Honokaa-Kealakehe-Kohala-Konawaena	610	321	125	446
Kapaa-Kauai-Waimea	520	284	81	365
Hana-Lahainaluna-Lanai-Molokai	395	109	50	159
Total	1,688	743	397	1,140

Data Source: eCSSS April 30, 2020 Child Count Report

English Learners are also identified as a subgroup of students who struggled with remote learning. Without consistent direct English language instruction and scaffolded content, these students may cease to make gains in English language proficiency and potentially lose some of the English language they had acquired prior to the closure of school facilities. Table 3 provides data on the English Learners of the identified complex areas. Within the four rural complex areas, 1,129 English Learners with English language proficiency levels of 1.0 through 2.9 were identified as having the greatest need of English Learner Program support. These students are likely to be newcomers or have additional needs beyond English language development. Students with proficiency levels of 3.0 through 4.9, also considered active English Learners, continue to need English language development support to be proficient.

Table 3. Number of English Learners by Proficiency Levels and Complex Areas

Complex Area	English Learners @ proficiency level 1.0-2.9	English Learners @ proficiency level 3.0-4.9	Total English Learners
Kau-Keaau-Pahoa	204	374	578
Honokaa-Kealakehe-Kohala-Konawaena	513	870	1383
Kapaa-Kauai-Waimea	211	452	663
Hana-Lahainaluna-Lanai-Molokai	191	426	1280
Total	1,119	2,122	3,904

Data Source: 2019-20 ACCESS for ELLs annual ELP Results

The COVID-19 pandemic has undoubtedly created new challenges in teaching and learning. All students, including students with disabilities, English learners, economically-disadvantaged students, and students experiencing unstable housing, need to be provided with efficient and effective instruction to address the negative impact of lost instructional time, the challenges of remote learning, and language regression. The most important thing that rural and remote schools can do to promote learning acceleration is to provide strong, explicit instruction;

targeted interventions; and data to inform instruction. High-quality public education is both the hope and promise of equity that is the cornerstone to our students' civil rights.

To provide high-quality public education to our students in our rural and remote areas, HIDOE must address the technology gap. Internet connectivity is a HIDOE challenge, but it is a state issue. HIDOE has collaborated regularly with the Hawaii Broadband Hui, which was created at the onset of the COVID-19 pandemic to coordinate efforts across state agencies and with industry partners, to advance access to technology and high bandwidth in Hawaii. We have distributed 20,895 devices to students during the fourth quarter of School Year 2019-20 and have purchased 10,000 new devices with the Elementary and Secondary School Emergency Relief (ESSER) grant funds, which were utilized by schools for their 2020 summer learning programs. These devices, which include iPads with cellular and an additional 6,000 MiFi devices, will be redistributed to students for use in School Year 2020-21 with an additional purchase of 13,000 devices, also purchased with ESSER grant funds, on the way. Providing access to devices and broadband connectivity to students residing in our rural and remote areas will help to close this gap.

HIDOE will bridge the technology gap by bringing the learning opportunities, devices, and connectivity to the students. This is the objective of *Ke Kula Ka 'ahele*: The Traveling School – bringing school, physically and virtually, to our students. HIDOE proposes to implement two strategic tactics to operationalize *Ke Kula Ka 'ahele*: mobile learning hubs and a virtual school-within-a-school model in schools servicing remote areas.

Tactic 1: Mobile Learning Hubs

HIDOE proposes to deploy mobile learning hubs to areas lacking consistent internet connectivity. This tactic will equip vehicles with mobile routers, computer devices, and other

forms of media and send these vehicles into communities where families lack home internet service to provide access to technology for all students. The premise is to make technology available to communities that lack the infrastructure or resources.

The mobile learning hubs will allow for high-quality teaching and learning for students across our island state during what will become the “new normal” for education and Hawaii. Virtual classes via these learning hubs will enable students in rural and remote areas to participate in blended and distance learning opportunities. Learning hubs will be designed to provide multiple activities simultaneously as needed for prioritized high-needs learners.

Each mobile learning hub will be staffed with a community relations program assistant who will collaborate with community agencies, security personnel, four bilingual support personnel to support English learners and their families, and four student helpers who will provide peer-to-peer support. Funding will also be used for the purchasing and retrofitting of mobile learning hubs (vehicles), salaries for online teachers, related service providers and instructional community practitioners, and instructional programs and materials.

Tactic 2: Virtual School-Within-a-School

HIDOE proposes to institute virtual academies, serving as schools within a school, to allow students from multiple secondary schools to participate in courses synchronously and asynchronously. HIDOE’s teacher shortage has led to a number of classes being taught by teachers who are not deemed highly qualified for that subject matter. In August 2019, 16.5% of our teaching positions were either vacant or filled by a teacher who had not completed the requirements for licensing. As evidenced by the chronic vacancies, schools in our remote areas are especially challenged with finding highly-qualified effective teachers, which is often attributed to their distance from the urban and suburban areas, and Hawaii’s high cost of living.

The establishment of a virtual school-within-a-school launched from the host public school will provide students across multiple schools access to high-quality licensed teachers who are effective in engaging students through a virtual environment. In essence, the teachers will be virtually traveling to our students in our remote areas to provide them with access to quality teaching and learning.

HIDOE will design and establish a virtual school-within-a-school on two secondary school campuses. For the initial year, the virtual schools-within-a-school will service the students on the campuses on which the academy is being established. Students will engage in blended learning, a combination of in-person classes on campus during the traditional school day and online classes with flexible scheduling. Following the initial year, the model will be expanded to include students from schools located in the identified remote areas. These students will engage in pseudo-blended learning, a combination of synchronous online classes synchronized with the in-person classes on the host campus and asynchronous online classes. HIDOE may pilot a small group of students from a school in a remote area during the initial year. To be effective blended learning models, the virtual schools-within-a-school must incorporate the following elements into its programming: 1) student-centered environment, 2) collaborative and interactive learning, 3) increased flexibility, 4) immediate feedback, and 5) multimodal content (Means et al., 2010).³ While this may be a challenge for the pseudo-blended learning model, HIDOE believes with targeted professional development and the appropriate

³ Means, B., Toyama, Y., Murphy, R., Bakia, M., and Jones, K. (2010). Evaluation of evidence-based practices in online learning: A meta-analysis and review of online learning studies. US Department of Education. Office of Planning, Evaluation, and Policy Development. Policy and Program Studies Services. ED-04-CO-0040.

supports, the virtual schools-within-a-school will be successful in meeting the needs of our students in our remote areas.

