



Hawaii
Children's Action Network Speaks!
Building a unified voice for Hawaii's children

Hawai'i Children's Action Network Speaks! is a nonpartisan 501c4 nonprofit committed to advocating for children and their families. Our core issues are safety, health, and education.

To: House Committees on Education and on Water & Land

Re: **HCR 9 / HR 10 - Urging the Board of Education and Department of Education to support and implement community schools as a strategy for increasing access to a high-quality education**
Hawai'i State Capitol, Rooms 309 and 430
March 11, 2021, 2:00 PM

Dear Chairs Woodson and Tarnas, Vice Chairs Kapela and Branco, and committee members,

On behalf of Hawai'i Children's Action Network Speaks!, I am writing in SUPPORT of HCR 9 / HR 10. These resolutions urge the Board of Education and Department of Education to support and implement community schools as a strategy for increasing access to a high-quality education.

Community schools is a strategy where a school becomes the hub of its community and coordinates relationships and resources through the school to accelerate equitable outcomes in health, education, and employment.

The need for community schools is even greater in the midst of the COVID-19 pandemic as schools are struggling to address the huge inequities, learning loss, socio-emotional, and mental health needs of their students alone.

With a whole-child, evidenced-based, and equity-focused approach, community schools are able to ensure that no student falls through the cracks, and will be more efficient and nimble to care for their families' changing needs and address barriers to success.

Hawai'i should implement a working group convened by the Department of Education and Board of Education to explore the full-service community school strategy and identify opportunities to leverage new and existing funding streams to implement community schools as a strategy for equitable, high-quality education.

Mahalo for the opportunity to provide this testimony. Please pass HCR 9 / HR 10.

Thank you,

Nicole Woo
Director, Research and Economic Policy



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University of Hawai'i at Hilo,
Department of Kinesiology and
Exercise Sciences*

*Garret Sugai
Kaiser Permanente*

Date: March 10, 2021

To: Representative Justin Woodson, Chair
Representative Jeanne Kapela, Vice Chair
Members of the House Education Committee

Re: Support for HCR 9/HR 10

Hrg: March 11, 2021 at 2:00 PM via Videoconference

The Obesity Prevention Task Force of the Hawai'i Public Health Instituteⁱ is in **Support of HCR 9/HR 10**, which urges the Board of Education and Department of Education to support and implement community schools as a strategy for increasing access to a high-quality education.

Community schools are a strategy to improve schools, provide more equitable opportunities, and prepare students for success. Schools partner with community organizations and families, integrating academics, health and social services.

While all community schools are different in order to meet the needs of the community, they are based on four pillarsⁱⁱ to effectively support students and families:

- **Collaborative Leadership and Practices** - Families, students, teachers, principals, and community partners build a culture of professional learning, collective trust, and shared responsibility.
- **Integrated Student Supports** - This can include health care, behavioral health, and dental services to support student success.
- **Expanded and Enriched Learning** - Afterschool, weekend, and summer programs provide academic instruction and individualized support. Enrichment activities emphasize real-world learning and community problem solving.
- **Active Family and Community Engagement** - Schools function as neighborhood hubs. There are educational opportunities for adults, and family members can share their stories and serve as equal partners in promoting student success.

Student success is affected beyond what happens in school. Addressing inequities in such areas as access to health care, stable housing, and affordable and healthy food are foundational to students' ability to learn. Community schools create the conditions necessary for students to thrive by focusing attention, time, and resources on a shared vision for student and school success.

Mahalo for the opportunity to submit testimony in **support of HCR 9/HR 10**.

Mahalo,



Jaylen Murakami
Advocacy and Outreach Coordinator

ⁱ Created by the legislature in 2012, the Obesity Prevention Task Force is comprised of over 60 statewide organizations, and works to make recommendations to reshape

Hawai'i's school, work, community, and health care environments, making healthier lifestyles obtainable for all Hawai'i residents. The Hawai'i Public Health Institute (HIPHI) convenes the Task Force and supports and promotes policy efforts to create a healthy Hawai'i.

Hawai'i Public Health Institute is a hub for building healthy communities, providing issue-based advocacy, education, and technical assistance through partnerships with government, academia, foundations, business, and community-based organizations.

