



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

OFFICE OF THE SUPERINTENDENT

April 21, 2022

TO: The Honorable Kili Namau'u  
Chairperson, Student Achievement Committee

FROM: Keith T. Hayashi  
Interim Superintendent

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

SUBJECT: **Presentation on Department's Plan for Summer School 2022**

I. EXECUTIVE SUMMARY

The Hawaii State Department of Education (Department) state offices, complex areas, and schools have been working in collaboration to offer an array of learning opportunities for summer 2022 utilizing the American Rescue Plan Elementary and Secondary School Emergency Relief (ESSER III) funds as well as existing funding sources and partnerships. Student data and family input were considered when planning and designing summer learning programs to address student needs.

II. DESCRIPTION

This presentation will provide information on the Department's plans for learning opportunities for summer 2022. The American Rescue Plan requires states to utilize at least 1% of the ESSER III funds received to offer summer programs for students. To address the negative impact of the Coronavirus Disease 2019 (COVID-19) pandemic, the Department will provide educational opportunities to address students' academic, social, emotional, and behavioral needs during summer 2022. This will allow for the continuity of supports and services for students during the two months following the conclusion of School Year (SY) 2021-2022 and prior to the start of SY 2022-2023. The Department will also offer enrichment opportunities for all students, including those who did not experience learning loss, but want to continue to attend school during the summer.

Complex areas and schools will design summer programs that best address the needs of their students. The Department will not only offer classroom activities, but will also offer school meals, student transportation, counselor services, and mobile services during Summer 2022.

II. PRESENTATION

Summer learning programs offer an opportunity to accelerate learning, especially for students most impacted by disruptions to learning during the past two school years. Complex

areas and schools design programs that best fit their local context and reflect the characteristics that evidence suggests lead to successful summer programs. The Department has reduced barriers (e.g., transportation, cost, enrollment process) for students to attend the summer offerings and plan to provide programs to support academic, social, emotional, and health outcomes, particularly for the prioritized student groups. These programs are voluntary and include enrichment activities and experiences, which points to the potentially positive benefits of strong summer programs.

The *Summer Learning Framework* is a guidance document that sets the direction for planning and implementation of summer programs to comprehensively address the learning needs of students (Attachment A). The following are considerations as schools design programs and prioritize students for participation in the summer programs:

- Students who are two or more grade levels below for English Language Arts (ELA) and/or Math;
- High school students who are not on track to graduate, especially seniors;
- Fourth graders who did not meet proficiency in grade 3;
- Students in kindergarten, grade 1, and grade 2 who were not able to attend school in person for their early years due to the pandemic; and
- Students in transition grades (entering kindergarten, middle school, high school, post-secondary programs).

a. Data from Prior Years

Student participation in summer programs has increased over the past two summers.

<b>Summer</b>	<b>2020</b>	<b>2021</b>
Participation/Enrollment	20,719	26,272
Expenditures	\$11.76 million	\$14.95 million
Total Hires	5,033	6,863

Participation in these summer programs have helped 34,585 students be promoted into the next grade level. These programs may include Official Summer School, Credit Recovery, School-Based Opportunities, E-School, and Alternative Learning Programs, Services and Supports (ALPSS).

<b>Summer</b>	<b>2020</b>	<b>2021</b>
Promoted* to next grade level	94.6% 14,549	89.2% 20,036

\*Includes students participating in a summer learning program that matriculated within the Department into the subsequent school year.

In spring 2022, the Department administered a survey to parents to gauge their interest in enrolling their child in a summer 2022 learning program. Of the 3,185 parents who responded, approximately 80% indicated they would be extremely likely or likely to have their child participate in summer programs. With parent voice, the Department will be able to better prepare for a robust summer learning program that engages students.

b. Programs

The programs offered during summer 2022 will address needs expressed by the parent survey results as well as needs identified by schools utilizing student data. The following chart describes the five learning models in which the programs will be designed:

Official Summer School	<ul style="list-style-type: none"> <li>Offered at school sites and through Hawaii Online Courses (HOC) (formerly known as E-School).</li> <li>For enrichment, remediation, and credit advancement or recovery.</li> <li>Funded for Department public school students through the ESSER III (students enrolled in Department schools will not be assessed tuition).</li> </ul>
School Learning Hub	<ul style="list-style-type: none"> <li>Designed at the school or complex area based on needs.</li> <li>Kaiapuni summer programs will be embedded in the school offerings.</li> <li>For remediation or credit recovery, intervention, enrichment, and transition programs.</li> <li>Funded through ESSER III, Title I, Title III, Special Education, GEAR UP, Weighted Student Formula, general funds, grants, partnerships.</li> </ul>
Specialized Student Support	<ul style="list-style-type: none"> <li>For students needing specialized services and support.</li> <li>Includes Extended School Year (ESY), English Learner Extended Learning Opportunities, Special Support Programs, and Alternative Learning Program Support and Services (ALPSS).</li> <li>Funded through ESSER III, Title III, Special Education.</li> </ul>
Accelerated Learning	<ul style="list-style-type: none"> <li>Designed to advance learning in targeted subjects.</li> <li>For a targeted student population.</li> <li>Funded through ESSER III, Title I, Title III, Special Education, GEAR UP, Weighted Student Formula, grants, partnerships.</li> </ul>
College, Career, and Community Learning	<ul style="list-style-type: none"> <li>Includes summer internships sponsored by the State office or arranged by the school and transition and on-ramp programs.</li> <li>For high school students preparing for post-secondary education and careers.</li> <li>Funded through ESSER III, Title I, Title III, Weighted Student Formula, general funds, grants, partnerships.</li> </ul>

Additional details on the summer offerings will be available on the Department’s website: [hawaiipublicschools.org](http://hawaiipublicschools.org).

c. Timeline

The following timeline outlines the planning of summer programs and the next steps.

Timeline	Task/Activity
January-February 2022	<b>Preliminary Design and Planning</b> <ul style="list-style-type: none"> <li>Plan and design summer programs based on student data and parent input</li> </ul>
March-April 2022	<b>School Plans and Hiring</b> <ul style="list-style-type: none"> <li>Schools begin planning process and securing of teachers and staff members</li> </ul>
April-May 2022	<b>Communication to Students and Families</b> <ul style="list-style-type: none"> <li>Invitations to participants (based on prioritization and program types)</li> <li>School communication with parents regarding summer offerings</li> </ul>
June-July 2022	<b>Summer Program Implementation</b> <ul style="list-style-type: none"> <li>Dates of summer programs vary depending on school designs, plans, and/or programs</li> </ul>

d. Summer Programs 2022 Data Collection Plans

The following data will be collected at the conclusion of the summer programs.

2022 Summer Data Collection/ Reporting	Enrollment	Student Demographics	Attendance or Participation	Progress Indicator or Grade	Other Program-Specific Metrics
Official Summer School	X	X	X	X	
School Learning Hubs	X	X	X	X	
Summer Start Kindergarten Transition	X	X	X	X	Progress indicators based on General Learner Outcomes 1 & 2
Out-of-School-Time Network	X	X	X		
Extended School Year (ESY)	X	X	X		
Specialized Support for Students with	X	X	X		

<b>2022 Summer Data Collection/ Reporting</b>	<b>Enrollment</b>	<b>Student Demographics</b>	<b>Attendance or Participation</b>	<b>Progress Indicator or Grade</b>	<b>Other Program-Specific Metrics</b>
Disabilities (other than ESY)					
Alternative Learning Programs, Services and Supports	X	X	X	X	
Extended Learning Opportunities (ELO) for English Learners	X	X	X	X	Pre- and Post-assessment determined by each ELO
Education for Homeless Children & Youth YES Project	Participation by site				
Early College	Participation by high school, credits attempted, credits earned				
Summer Internships	Participation by high school, participation by State office, summary of projects				
University of Hawaii Community Colleges Programs	Participation by program				
Summer Feeding	Number of breakfast and lunch meals served by location				
Student Transportation	Available ridership information at the end of summer				
Casual Personnel Hired	Count by classification, complex area, and school				
Hawaii Keiki Hotline and Telehealth Service	Number of services rendered by complex area, services description				

The 2022 Summer Learning report will be available on the Department's website on Friday, August 26, 2022 (excluding expenditure data which will be available in October 2022).

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The Department looks forward to working with the Board to provide our students with summer educational opportunities and the supports and services needed to best facilitate academic, social, and emotional growth.

Thank you for your continued support of our students and schools.

KTH:tu

Attachment: Attachment A - Summer Learning Framework

c: Office of Curriculum and Instructional Design

# Summer Learning Framework

Hawai'i State Department of Education



March 2022

The Summer Learning Framework is intended to provide guidance and direction for planning and implementation of summer programs to address the learning needs of students at the complex area and school levels.