HIDOE will develop protocols and expectations as well as identify the necessary dispositions for students, families and staff in alignment with the National Education Association's *Guide to Online High School Courses*⁴ to ensure the successful implementation of online courses. In the virtual school-within-a-school, learning will be collaborative, incorporating various learning opportunities, such as small group activities and team projects, to foster an online community of learners with teachers serving as educational coaches providing guidance and quality feedback. Online course delivery would be instructor-led and student-centered, with teachers facilitating learning through consistent interaction with students to ensure effective time management and success in the virtual environment. While the coursework will provide a framework for pacing, online courses will be designed to maximize flexibility to enable students to enroll in early college coursework or participate in internships that better fit the scheduling of both the student and the partnering organization offering the valuable work-based learning opportunity. The rigorous academic online coursework will be supported by industry partners to address required skills for postsecondary success. The virtual schools-within-a-school will incorporate learning activities that support a range of student learning styles, enabling students to move through materials at their own pace by accelerating lessons or taking additional time to digest information and repeating lessons for mastery. The virtual schools-within-a-school will include mechanisms to support our vulnerable students to enable their success.

⁴ <http://www.nea.org/assets/docs/onlinecourses.pdf>

The virtual school-within-a-school will be staffed with a vice principal to serve the administrator of the academy, six core program teachers, a guidance counselor, and an educational assistant. Funding will also be used for professional development opportunities for staff, including teacher externships, devices for staff and students, software licenses and applications, virtual curriculum, and supplies.

Implementation Plan and Timeline

Year One:

1. For the overall grant, HIDOE will:
 - a. Establish a project team to manage all aspects of the grant
 - b. Establish a working group of stakeholders to establish:
 - i. A value proposition for each tactic;
 - ii. A menu of services with articulated outcomes for equitable access and student success;
 - iii. Foundational strategies and labor union support for personnel matters;
 - iv. Key processes that need modification to maximize delivery on strategies;
 - v. Resource management, including sharing and in-kind services of existing assets, agreements on prioritized funding, and commitment to prudent use of public resources and productivity improvement.
 - c. Develop and seek approval for a monitoring and reporting system, including public-facing metrics to demonstrate progress of each tactic, to the State Superintendent, the Board of Education, and state lawmakers.
 - d. Inventory devices available in the remote community schools to determine the need to purchase devices and connectivity;

- i. Create a distribution cycle for determining student use of technology that includes the ability to access learning beyond the school year and respond in cases of emergency shut-downs.
 - e. Create a community-based assets and needs assessment that highlights the areas of connectivity for public use and future areas in urgent demand for expansion; number of devices, training and available resources for families; and other prospective equity issues.
- 2. For Tactic 1: Mobile Learning Hubs, HIDOE will -
 - a. Establish mobile learning hubs in each of the designated rural areas;
 - b. Design and develop a data collection and dashboard for each hub to monitor use and attendance of high needs students;
 - c. Draft a schedule of routes, locations, and learning offerings for each school quarter and summer months to extend learning opportunities;
 - d. Establish protocols for the distribution of health and sanitation supplies, student meals, learning packets and manipulatives to extend learning beyond the hub, and other necessities appropriate for students and donated through non-profit organizations;
 - e. Engage in exploratory conversations with other state agencies to include other types of services in home languages appropriate to the community to strengthen the home life of students (e.g., distribution of applications for Temporary Assistance for Needy Families, Free Application for Federal Student Aid)
- 3. For Tactic 2: Virtual School-Within-a-School, HIDOE will -

- a. Identify two virtual school academy sites considering the readiness indicators, personnel, and equipment and supply needs.
- b. Design and plan partial implementation for enhanced opportunities for students to earn academic credit to meet Hawaii graduation requirements through master scheduling and student registration;
- c. Develop a comprehensive blended learning program of study that provides opportunity for both academic enrichment and remediation while promoting academic scheduling flexibility; and
- d. Re-think and design student, family, and partner engagement as models for other schools to consider.

Year Two:

1. For the overall grant, HIDOE will:
 - a. Create a financial-impact model for start-up and maintenance of each tactic in preparation for building a business case for expansion beyond the life of the grant;
 - b. Conduct community-based focus groups of targeted populations to build a logic model for the attribution of strategies to positive outcomes and root causes for lack of positive outcomes;
 - c. Task the workgroup of stakeholder to examine data and information and propose adjustments to tactics as merited by the analysis and discussions with project leads;
 - d. Create a process to validate rigor and alignment to standards and the resources, materials, and professional learning opportunities used and designed by educators and leaders that contributed to the value proposition for each tactic;

- e. Establish a shared open source database to collect operational, curricular, and instructional assets;
 - f. Document the technology approach to advance collaborative practices around data analysis, evidence-based practices, and planning for educators, leaders, and parents;
 - g. Deliver a culturally-relevant training approach, while engaging the community in goal-setting relative to educational goals and desired outcomes;
 - h. Continue planned purchases of devices; and
 - i. In the database, create an inventory of approved instructional and curricular units of study, software and applications by grade level bands with ratings and reviews from students and educators confirming their usefulness in virtual learning opportunities. State office review and guidance will ensure necessary compliance for privacy and security.
2. For Tactic 1: Mobile Learning Hubs, HIDOE will -
- a. Continue providing accessibility to learning through the mobile learning hubs and
 - b. Establish a proposal for a continuation plan that articulates the conditions under which the hubs provide maximized use and cost-effective results for the communities. Programming should be adjusted according to the plan.
3. For Tactic 2: Virtual School-Within-a-School, HIDOE will -
- a. Provide learning opportunities to registered students and
 - b. Collaborate with school leaders in the remote areas and the administrative staff of the virtual academy to enable each school to build a master schedule that allows for partial or complete enrollment in the virtual academy. The scheduling must

consider the delivery of student support services and alignment to the career and college pathways.

Year Three:

HIDOE will -

1. Develop statewide success indicators across communities and in collaboration with multiple agencies and organizations to gauge the effectiveness of the implementation of the project tactics beyond the life of the grant.
2. Continue to facilitate training, exposure and readiness of parents, teachers, staff and students in targeted communities in Hawaii that are new to today's technologies in preparation for improved connectivity through the state-led work of the Hawaii Broadband Hui.

Management Plan

To monitor the progress of grant implementation, HIDOE will conduct quarterly statewide virtual convenings of the leaders of the schools and communities impacted by the tactics outlined in this grant application. HIDOE will also establish a data dashboard that will allow stakeholders to determine the impact on student learning and community outreach of the mobile learning hubs and virtual school-within-a-school and monitor progress towards desired outcomes.

Performance Indicators

Evaluating the programming and outcomes of *Ke Kula Ka 'ahele* will require a mixed method of inputs, processes, outcomes, and impact. Agreements on the standards for guiding and assessing the tactics will include establishing a clear set of beneficiaries, identifying intended and unintentional effects on outcomes and impact, and enabling sustainability and

transportability of the project. This project's main method of collecting information will be prioritized to identify outcomes for targeted students and for reporting purposes that lead to accountability.

First Year:

HIDOE will -

- Collect and analyze qualitative data from focus groups, forums, and learning sessions, as well as minutes from convenings, to identify patterns in the findings to strengthen program and service design, determine dependencies in the timing and execution of strategies, ascertain potential levers for sustainability, and adjust costs as appropriate.