ⁱⁱ Partnership for the Future of Learning. *Community Schools Playbook*. <https://communityschools.futureforlearning.org/>



HCR9/HR10

URGING THE BOARD OF EDUCATION AND DEPARTMENT OF EDUCATION TO SUPPORT AND IMPLEMENT COMMUNITY SCHOOLS AS A STRATEGY FOR INCREASING ACCESS TO A HIGH-QUALITY EDUCATION

Ke Kōmike Hale o ka Ho‘ona‘auao
House Committee on Education

Malaki 11, 2021

2:00 p.m.

Lumi 309/430

The Office of Hawaiian Affairs (OHA) Beneficiary Advocacy and Empowerment Committee will recommend that the Board of Trustees **SUPPORT** HCR9/HR10, which would urge the Board of Education (BOE) and Department of Education (DOE) to support and implement community schools as a strategy to increase access to a high-quality education for all keiki in our DOE system. **Implementation of community schools will help to foster enriched learning environments that promote positive educational and life outcomes for Hawai‘i’s public school students, including Native Hawaiian students, who are facing economic and other hardships.**

OHA has long supported the holistic educational concept underlying community schools. In 2015, OHA joined with other community stakeholders including the DOE, Kamehameha Schools, ‘Aha Kauleo, Nā Lei Na‘auao Charter School Alliance, and the University of Hawai‘i, to develop DOE’s Nā Hopena A‘o policy, which seeks to strengthen the sense of belonging, responsibility, excellence, aloha, and **overall well-being** of all students. The Nā Hopena A‘o policy aligns with the community school approach in **providing programs and services that meet the unique needs of Native Hawaiian and other students and families who may be experiencing challenges such as a lack of stable housing, inadequate medical and dental care, persistent hunger, trauma, and exposure to violence.** OHA therefore appreciates this resolution’s examination of how community schools can better ensure a high quality education that supports the overall well-being of all our keiki, thereby furthering the realization of DOE’s Nā Hopena A‘o policy framework.

Accordingly, OHA respectfully urges the Committee to **PASS** HCR9/HR10. Mahalo for the opportunity to testify on this important matter.



March 11, 2021

To: Chair Woodson
Vice Chair Kapela
House Committee on Education

RE: **SUPPORT for HR10**

Thank you for this opportunity to testify in **SUPPORT for HR10**, requiring the Board of Education to support and implement community schools as a strategy for increasing access to a high-quality education.

Blue Zones Project was brought to Hawai'i by HMSA to help increase the overall well-being of our communities and to make Hawaii a healthier, happier place to live, work and play. To accomplish that goal, we address ways that we can lower obesity rates, tobacco use, and chronic diseases.

Community schools capitalize on the local resources, both on and off campus, to better support students and their families. This model also empowers schools, particularly those in disadvantaged communities, to strengthen community partnerships and enhance coordination of wrap-around prevention and intervention services; this includes healthy food access, basic hygiene practices, afterschool programs, mental health support, and other social services.

This resolution can comprehensively and systemically change communities so students and their families can live healthier lives, and enhance student success. Thank you for this opportunity to testify in **SUPPORT for HR10**.

Colby Takeda, MPH, MBA
Senior Manager

HR-10

Submitted on: 3/10/2021 7:25:12 AM

Testimony for EDN on 3/11/2021 2:00:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
D. Kaipo Hanakeawe	Individual	Support	No

Comments:

Committee on Education

Representative Justin Woodson, Chair

Representative Jeanné Kapela, Vice Chair

Thursday, March 11, 2021

Conference Room 309 & 430

Re: Support of House Resolution 10

Dear Chair Woodson, Vice Chair Kapela, and members of the committee,

As a private citizen and parent, I am “Urging the Board of Education and Department of Education to Support and Implement Community Schools as a strategy for increasing access to high-quality education.”

Full-Services Community Schools is an evidence-based strategy where the school becomes the hub of the community to support the whole child. While the full effects of COVID-19 are still unknown, the pandemic has exacerbated existing stressors on youth and families in our communities, and we are already seeing the growing need for services and support for our most vulnerable children and families. Community schools create the right learning conditions to help children

and youth learn and thrive by addressing their health, social and emotional well-being. The coordination of relationships and resources are needed, now more than ever, to help students recover from the pandemic and accelerate equitable outcomes in health, education and employment.