As summer programs are designed, the following should be considered: Assess school and complex area needs using data sources; determine the focus of the program and target population; determine measurable outcomes; determine the methodology (e.g., in person, blended); and determine supports needed from the state offices.

When designing programs, the following students should be prioritized for participation in the programs.

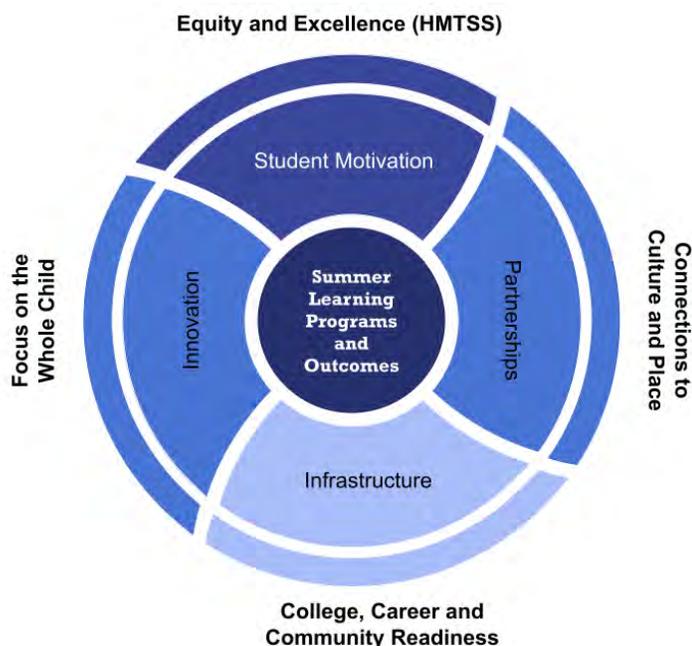
- ❖ Students who are two or more grade levels below for English Language Arts and/or Math.
- ❖ High school students who are not on-track to graduate, especially seniors.
- ❖ Fourth graders who did not meet proficiency in Grade 3.
- ❖ Students in kindergarten, Grade 1, and Grade 2 who were not able to attend in person for their early years due to the pandemic.
- ❖ Students in transition grades (rising kindergarten, middle school, high school, post-secondary).

Student motivation particularly is a key component when creating programs for vulnerable populations that have been less engaged. Innovation and partnerships are opportunities to think of new ways to accelerate and personalize student learning. Finally, the infrastructure at the school, complex area and state require alignment to facilitate smooth operations.

The framework is driven by four guiding principles:

**Equity and excellence**<sup>1</sup>: As a dual language educational system, an enduring commitment to equity is central to the mission and vision for Hawai'i public schools. Framed by Nā Hopena A'o (HĀ), this principle conveys a shared understanding that all students should have access to rigorous, engaging, and well-rounded learning experiences aligned with the Hawai'i Core Standards. This value also reflects a belief that all students in Hawai'i can achieve academic success.

**Connections to culture and place**<sup>2</sup>: Connections to culture and place are vital to creating meaningful learning opportunities and ensuring that the students of Hawai'i have meaningful learning experiences that are relevant to their heritage and home. Students are part of an extended 'ohana, the environment, their community and a global society. Education encourages students to value these connections



<sup>1</sup> <https://learningdesign.hawaiipublicschools.org/guiding-principles/equity-excellence>

<sup>2</sup> <https://learningdesign.hawaiipublicschools.org/guiding-principles/connections-to-culture-place>

and become stewards to make the world a better place.

**Focus on the whole child**<sup>3</sup>: The interdependence between social, emotional, mental, physical and academic development provides every student with positive school experiences and creates thoughtful, well-adjusted and engaged citizens. In addition to creating learning environments and opportunities that engage and challenge students, classrooms must be caring, safe and supportive. Thus, students’ health, well-being and developmental needs are priorities.

**College, career and community readiness**<sup>4</sup>: Hawai‘i can provide abundant real-world learning environments relevant for success in a culturally diverse, technologically complex, and interdependent global society. The Department’s vision calls for developing “educated, healthy, and joyful lifelong learners who contribute positively to our community and global society,” and thereby conveys a clear focus on college, career, and civic responsibility. The General Learner Outcomes (GLOs) embody this commitment by focusing on “the optimum growth and development of each student.”