Second Year and ongoing:

HIDOE will -

- Collect and analyze evidence of processes, dependencies, and infrastructure to document for sustainable remote learning models.
- Collect and analyze data on partnerships between schools, agencies, and community organizations to determine if frequent and quality collaboration around technical assistance creates collective capacity across many communities

Artifacts Review: Utilizing the statewide convenings of complex areas, examination of inputs and processes and of instructional tasks and student responses will build capacity to promote peer-reviewed analysis at the virtual school and individual remote complex area levels. Data collected through these convenings will demonstrate changes in practice and provide formative data on the impact on student learning to report in grant progress reports.

Outcomes-based data: For the dashboard, each mobile learning hub will submit quarterly status reports of student attendance and progress to their Complex Area Superintendent, using

data obtained through tools such as Infinite Campus for attendance, universal screeners and teacher-designed records for learning progress, and quarterly fiscal reports for expenditures and analysis of cost-effectiveness of each tactic.

Impact Outcomes:

- 1) **Accessible technology for targeted students.** Purchasing and distribution logs and data on usage will be used to determine increases in student capacity to access learning in multiple environments through technology. A baseline was created with the Spring 2020 survey of students, teachers, parents, and administrators on distance learning. Administration of the same survey over the period of the grant will determine a decrease in the technology gap with positive increases in responses from all role groups.
- 2) **Virtual School Capacity.** Increases in enrollment of students in remote areas and vulnerable learners, attendance, and course completion with a grade of B or better as compared to non-participants in similar schools will be used to determine the impact of the virtual schools-within-a-school. Data may include a review of academic plan for a focus on evidence-based practices in the hybrid model, satisfaction about the quality of supports for teachers and by teachers from different role groups, evidence of data-driven decision-making and actions in workgroups, increase of approved instructional and curricular resources for hybrid learning, and the rigor of academic tasks successfully completed by 80% or more of students in the multiple types of learning environments.
- 3) **Student Learning.** Increase in learning growth will be determined by a sampling of weekly contact hours in hubs, at school, and in virtual environments; course grades; use of universal screeners or teacher-designed assessments for performance type courses and learning opportunities; increase in access for the high-needs subgroup into general

education and higher-level core courses, and early college courses. Summative data include increase in percentage of students in each subgroup attaining grade level and/or learning growth trend of peers. While HIDOE can not predict the onset of crises leading to a disruption in school operations, HIDOE will continue to track data on the high needs students in remote areas during a school closure, using the processes and systems set up through this grant. As a result, formative data will highlight lesser degrees of accessibility gaps for the high-needs students than in the baseline survey conducted in Spring 2020.

- 4) Sustainability and Transportability.** The degree of sustainability and transportability will be determined with evidence of collective policies and funding practices developed to support a coherent system of education utilizing multiple designs for delivering equitable learning experiences to high-needs students across the state.

Conclusion

The current COVID-19 pandemic has made apparent the digital inequity that exists in Hawaii. HIDOE embraces this opportunity to innovate and address the challenges to provide network connectivity to our students, families, and the larger community and to collaborate and partner with agencies and organizations to braid and maximize resources, expertise, and skills to identify and implement solutions to bridge the digital equity gap. Increased network coverage to include areas that currently have limited or no internet access and improving broadband capacity will provide equity in access to technology for all students. This will also allow for high-quality teaching and learning for students across the state during what will become the “new normal” for education and Hawaii. The mobile learning hubs will serve as a temporary solution until Hawaii is able to secure more permanent solutions to increase broadband capacity.

Increasing network coverage will also support families as they adjust to a new way of learning for their children. Providing training and technical support for our families will be critical to ensure the success of our students as they learn remotely. While beginner's training will need to be done in person, improved internet connectivity will provide families with a means to access additional training through online modules and virtual classes as well as receive timely support. The mobile learning hubs and virtual school-within-a-school can help to support this effort.

By supporting a statewide effort to improve network connectivity and broadband capability, Hawaii will address the challenges of access to remote learning that our schools have experienced during the closure of our school facilities. Closing the technology gap will facilitate the closing of the achievement gap, ensuring the success of all students at all education levels.

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<https://www.civilbeat.org/2020/05/experts-state-budget-hole-much-deeper-than-predicted>

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EXECUTIVE CHAMBERS
HONOLULU

DAVID Y. IGE
GOVERNOR

June 26, 2020

The Honorable Betsy DeVos
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, SW
Room 7W301
Washington, D.C. 20202-0001

Dear Secretary DeVos:

I am writing to convey my support of the Hawai'i State Department of Education's (HIDOE) grant application to the Education Stabilization Fund: Rethinking K-12 Education Models (ESF-REM) Discretionary Grant Program (CFDA 84.425B), *Ke Kula Ka'ahale: The Traveling School*.

The *Ke Kula Ka'ahale* project will address the technology gap that exists between our affluent and disadvantaged communities which became evident as our schools were thrust into virtual teaching and learning during the school closures caused by the Coronavirus Disease 2019 pandemic. Until Hawai'i is able to expand the coverage area for internet access and increase broadband capacity, HIDOE will continue to experience challenges in providing equitable distance learning to all of our students.

The project will facilitate the closing of the achievement gap and promote the success of all students at all education levels by providing equitable access to distance learning through the implementation of three solutions – mobile micro learning labs, virtual school-within-a-school in schools servicing remote areas, and accelerated digital transformation.

Hawai'i is committed to providing equitable educational opportunities for all of our students during these unprecedented times.

With warmest regards,



David Y. Ige
Governor, State of Hawai'i

Education

- M.A. **Global Leadership.** Fuller Theological Seminary. *Graduation: End of Summer 2020.*
- M.S. **Educational Administration.** University of Hawaii, Manoa, Honolulu, HI. 1991-1992
- M.S. **Special Education.** University of Oregon, Eugene, OR. 1981-1982.
- B.Ed. **Early Childhood and Elementary Education.** University of Hawaii, Honolulu, HI 1975-1980.