There are four pillars of community schools to effectively support students and families:

- **Collaborative Leadership and Practices - Families, students, teachers, principals, and community partners build a culture of professional learning, collective trust, and shared responsibility.**
- **Integrated Student Supports - Mental and physical health services support student success.**
- **Expanded and Enriched Learning - Afterschool, weekend, and summer programs provide academic instruction and individualized support. Enrichment activities emphasize real-world learning and community problem solving.**
- **Active Family and Community Engagement - Schools function as neighborhood hubs. There are educational opportunities for adults, and family members can share their stories and serve as equal partners in promoting student success.**

In conclusion, I support HR 10 and respectfully urges the passage of this resolution so that students in Hawai'i have the support they need. Thank you for the opportunity to testify.

HR-10

Submitted on: 3/10/2021 8:46:06 AM

Testimony for EDN on 3/11/2021 2:00:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Heidi Teraoka	Individual	Support	No

Comments:

I support HR10 and respectfully urge the passage of this resolution so that students in Hawai'i have the support they need. The pandemic has exacerbated existing stressors on youth and families in our communities, and we are already seeing the growing need for services and support for our most vulnerable children and families. Community schools create the right learning conditions to help children and youth learn and thrive by addressing their health, social and emotional well-being. The coordination of relationships and resources are needed, now more than ever. Mahalo for the chance to submit this testimony.

HR-10

Submitted on: 3/10/2021 10:38:29 AM

Testimony for EDN on 3/11/2021 2:00:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Loren Lindborg	Individual	Support	No

Comments:

HCR 9 / HR 10 /

URGING THE BOARD OF EDUCATION AND DEPARTMENT OF EDUCATION TO SUPPORT AND IMPLEMENT COMMUNITY SCHOOLS AS A STRATEGY FOR INCREASING ACCESS TO A HIGH-QUALITY EDUCATION.

I support this bill in its attempt to provide equal access that every child is given the opportunity to obtain a high-quality education. Due to the COVID pandemic, access to technology for students in remote parts of the islands to include WIFI and other distance learning needs, equal access to quality education was limited. Although this problem also existed in non-remote parts of the island due to broadband and bandwidth problems. This was not only an issue for families but for teachers also.

Some proponents of community schools indicate that they provide comprehensive programs and services to meet the unique needs of students and families, such as a lack of stable housing, inadequate medical and dental care, persistent hunger, trauma, and exposure to violence; and should also include natural disasters. These reasons also include an increase in the number of students considered economically challenged and has contributed to significant learning loss due to limited in-person instruction.

Other elements of these schools assist with overcoming out-of-school barriers to learning and that community-school interventions can result in improvements to a variety of student outcomes, including attendance, academic achievement, and graduation rates.

Upon further research, would Hawaii benefit from Full Service Community Schools? Could Hawaii re-design the public school system to mirror these community schools?

As stated in the bill, federal funding is available to be used to implement community schools through the Every Student Succeeds Act, under which the community-schools model of school support qualifies as an evidence-based strategy for assisting schools identified for comprehensive and targeted support and intervention.

These community schools are the rubric for our public school system. Implementation is supported by strong research and positive outcomes.

I have included some examples:

Understanding the Difference between a community school and our public schools

A community school is both a place and a set of partnerships between the school and other community resources. Its integrated focus on academics, health and social services, youth and community development and community engagement leads to improved student learning, stronger families and healthier communities. Community schools offer a personalized curriculum that emphasizes real-world learning and community problem-solving. Schools become centers of the community and are **open to everyone – all day, every day, evenings and weekends.**

Using public schools as hubs, community schools bring together many partners to offer a range of supports and opportunities to children, youth, families and communities. Partners work to achieve these results: Children are ready to enter school; students attend school consistently; students are actively involved in learning and their community; families are increasingly involved with their children's education; schools are engaged with families and communities; students succeed academically; students are healthy - physically, socially, and emotionally; students live and learn in a safe, supportive, and stable environment, and communities are desirable places to live.

Or think of community schools this way:

Most people think of schools today as serving a single purpose: a binary, analog-system of delivery - teachers teach and students learn. Community schools are more akin to smart phones. Schools and communities connect, collaborate, and create. Children and families have an array of supports from community partners right at their school. Communities and schools leverage their shared physical and human assets to help kids succeed.