## Summer Learning Models

Students are offered programs and services via five summer learning models.

<b>Official Summer School</b>	<ul style="list-style-type: none"><li>• Offered at school sites and through Hawaii Online Courses (HOC) (formerly known as E-School).</li><li>• For enrichment, remediation and credit advancement or recovery.</li><li>• Funded for Department public school students through the ESSER III (students enrolled in Department schools will not be assessed tuition).</li></ul>
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## Program Design

Summer learning program designs should be aligned with the [Hawai‘i Multi-Tiered Systems of Supports \(HMTSS\)](#) that drive equity and excellence for all students. HMTSS is a data-driven, team-based

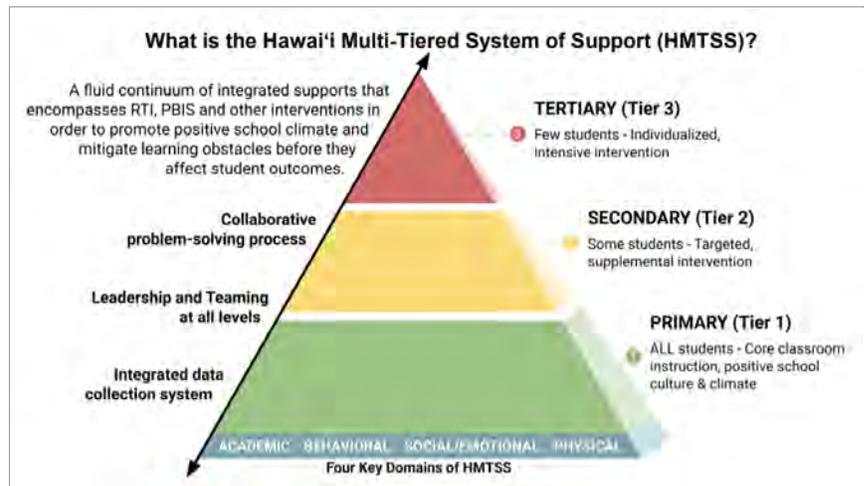
<sup>3</sup> <https://learningdesign.hawaiipublicschools.org/guiding-principles/focus-on-the-whole-child>

<sup>4</sup> <https://learningdesign.hawaiipublicschools.org/guiding-principles/college-career-community-readiness>

decision-making framework for achieving positive outcomes for every student through a layered continuum of evidence-based practices.

The HMTSS Guidance Manual provides complex areas and schools with a roadmap for the implementation. Summer programs will also need to identify their measurable outcomes for student learning and progress.

Student motivation is an important consideration and may be the factor that drives success for student participation and engagement. When designing programs, schools might ask, *What would make students want to attend the program?*



The [What Works Clearinghouse](#) provides information on evidence based practices. Thus, innovation and partnerships are a means to reach students who are most in need of the programs and supports.

## Infrastructure

During the course of the summer, the Department will continue to provide infrastructure support to schools and students as needed, including:

- Personal Protective Equipment (PPE) for employees and contractors
- Summer feeding program/Grab-and-go meals
- Student transportation (For special education/ESY, transportation provided as per Individualized Education Program (IEP); for regular education, transportation service requests should be made to the Student Transportation Services Branch
- Casual hires
- Budget

## Data Collection & Reporting

The Department will collect and report data for the summer learning programs and infrastructure services. Specific programs and metrics will be used to monitor and analyze the implementation and impact of the programs within the summer learning models.

## References

[Hawai'i Multi-Tiered System of Support \(HMTSS\)](#)

[https://drive.google.com/file/d/1\\_fv0W25raQPihLUmcI9sbLlawOiJtqCl/view](https://drive.google.com/file/d/1_fv0W25raQPihLUmcI9sbLlawOiJtqCl/view)

[What Works Clearinghouse](#)

<https://ies.ed.gov/ncee/wwc/>

[Summer learning that really works](#)

<https://www.greatschools.org/gk/articles/stem-summer-school-program-works/>

[Want Smarter, Healthier Kids? Try Physical Education! | Paul Zientarski | TEDxBend](#)

<https://www.youtube.com/watch?v=V81cO8xyMaI>

For more information, contact Raymond Fujino, TA Executive Assistant and Director, Office of Curriculum and Instructional Design at (808) 305-9641 or [raymond.fujino@k12.hi.us](mailto:raymond.fujino@k12.hi.us).