Experience

- Deputy State Superintendent, Office of the Superintendent, State of Hawaii Department of Education. *Areas of Service: Supervision of Complex Area Superintendents, Chief Academic Officer, Oversight of Low Performing Schools (CSI), Leadership Development for Superintendents and Aspirants, Legislative Strategy, Liaison for Board of Education Student Achievement Committee, Compliance, School Culture and Safety.* 2017 -Present
- Acting Assistant Superintendent, Office of Strategy Innovation and Planning, State of Hawaii Department of Education. *Areas of service: ESSA, HIDOE Strategic Plan, and Governor's Blueprint; data governance; assessment and accountability functions; federal and state reporting; and policy and legislative actions pertaining to HIDOE* 2017
- Educational Consultant, independent and Danielson Group. *Areas of service: strategic and tactical planning, facilitation, leadership development and coaching, professional development, performance growth and support for educators.* 2013-2017
- Managing Director, Ho'olaukoa Educational Systems and Strategies, Kamehameha Schools. *Responsible for leading educational data system and assessment design, curriculum and instruction supports, educational research and college/career success, digital innovations, design of professional development and training services for leaders and educators, and performance evaluation and career pathways for educators and leaders.* 2013-2017
- Division Director, Literacy Instruction and Support, Kamehameha Schools *Responsible for leading statewide literacy efforts to partner with 22 DOE, charter and Hawaiian Immersion schools and ohana engagement in the areas of data literacy, curriculum and instruction, and professional learning.* 2007-2013
- Administrator, Professional Development and Educational Research Institute, State of Hawaii Department of Education. *Responsible for the training, assessment and certification program for* 2001-2007

- school leaders, induction and onboarding of senior leadership, and statewide professional development design for leaders and teachers.*
- Deputy District Superintendent, Windward District Office, State of Hawaii Department of Education. *Responsible for disciplinary and civil rights hearings, mental health services, and collaborating with parent, community and business groups.* 1999–2001
 - Personnel Regional Officer, Windward District Office, State of Hawaii Department of Education. *Responsible for hiring and placement of professional staff, grievance hearings, investigations, onboarding and fundraising/grant-writing for special projects.* 1997–1999
 - Principal, Enchanted Lake Elementary School, Kailua, HI. *Responsible for the daily operations of the instructional program for school and funding partnerships for new music and art programs, and technology lab.* 1994–1997
 - Vice-Principal, Kailua High School, Kailua, HI. *Responsible for student issues including mental health, adjudication, apprenticeship programs; supervision of instructional and operational staff; and, designing crisis plan for school/community emergencies and student supports.* 1992–1994
 - Vice-Principal, Hilo High School, Hilo, HI. *Responsible for facilitating the establishment of the school-community council.* 1991–1992
 - Principal, Harrison Elementary School, South Lane School District, Cottage Grove, OR. *Responsible for the daily operations of the school; chairperson for the K-12 Language Arts Taskforce, science and math pilot; establishing the school psychologist intern program in cooperation with the University of Oregon; and, design of new curricular materials for language arts and math.* 1990–1990
 - Vice-Principal, Harrison Elementary School, South Lane School District, Cottage Grove, OR. *Responsible for establishing family engagement events, a peer conflict management program, peer-to-peer supports, and a student-run store.* 1987–1990
 - Teacher, Harrison Elementary School, South Lane School District. *Responsible for training of educational support staff, developing programs, partnering with families, and training teachers on intervention strategies for students with severe behavioral challenges.* 1982–1987

Related Professional Experiences

- Consultant, Danielson Group, LCC. Professional development and performance evaluation design. 2013-present
- Charter President, Learning Forward Hawaii – professional development network affiliate for national Learning Forward 2014-2016
- National and local conference presentations on leadership, team building, collaboration, performance evaluation, and systems improvement, and social justice 2005-present

Community/Global Experiences – for 2016

- Hawaiian Island Ministries – Board member. Provides training, resources and conferences for church leaders.
- Global Symposium – planning team member for 2016 Symposium for independent schools at Milton Hershey School. Providing professional development conferences on world-class education.
- First Presbyterian Church of Honolulu service and medical missions to Cambodia to aid an organization in efforts of preventing, rescuing, restoring and re-integrating sex trafficked victims ages 4-16. Provided leadership development to community leaders. (January and October 2016)
- Site Leader for “Do Justice Day” to aid in the restoration of indigenous rare plants to their natural environment – Lyons Arboretum, Manoa. (September 2016)



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

OFFICE OF FISCAL SERVICES

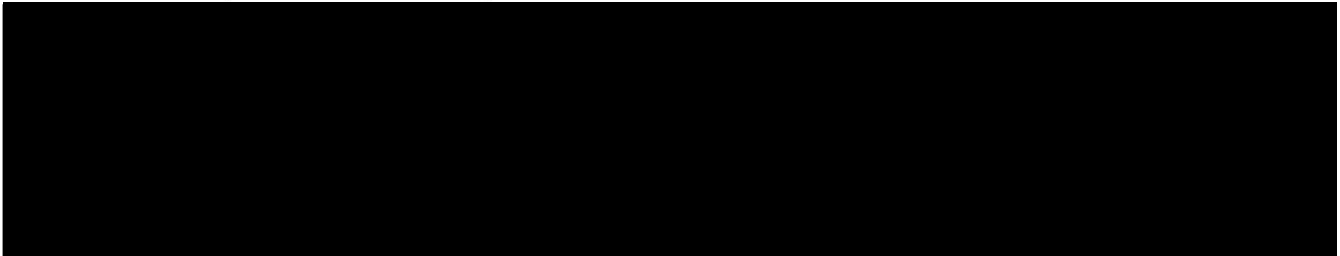
July 19, 2019

TO: Deputy Superintendent
Assistant Superintendents
Complex Area Superintendents
Internal Audit Office
Principals (All)

FROM: *Carol Kunz*
for Amy S. Kunz
Assistant Superintendent and Chief Financial Officer

SUBJECT: **Approved Indirect Cost Rates for Fiscal Year 2019 - 2020**

The U.S. Department of Education has approved the following indirect cost rates for the State fiscal year 2019 – 2020 (7/1/2019 – 6/30/2020):



The indirect cost rate is assessed against all direct program costs except for the following:

1. Capital expenditures - such as: costs for equipment, alteration, and renovation
2. Participant support costs
3. Pass-through funds and each sub-award (subcontract or subgrant) above \$25,000 (each award; each year)

Please inform your program personnel of the rates for the State fiscal year 2019 – 2020. Allocation notices for programs should include an allocation for indirect costs, if allowable, and current operational expenditure plans should be adjusted, if necessary. In addition, when preparing grant applications to the federal government, an indirect cost component should be included in the budget proposal.

Should you have any questions, please contact Trisha Kaneshiro, Fiscal Specialist, at (808) 586-3371 or via email at trisha.kaneshiro@k12.hi.us.