Community schools contain a host of opportunities and supports built-in that give students and parents all the tools they need to learn and grow

National Models

Beacons Schools - Youth Development Institute
New York City, New York
The Children's Aid Society Community Schools
New York City, New York
Communities In Schools, Inc.
Alexandria, Virginia
Center for Mental Health in Schools: An Enabling Component to Address Barriers to Learning
Los Angeles, California
University Assisted Community Schools
Philadelphia, Pennsylvania
University of Central Florida Orlando, Florida Schools of the 21st Century
New Haven, Connecticut

Descriptions

Beacon Schools - Youth Development Institute
New York, New York

Beacons are committed to school transformation that aims to promote healthy development and learning among ALL youth, families and community members. Services, opportunities and supports are offered during the day, evenings and on weekends in the school building, effectively opening up the space for use by a broad swath of community residents while simultaneously offering comprehensive supports to the students in the school. At their best, Beacon Community Schools strive for multi-level impact by engaging youth and adults in community development, often with young people at the helm (Youth Development Institute, 2009).

Today, Beacons across the country serve over 180,000 children, youth and adults with vibrant initiatives in New York City, San Francisco, Minneapolis and Denver. Although BCS are designed to adjust to the needs of the communities in which they exist, there are several common characteristics. Beacons:

- Are led by community organizations and based in schools or public housing facilities
- Use a youth development approach
- Use a community-youth development framework
- Build a structure for interagency collaboration, programming and partnership
- Share responsibility with partners to support a broad set of outcomes for youth, families and communities

For more information review a White Paper on Beacon Community Schools. Please contact Sarah Zeller-Berkman, PhD Director of the Community-Youth Development Unit at The Youth Development Institute, szellerberkman@ydinstitute.org or 212 590-9437.

The Children's Aid Society Community Schools
New York, New York

The Children's Aid Society (CAS) currently operates 22 community schools in New York City. These community schools are the result of long-term partnerships between CAS, the New York City Department of Education, and other community resources. Launched in 1992, the Children's Aid model aims to combine the best educational practices with the delivery of an array of social, health, child and youth development services, while also emphasizing community and parental involvement. CAS, through its National Center for Community Schools, also offers training, consultation, planning tools and guidance on all aspects of designing and implementing the community school strategy, tailored to the unique needs and strengths of individual communities. Several third-party evaluations have documented a variety of positive results including academic gains, better student and teacher attendance, school readiness and very high rates of parent engagement. In addition, a social return on investment

study conducted by the Finance Project showed very high rates of return on investment (\$10.30 for every \$1.00 invested at the elementary level, and \$14.80 for every \$1.00 invested at the middle school level). The Children's Aid Society has written several books and other publications about its community schools work. In 2005, Joy Dryfoos, Jane Quinn and Carol Barkin co-edited a volume entitled *Community Schools in Action: Lessons from a Decade of Practice*, which was published by Oxford University Press. In 2011, Children's Aid published *Building Community Schools: A Guide for Action*, which is available through this link or through: nationalcenterforcommunityschools.org

Communities In Schools, Inc.
Alexandria, Virginia

Communities In Schools, Inc. (CIS) is a nationwide network of passionate professionals working in public schools to surround students with a community of support, empowering them to stay in school and achieve in life. Communities In Schools is comprised of 200 local and state affiliates operating in 28 states and the District of Columbia who serve 1.25 million students and their families in 2,400 schools. Their holistic approach addresses both the academic and nonacademic needs of the student through an integrated student services model. This model positions caring, full-time site coordinators inside public schools to work with school staff to better identify students in need, and then provides those resources through community partnerships.

CIS is actively engaged with policy makers, school staff, parents and business partners to ensure that Communities In Schools' services are extended to as many K-12 students as possible and that those students have access to college. Independent research demonstrates that Communities In Schools is one of a very few organizations proven to keep students in school and the only one to document that it increases graduation rates.