ASK:tk
Attachment

c: Complex Area Business Managers
Accounting Section

PR/Award # S425B200018

Page e43

AN AFFIRMATIVE ACTION AND EQUAL OPPORTUNITY EMPLOYER

**INDIRECT COST RATE AGREEMENT
STATE EDUCATION AGENCY**

Organization:

Hawaii Department of Education
P.O. Box 2360
Honolulu, HI 96804

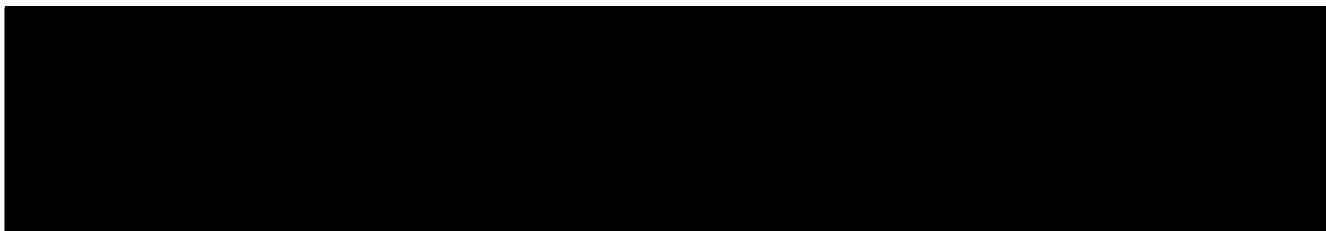
Date: July 12, 2019

Agreement No: [REDACTED]

Filing Reference: This replaces previous
Agreement No. [REDACTED]

Dated: 10/10/2018

The approved indirect cost rates herein are for use on grants, contracts, and other agreements with the Federal Government. The rates are subject to the conditions included in Section II of this Agreement and regulations issued by the Office of Management and Budget (OMB) Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards under 2 CFR 200.



Distribution Base:

MTDC	Modified Total Direct Cost - Total direct costs excluding equipment, capital expenditures, participant support costs, pass-through funds and the portion of each subaward (subcontract or subgrant) above \$25,000 (each award; each year).
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Applicable To:

Unrestricted	Unrestricted rates apply to programs that do not require a restricted rate per 34 CFR 75.563 and 34 CFR 76.563.
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Restricted	Restricted rates apply to programs that require a restricted rate per 34 CFR 75.563 and 34 CFR 76.563.
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Treatment of Fringe Benefits:

Fringe benefits applicable to direct salaries and wages are treated as direct costs. Pursuant to 2 CFR 200.431, (b), (3), Paragraph (i), unused leave costs for all employees are allowable in the year of payment. The treatment of unused leave costs should be allocated as an indirect cost except for those employee salaries designated as a direct cost for the restricted rate calculation.

Capitalization Policy: Items of equipment are capitalized and depreciated if the initial acquisition cost is equal to or greater than \$5,000.

Section II – Particulars

Limitations: Application of the rates contained in this Agreement is subject to all statutory or administrative limitations on the use of funds, and payments of costs hereunder are subject to the availability of appropriations applicable to a given grant or contract. Acceptance of the rates agreed to herein is predicated on the following conditions: (A) that no costs other than those incurred by the Organization were included in the indirect cost pools as finally accepted, and that such costs are legal obligations of the Organization and allowable under the governing cost principles; (B) the same costs that have been treated as indirect costs are not claimed as direct costs; (C) that similar types of information which are provided by the Organization, and which were used as a basis for acceptance of rates agreed to herein, are not subsequently found to be materially incomplete or inaccurate; and (D) that similar types of costs have been accorded consistent accounting treatment.

Accounting Changes: The rates contained in this agreement are based on the organizational structure and the accounting systems in effect at the time the proposal was submitted. Changes in organizational structure or changes in the method of accounting for costs which affect the amount of reimbursement resulting from use of the rates in this agreement, require the prior approval of the responsible negotiation agency. Failure to obtain such approval may result in subsequent audit disallowance.

Provisional/Final/Predetermined Rates: A proposal to establish a final rate must be submitted. The awarding office should be notified if the final rate is different from the provisional rate so that appropriate adjustments to billings and charges may be made. Predetermined rates are not subject to adjustment.

Fixed Rate: The negotiated fixed rate is based on an estimate of the costs that will be incurred during the period to which the rate applies. When the actual costs for such period have been determined, an adjustment will be made to a subsequent rate calculation to compensate for the difference between the costs used to establish the fixed rate and the actual costs.

Notification to Other Federal Agencies: Copies of this document may be provided to other Federal agencies as a means of notifying them of the agreement contained herein.

Audit: All costs (direct and indirect, federal and non-federal) are subject to audit. Adjustments to amounts resulting from audit of the cost allocation plan or indirect cost rate proposal upon which the negotiation of this agreement was based may be compensated for in a subsequent negotiation.

Reimbursement Ceilings/Limitations on Rates: Awards that include ceiling provisions and statutory/regulatory requirements on indirect cost rates or reimbursement amounts are subject to the stipulations in the grant or contract agreements. If a ceiling is higher than the negotiated rate in Section I of this agreement, the negotiated rate will be used to determine the maximum allowable indirect cost.

Section III - Special Remarks

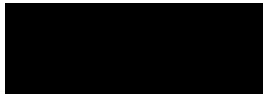
Alternative Reimbursement Methods: If any federal programs are reimbursing indirect costs by a methodology other than the approved rates in this agreement, such costs should be credited to the programs and the approved rates should be used to identify the maximum amount of indirect costs allocable.

Submission of Proposals: New indirect cost proposals are necessary to obtain approved indirect cost rates for future fiscal years. **The next indirect cost rate proposal is due six months prior to the expiration dates of the rates in this agreement.**

Section IV – Approvals

For the State Education Agency:

Hawaii Department of Education
P.O. Box 2360
Honolulu, HI 96804



Signature

Dr. Christina M. Kishimoto

Name

Superintendent

Title

07-18-2019

Date

For the Federal Government:

U.S. Department of Education
OFO / OGA / ICD
550 12th Street, SW
Washington, DC 20202-4450



Signature

Frances Outland

Name


Director, Indirect Cost Division

Title

July 12, 2019

Date

Negotiator: Andre Hylton

Telephone Number: 

Assurance of Participation in Evaluations

The SEA will ensure that every recipient of Education Stabilization funds under the Rethinking K-12 Education Models grant will cooperate with any examination of records with respect to such funds by making records available for inspection, production, and examination, and authorized individuals available for interview and examination, upon the request of (i) the Department and/or its Inspector General; or (ii) any other federal agency, commission, or department in the lawful exercise of its jurisdiction and authority.

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

To add more Budget Narrative attachments, please use the attachment buttons below.

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)

PROJECT BUDGET & BUDGET JUSTIFICATION

The Hawaii State Department of Education is requesting a total of [REDACTED] for 36 months in the Education Stabilization Fund: Rethinking K-12 Education Models (ESF-REM) Discretionary Grant Program (CFDA 84.425B) for its project *Ke Kula Ka 'ahele*: The Traveling School to implement field-initiated projects for educational models for remote learning to improve student outcomes.

The total direct cost of [REDACTED] is allocated for state and complex level activities. HIDOE has an approved indirect cost rate of [REDACTED] from the U.S. Department of Education for “programs which do not require a restricted rate per 34 CFR 75.563 and 34 CFR 76.563 (generally discretionary grants).” The total indirect cost is \$1,045,079 for three (3) years of the grant period.

Personnel & Fringe Benefits

For each of the seven (7) Mobile Learning Hubs, a community relations program assistant will be established. This position will provide and organize mobile learning hub services and activities for students, parents, and the community. [REDACTED]

[REDACTED]

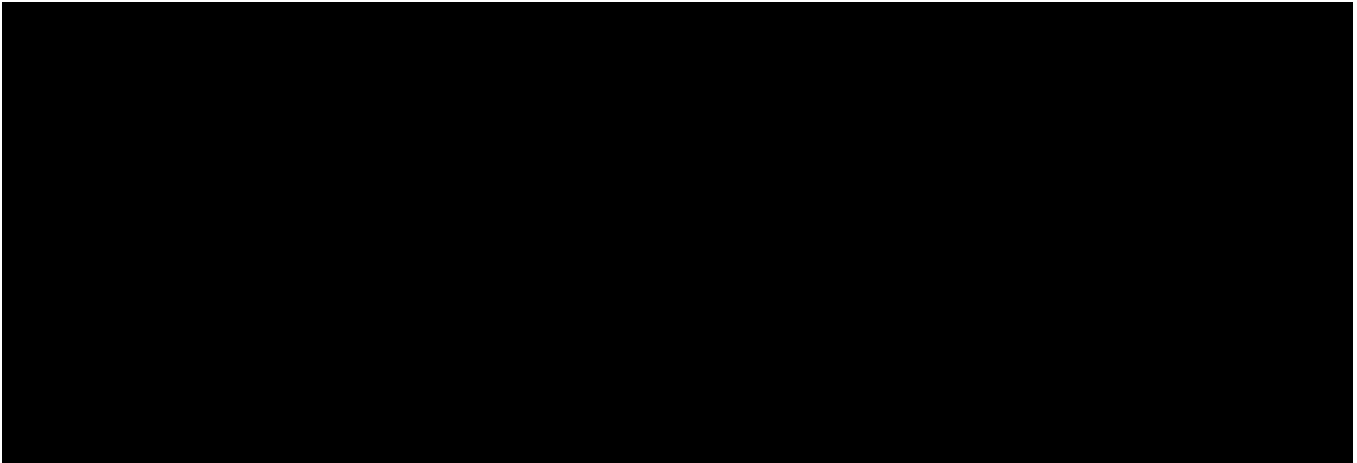
[REDACTED]

[REDACTED]

[REDACTED]

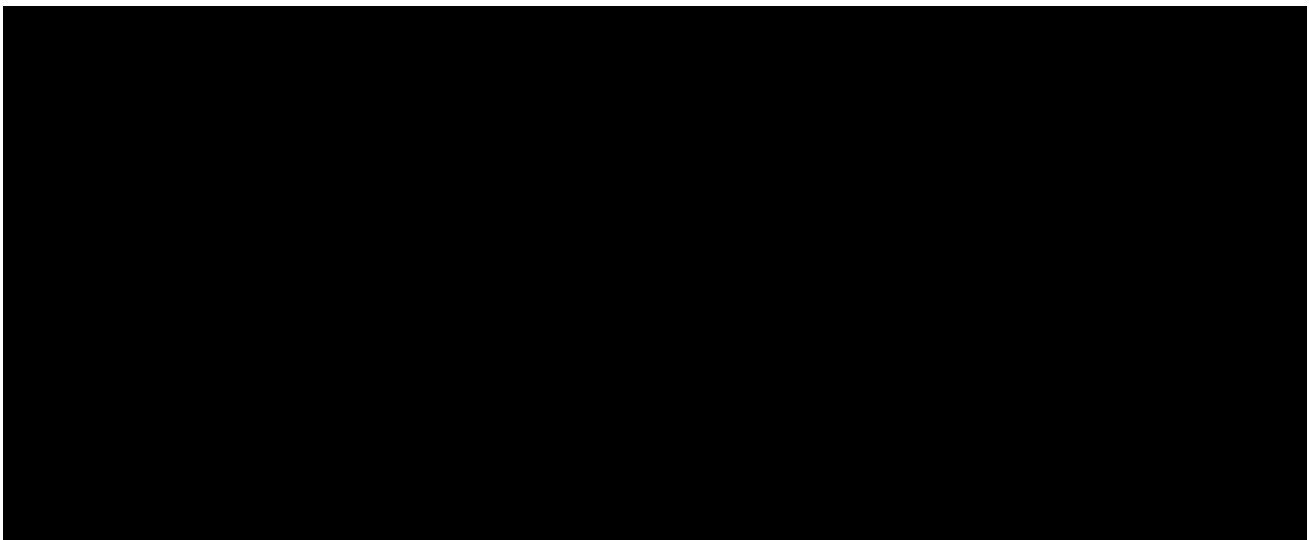
[REDACTED]

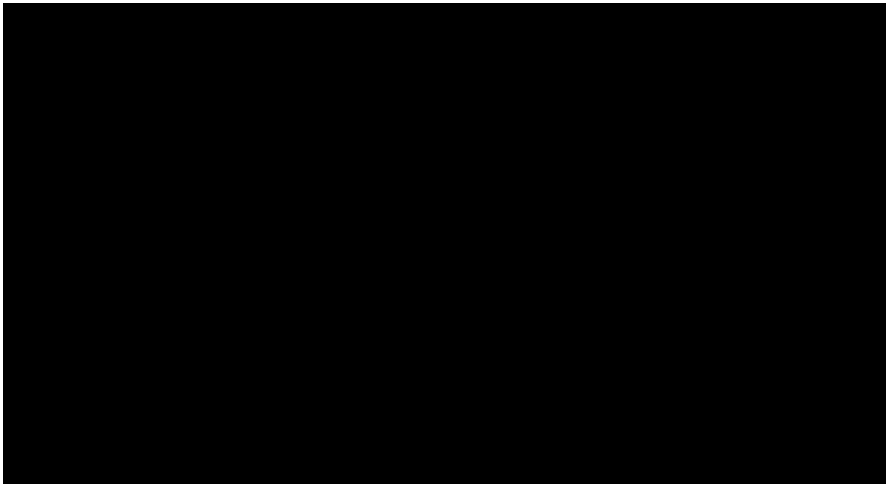
Seven Mobile Learning Hubs



For each of the two Virtual School-Within-A-School, a vice principal, six (6) core program teachers, a guidance counselor, and an educational assistant will be established. The salary for these positions is set at this amount based on the skills and experiences necessary to perform the job, as described in Hawaii's ESF-REM grant application. Funding has been budgeted for substitute days to support professional development conferences and collaboration, and teacher externships to integrate project-based learning and industry certifications into programs.

Two Virtual School-Within-A-School





Equipment

To create and establish an onsite learning environment, each mobile learning hub will be stocked with a solar router, mifis, iPads, chromebooks, charging carts, lock box, fold out tables, folding chairs, pop-up tent, and an ice chest cooler.