The evidence-based model of CIS has allowed them to secure additional public and private dollars. CIS national has invested \$20 million back into state and local programs within the CIS network in the last three years. During the 2010-11 school year, their evidence-based, cost-effective model and commitment to quality resulted in improved results for students. Of 157,000 case-managed students, 97% remained in school, 88% of eligible seniors graduated 84% were promoted to the next grade, and 81% enrolled in some form of post-secondary education. Two-thirds of teachers surveyed believe Communities In Schools help them better serve their students. These results were attainable through the shared mission of CIS to give students the support and encouragement they need through caring adults and to provide centralized, strategically aligned community resources to help those kids stay in school and succeed in life.

Communities In Schools, Inc. (CIS) is a national organization, with more than 181 local CIS initiatives, that provides a flexible approach/process for states and localities interested in building school-community partnerships. CIS offers information, training, technical support and linkages to a national network of local, independent CIS sites and affiliates across the country. CIS encourages innovation and the sharing of best practices and awards, special grants and nationally leveraged resources to members of its network.

Supported by both public and private dollars, CIS awarded more than \$3.3 million to state and local programs participating in time-limited national initiatives in 1996. Grants were targeted at seeding local sites, developing programmatic initiatives and building self-sufficiency at CIS initiatives. The shared mission is to bring services into schools; connect young people to caring adults; and see to it that young people stay in school, develop skills and contribute to their communities. Sixteen state CIS organizations also operate to replicate the CIS stay-in-school approach and secure state support for local programs. CIS partnerships, operating in more than 1,500 school sites, serve more than 350,000 children and their families.

Center for Mental Health in Schools: An Enabling Component to Address Barriers to Learning
Los Angeles, California

Addressing barriers to learning should not be seen as being at odds with the "paradigm shift" that emphasizes strengths, resilience, assets, and protective factors. Efforts to enhance positive development and improve instruction clearly can improve readiness to learn. Based particularly on the work of several comprehensive initiatives, it is becoming increasingly evident that there is a need to expand school reform. Several of these initiatives are restructuring education support programs under the umbrella of a newly conceived reform component that focuses directly on addressing barriers to learning and development. This component is to be fully integrated with the others and assigned equal priority in policy and practice.

The concept of an enabling component embraces a focus on healthy development, prevention, and addressing barriers. In addressing barriers to student learning, pioneering initiatives are beginning to improve school and classroom environments to prevent problems and enhance youngsters' strengths. At the same time, for those who need something more, school and community, working separately and together, provide essential supports and assistance.

University Assisted Community Schools
Philadelphia, Pennsylvania

The Netter Center for Community Partnerships, based out of the University of Pennsylvania, is a national partner in the community schools movement. Their University-Assisted Community School Program engages students (K-16+) in real world, community problem solving that is integrated into the school curriculum as well as through extended day programs. The Barbara and Edward Netter Center for Community Partnerships functions as the integrating vehicle to effectively align Penn's numerous schools and departments in order to help develop and maintain university-assisted community schools and bring about mutually beneficial collaboration.

University of Central Florida
Orlando, Florida

The University of Central Florida, Children's Home Society of Florida and Orange County Public Schools developed the Community Partnership Schools model, first implemented at Evans High School in Orlando. Community Partnership Schools™ is a community school model in which four core community partners — a school district, university or college, nonprofit, and health care provider commit to a long-term partnership to establish, develop and sustain the Community Partnership School.

Schools of the 21st Century
New Haven, Connecticut

The School of the 21st Century (21C) is a model for school-based child care and family support services. 21C was conceptualized at the Yale University Bush Center in Child Development and Social Policy by Professor Edward Zigler, one of the architects of the federal Head Start program. Professor Zigler recognized that the changes in patterns of work and family life in recent decades require schools to assume an expanded role in the delivery of child care and family support programs to ensure that children arrive at school ready to learn and that they receive the support necessary for academic success.

The 21C model transforms the traditional school into a year-round, multi-service center providing high-quality, accessible services from early morning to early evening. It also eliminates the distinction between child care and education, recognizing that learning begins at birth and occurs in all settings. Children will not succeed academically or socially unless their parents have the supports they need to be their first and best teachers. Young children need to be in caring and enriching settings long before kindergarten. Once in school, children need safe and enriching environments during non-school hours. In addition, children's basic needs, such as nutrition and health, must be met in order for children to develop properly and succeed academically. The ultimate goal of the School of the 21st Century is to help provide affordable, accessible and high-quality services for all families, regardless of income level, to ensure the optimal development of children.