Seven Mobile Learning Hubs

Budget Line Item	Year 1	Year 2	Year 3	Line Item
7 Solar Routers @\$4500 each – one per hub	\$31,500	\$0	\$0	\$31,500
30 mifis per 7 hubs @\$550 each device & monthly fee (new)	\$115,500	\$115,500	\$0	\$231,000
30 mifis per 7 hubs @\$550 each device & monthly fee minus equipment cost of \$30 each device <\$6,300> (Purchase Year 1)	0	\$109,200	\$109,200	\$218,400
30 mifis per 7 hubs @\$550 each device & monthly fee minus equipment cost of \$30 each device <\$6,300> (Purchase Year 2)			\$109,200	\$109,200
15 iPads per 7 hubs @\$550 per device	\$57,750	\$57,750	\$0	\$115,500
15 Chromebooks per 7 hubs @\$400 per device	\$42,000	\$42,000	\$0	\$84,000
1 device charging carts per each hub @\$500 each	\$3,500	\$3,500		\$7,000
1 lock boxes per each hub@\$500 each	\$3,500			\$3,500

1 table bundle (13 tables) per each hub @\$2,200 each	\$15,400			\$15,400
1 chair bundle (36 chairs)per each hub@ \$1000 each	\$7,000			\$7,000
1 pop-up tent per 7 hubs@\$460 each	\$3,220			\$3,220
1 ice chest cooler per 7 hubs@\$240 each	\$1,680			\$1,680
Total	\$827,400			

To facilitate the use of technology by staff and students, laptops and chromebooks will be purchased for the Virtual School-Within-A-School.

Virtual School-Within-A-School

Budget Line Item	Year 1	Year 2	Year 3	Line Item
20 Staff Laptops @ \$1000 each (staff)	\$20,000	0	0	\$20,000
300 Chromebooks @\$400 each (students)	\$120,000	0	0	\$120,000
Total	\$140,000			

The total equipment cost is \$967,400 for 36 months.

Supplies

Each of the seven mobile learning hubs will ensure health and safety through the purchase of miscellaneous supplies, including caution tape, trash bags, safety cones, and plastic storage containers for learning materials. Further, personal protective equipment will be distributed to all personnel and on-hand for students and community participants, as needed. Lastly, the budget will address the high fuel costs due to the remote neighbor island service areas and related travel costs for the mobile hub vehicles.

Seven Mobile Learning Hubs

Budget Line Item	Year 1	Year 2	Year 3	Line Item
Miscellaneous supplies for each site – caution tape & trash bags each year; cones & plastic storage containers year 1 only	\$3,976	\$658	\$658	\$5,292
Personal Protective Equipment for each site – gloves, masks, sanitizer, wipes	\$75,000	\$75,000	\$75,000	\$225,000
Motor vehicle supplies for each mobile hub vehicle – gas, oil, transmission fluid@\$2000 per month for 12 months x 7 hubs	\$168,000	\$168,000	\$168,000	\$504,000
Total	\$734,292			

To support the Virtual School-Within-A-School will purchase miscellaneous supplies, including software licenses and applications, and expend funding on program-related fees.

Two Virtual School-Within-A-School

Budget Line Item	Year 1	Year 2	Year 3	Line Item
Miscellaneous - \$5,000 per each site	\$10,000	\$10,000	\$10,000	\$30,000
Total	\$30,000			

The total supplies cost is \$764,292 for 36 months.

Contractual Services

Each mobile learning hub will contract with service providers of culturally responsive training for staff, parents, and students to ensure the delivery of teaching that includes students' cultural references in all aspects of learning. Technology trainings and workshops will cover

google suite and google classroom. Further, hub offerings will include opportunities for interpreter/translator certification.

Seven Mobile Learning Hubs

Budget Line Item	Year 1	Year 2	Year 3	Line Item
Professional Development	\$220,500	\$250,000	\$250,000	\$720,500
Total	\$720,500			

The Virtual School-Within-A-School will contract with Edgenuity Online for virtual learning curriculum and support. Additionally, each academy will ensure online connectivity for students and staff through payment of the T-Mobile monthly fee for hotspots.

Two Virtual School-Within-A-School

Budget Line Item	Year 1	Year 2	Year 3	Line Item
Edgenuity Online Curriculum for two sites, \$25,000 each	\$50,000	\$50,000	\$50,000	\$150,000
T-Mobile Hot Spots – monthly fee @ \$4000 x 12 months x 2 sites	\$96,000	\$96,000	\$96,000	\$288,000
Total	\$438,000			

The total contractual cost is \$1,158,500 for 36 months.

Other

To facilitate the immediate start of the mobile hub program, seven (7) heavy duty cargo vans will be rented in year 1. Simultaneously, the state procurement process will be initiated to purchase a heavy duty cargo vans for each designated site. This process at minimum usually takes six months. Purchase of the vans will ensure the longevity of the mobile hub program beyond the life of this grant.

Budget Line Item	Year 1	Year 2	Year 3	Line Item
Rent seven heavy duty cargo vans @16,500 each for 12 months	\$113,606	0	0	\$113,606

Purchase seven heavy duty cargo vans @\$65,000 each	0	\$455,000	0	\$455,000
Total	\$568,606			

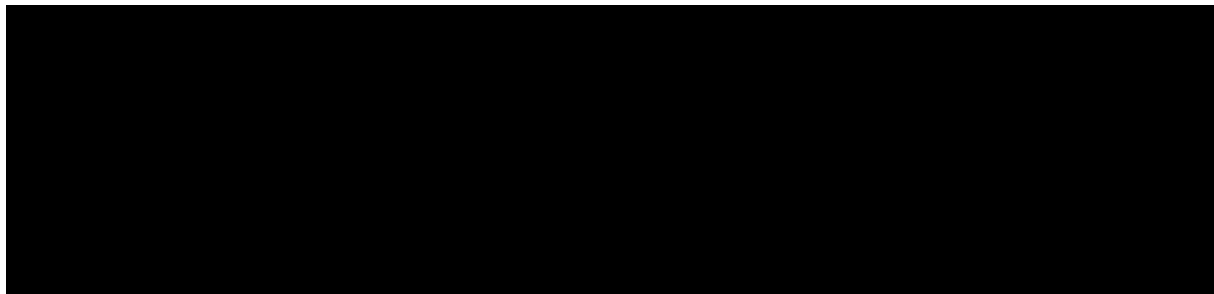
The total other cost is \$568,606 for 36 months.

Grant Allocation

(1) Direct Cost. The total direct costs are allocated as follows:

Budget Allocation	Year 1	Year 2	Year 3	Line Item
Travel	\$0	\$0	\$0	\$0
Equipment	\$421,050	\$327,950	\$218,400	\$967,400
Supplies	\$256,976	\$253,658	\$253,658	\$764,292
Contractual	\$366,500	\$396,000	\$396,000	\$1,158,500
Construction	\$0	\$0	\$0	\$0
Other	\$113,606	\$455,000	0	\$568,606
Indirect Costs	\$314,982	\$398,637	\$331,460	\$1,045,079
Training Stipends	\$0	\$0	\$0	\$0

(2) Indirect Cost. The most recent indirect cost agreement is [REDACTED] with the U.S. Department of Education. The total indirect cost is estimated to be \$1,045,079 for the three years of the ESF-REM program.





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

OFFICE OF FISCAL SERVICES

August 21, 2019

ANNUAL MEMO

TO: Deputy Superintendent
Assistant Superintendents
Complex Area Superintendents
Internal Audit Office
Principals (All)
Complex Area Business Managers

FROM: Brian Hallett *BH*
Interim Assistant Superintendent & CFO

SUBJECT: **INTERIM Fringe Benefit Rates for Fiscal Year 2020**

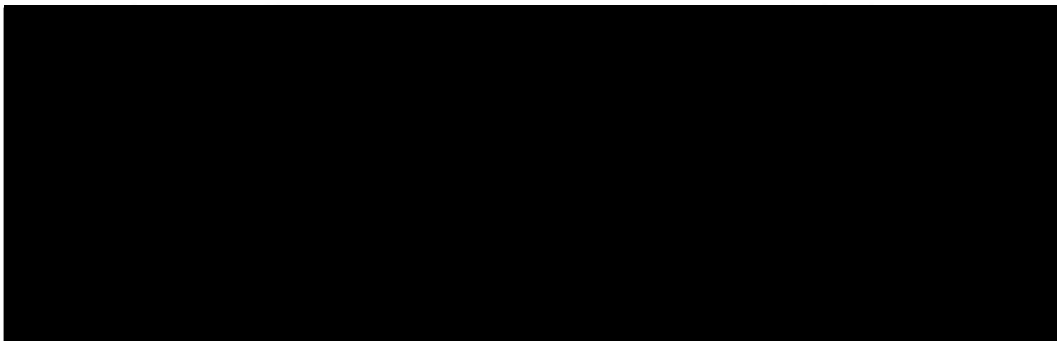
The State of Hawaii, Department of Budget & Finance (B&F) announced via Finance Memorandum No. 19-07 the new composite interim fringe benefit rate (RATE) for Fiscal Year (FY) 2020 of [REDACTED]. This represents an increase of [REDACTED] from the previously issued rate, and is also higher than the rate B&F had advised be used for Fiscal Biennium 2017-19 planning purposes.

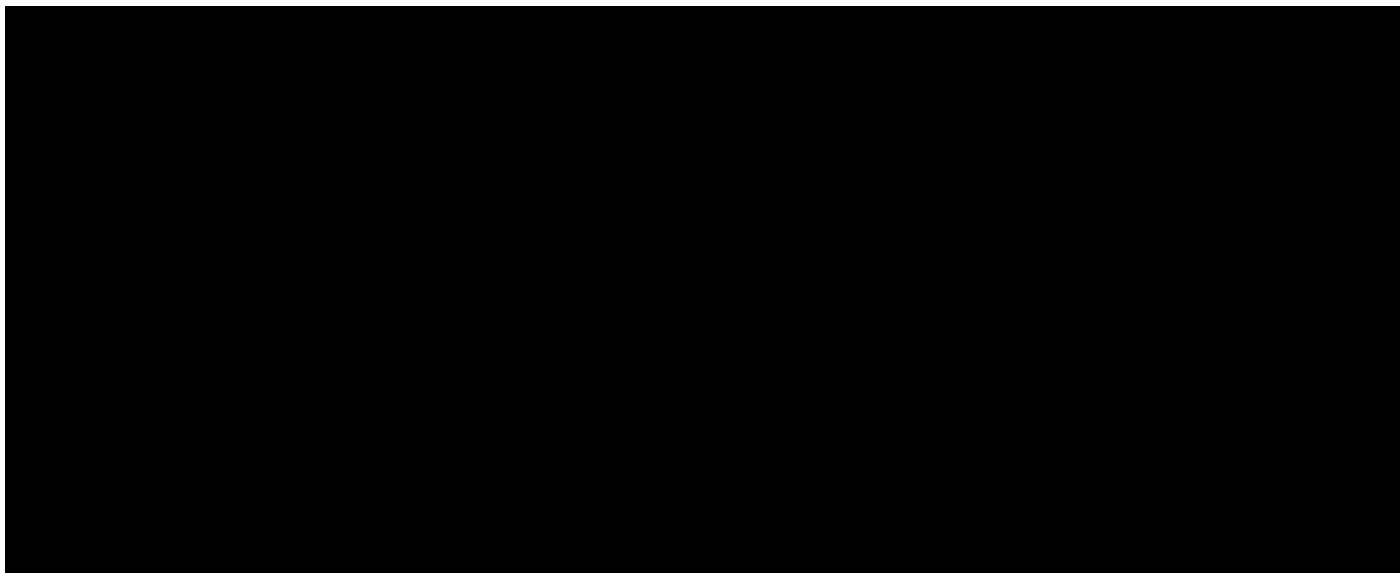
Please be aware that B&F is awaiting formal approval of new rates by the U.S. Department of Health and Human Services. Therefore, another rate adjustment during FY 2020 is a possibility.

This RATE is a composite fringe benefit rate which should be used for planning purposes for Bond, Federal, Special* and Trust Fund programs. Actual fringe benefit expenditures may vary based on actual rates for each employee's health insurance, and whether or not the position is included in the Employees Retirement System.

Please inform your program personnel of this recommendation so that they can adjust their Expenditure Plans as necessary.

The approved RATE consists of the following fringe benefit items and computed rates:





BH:kk
Attachment

c: Superintendent
Procurement & Contracts Branch
Accounting Services Branch
Budget Branch

DAVID Y. IGE
GOVERNOR



ROBERT YU
ACTING DIRECTOR

EMPLOYEES' RETIREMENT SYSTEM
HAWAII EMPLOYER-UNION HEALTH BENEFITS TRUST FUND
OFFICE OF THE PUBLIC DEFENDER

STATE OF HAWAII
DEPARTMENT OF BUDGET AND FINANCE
P.O. BOX 150
HONOLULU, HAWAII 96810-0150

ADMINISTRATIVE AND RESEARCH OFFICE
BUDGET, PROGRAM PLANNING AND
MANAGEMENT DIVISION
FINANCIAL ADMINISTRATION DIVISION
OFFICE OF FEDERAL AWARDS MANAGEMENT (OFAM)

June 17, 2019

FINANCE MEMORANDUM

TO: All Department Heads

FROM: Robert Yu
Acting Director of Finance

SUBJECT: Interim Fringe Benefit Rates for FY 20

Act 17, SLH 2017, establishes the pension accumulation contribution rate for FY 20 at [REDACTED] for police officers, firefighters, and corrections officers, and [REDACTED] for all other employees. The rates for FY 18 are the latest approved rates. The interim rate is being transmitted to you for your information and records. Until new fringe benefit rates are approved by the U.S. Department of Health and Human Services, the following interim fringe benefit rates for FY 20 will be in effect:

