

House Committee on Finance  
Representative Sylvia Luke, Chair

February 25, 2022  
Conference Room 308

RE: Support of HB1941 Relating to Education

Dear Chair Luke and members of the Committee,

The University of Hawai'i PLACES (Place-based Learning and Community Engagement in School) program supports HB1941 that would require the Department of Education to establish grant programs to provide funds for the planning and implementation of community schools.

In Hawai'i, full-service community schools are innovative, thriving hubs of learning in which partnerships and collaboration create a'o aku, a'o mai, reciprocal relationships between learners and place, content and context, and schools and communities. Through community schools, thriving learners, educators, families, 'āina, and communities are supported by nurturing networks that promote reciprocity. The community schools strategy transforms schools into innovative, thriving hubs of learning that incubate and connect Indigenous wisdom and contemporary knowledge to create and meet local and global opportunities.

Our work has included aspects of a community schools framework. We operate on the Wai'anae Coast and have witnessed the positive impact when students and families have access to community – and the strengths each brings to the school

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. These school-community partnerships also yield a strong social return on investment, with one study finding that every dollar invested in such schools produced at least a \$10.30 return in social value. Another study found that for each \$1 invested in the community school coordinator position returned approximately \$7.11 net benefits.

I urge you to support this bill and appropriate \$2,400,000 that would fund 5 community schools in this two year pilot grant program. Community schools are needed more than ever as schools look to efficiently and effectively utilize resources to advance the well-being of children and their families now and for future generations.

Sincerely,



Kay Fukuda, PhD  
PLACES Principal Investigator



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

**Date:** 02/25/2022

**Time:** 11:00 AM

**Location:** 308 Via Videoconference

**Committee:** House Finance

**Department:** Education

**Person Testifying:** Keith T. Hayashi, Interim Superintendent of Education

**Title of Bill:** HB 1941, HD1 RELATING TO EDUCATION.

**Purpose of Bill:** Requires the department of education to establish grant programs to provide funds for the planning and implementation of community schools through a two-year pilot program. Effective 7/1/2050. (HD1)

**Department's Position:**

The Hawaii State Department of Education (Department) supports the idea of community schools and appreciates the amendments made by the Legislature to implement this program as a two-year pilot program.

The Department supports the idea of focusing on the whole child when providing an educational experience for our students. To do so requires the support of school staff and teachers as well as support from school families and communities. Open communication and collaboration is key in creating these valuable relationships which enrich the lives of our students and their surrounding communities.

The Department remains concerned that the grant program created by this bill is prescriptive in nature and may not meet the unique needs of its varied multi-faceted communities but looks forward to carrying out the pilot program to gauge current demand for a program like this.

Finally, if the decision is made to move forward with this pilot program, then the Department would request an appropriation that would provide for the needed resources and staff to fulfill that mandate.

Thank you for the opportunity to provide testimony on HB 1941, HD 1.



## Hawai'i Afterschool Alliance

1776 University Avenue, WA1-102  
Honolulu, HI 96822

House Committee on Finance  
Representative Sylvia Luke, Chair



February 25, 2022  
Conference Room 308

RE: Support of HB1941 Relating to Education

Dear Chair Luke and members of the Committee,

The Hawai'i Afterschool Alliance supports HB1941 that would require the Department of Education to establish grant programs to provide funds for the planning and implementation of community schools.

In Hawai'i, full-service community schools are innovative, thriving hubs of learning in which partnerships and collaboration create a'o aku, a'o mai, reciprocal relationships between learners and place, content and context, and schools and communities. Through community schools, thriving learners, educators, families, 'āina, and communities are supported by nurturing networks that promote reciprocity. The community schools strategy transforms schools into innovative, thriving hubs of learning that incubate and connect Indigenous wisdom and contemporary knowledge to create and meet local and global opportunities.

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. Community schools is an evidence based strategy and the Learning Policy Institute found that it's particularly helping to meet the needs of low-achieving students in high-poverty schools and to help close opportunity and achievement gaps for students from low-income families, students of color, English learners, and students with disabilities.

These school-community partnerships also yield a strong social return on investment, with one study finding that every dollar invested in such schools produced at least a \$10.30 return in social value. Another study found that for each \$1 invested in the community school coordinator position returned approximately \$7.11 net benefits.

We urge you to support this bill and appropriate \$2,400,000 that would fund 5 community schools in this two year pilot grant program. Community schools are needed more than ever as schools look to efficiently and effectively utilize resources to advance the well-being of children and their families now and for future generations.

Sincerely,

Paula Adams  
Executive Director  
Hawai'i Afterschool Alliance  
hawaiiafterschool@gmail.com  
[www.hawaiiafterschoolalliance.org](http://www.hawaiiafterschoolalliance.org)

Date: February 23, 2022

To: House Committee on Finance  
The Honorable Silvia Luke, Chair  
The Honorable Kyle T. Yamashita, Vice Chair  
And members of the Committee

From: Early Childhood Action Strategy

Re: **Support for HB 1941, Relating to Community Schools**

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Early Childhood Action Strategy (ECAS) is a statewide cross-sector partnership designed to improve the system of care for Hawai'i's youngest children and their families. ECAS partners are working to align priorities for children prenatal to age eight, streamline services, maximize resources, and improve programs to support our youngest keiki.

**ECAS supports passage of HB 1941.** This bill will would require the Department of Education to establish grant programs to provide funds for the planning and implementation of community schools.

In Hawai'i, full-service community schools are innovative, thriving hubs of learning in which partnerships and collaboration create a'o aku, a'o mai, reciprocal relationships between learners and place, content and context, and schools and communities. Through community schools, thriving learners, educators, families, 'āina, and communities are supported by nurturing networks that promote reciprocity. The community schools strategy transforms schools into innovative, thriving hubs of learning that incubate and connect Indigenous wisdom and contemporary knowledge to create and meet local and global opportunities.

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. This is why community schools are needed more than ever as schools must look to families, youth, and community partners to help address barriers to learning.

Thank you for this opportunity to provide testimony in support of this measure.

**HB-1941-HD-1**

Submitted on: 2/23/2022 3:01:23 PM

Testimony for FIN on 2/25/2022 11:00:00 AM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Remote Testimony Requested</b>
Alec Marentic	Hawai'i Association of School Psychologists	Support	No

Comments:

The Hawai'i Association of School Psychologists supports the intent of this bill.

Full-service community schools can be innovative, thriving hubs of learning in which partnerships and collaboration create a 'o aku, a 'o mai, reciprocal relationships between learners and place, content and context, and schools and communities. Through community schools, thriving learners, educators, families, 'āina, and communities are supported by nurturing networks that promote reciprocity. The community schools strategy transforms schools into innovative, thriving hubs of learning that incubate and connect Indigenous wisdom and contemporary knowledge to create and meet local and global opportunities.

The coordination of relationships and resources are needed, now more than ever, to help schools continue to support students by intensifying interventions and leveraging resources to ensure equitable outcomes in health, education, and employment. School-community partnerships can yield strong social returns on investment. One study found that every dollar invested in such schools procured large returns in social value. Another found that for each \$1 invested in the community school coordinator position returned approximately \$7.11 in net benefits.

The Hawai'i Association of School Psychologists urges you to support this bill and appropriate the full \$2,400,000 that will fund 5 community schools in this 2 year pilot grant program. Community schools are needed to efficiently, effectively, and sustainably allocate resources to advance the well-being of children and their families.

Respectfully submitted,

Alec Marentic, **NCSP**

*School Psychologist, KKP Complex Area*

*President-elect, Hawai'i Association of School Psychologists*



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

*Hawaii 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: Representative Luke, Chair  
Representative Yamashita, Vice Chair  
House Committee on Finance

Re: **HB 1941 HD1-relating to education**  
11:00 AM, February 25, 2022

Chair Luke, Vice Chair Yamashita, and committee members,

**On behalf of Hawaii Children's Action Network Speaks!, I am writing in support of HB 1941 HD1, relating to education.**

Community schools have the potential to better support students and their families. Community school partnerships can offer additional services needed in the community and builds from previous successes like using schools for testing sites, for food distribution, or for mobile health outreach. The community school strategy transforms schools into innovative, thriving hubs of learning that incubate and connect Indigenous wisdom and contemporary knowledge to create and meet local and global opportunities.

There are currently over 1,000 community schools across the continental United States.<sup>1</sup> Since 2010, school districts have been partnering with various stakeholders to stand up community schools and ensure students and their families have their needs met. A study on the New York City Community School Initiative found<sup>2</sup>:

- A positive impact on student attendance in all grades
- Positive impact on high school students' graduation rates
- A positive effect on students' sense of connectedness to adults and peers for elementary and middle school students

This last finding is of particular importance as we know students have felt isolated during the pandemic.

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.

For these reasons, I respectfully request the committee vote favorable on HB 1941 and pass the measure.

Thank you,  
Kathleen Algire  
Director of Early Learning and Health Policy

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<sup>1</sup> National Education Association, Community Schools, <https://www.nea.org/student-success/great-public-schools/community-schools>

<sup>2</sup> Johnston, William R., John Engberg, Isaac M. Opper, Lisa Sontag-Padilla, and Lea Xenakis, Illustrating the Promise of Community Schools: An Assessment of the Impact of the New York City Community Schools Initiative. Santa Monica, CA: RAND Corporation, 2020.  
[https://www.rand.org/pubs/research\\_reports/RR3245.html](https://www.rand.org/pubs/research_reports/RR3245.html)



February 23, 2022

Representative Sylvia Luke, Chair & Members  
House Committee on Finance  
State Capitol  
Honolulu, Hawaii 96813

**BOARD OF DIRECTORS**

**Chairperson**

Michael W. Beasley, Esq.

Re: Support of HB1941 Relating to Education

Dear Chair Luke and members of the Finance Committee,

**BOARD MEMBERS**

Ethan Cooper  
Alvin Pauole  
Herb Lee, Jr.

The Pacific American Foundation (PAF) wholeheartedly supports HB1941 that would require the Department of Education to establish grant programs to provide funds for the planning and implementation of community schools.

**ADMINISTRATION**

**President & CEO**

Herb Lee Jr.

**Chief Financial Officer**

Louis F. Perez II

**General Counsel**

Ethan Cooper

Hawai'i, more so than any other place in the country are prime opportunities for full-service community schools. Our communities are rich in cultural and natural resources, has the benefit of over 1,000 years of a Native Hawaiian Indigenous culture and has the best weather on the planet to embrace learning both outside and inside!

We have already begun to see models in Hawaii that are innovative, thriving hubs of learning in which partnerships and collaboration create a'o aku, a'o mai, reciprocal learning relationships between learners and place, content and context, and schools and communities. Through community schools, thriving learners, educators, families, 'āina, and communities are supported by nurturing networks that promote reciprocity. The community school's strategy transforms schools into creative and collaborative opportunities for partnerships that bring additional resources both monetary and non-monetary that can further incubate and connect Indigenous wisdom and contemporary knowledge to create and meet local and global opportunities.

Since 1995, PAF has been on a journey that started out as a community restoration project of an ancient Hawaiian fishpond known as Waikalua loko I'a in Kāne'ohe Bay. Since then, we have successfully developed over 21 culture and placed curriculum titles and trained over 6,000 teachers statewide and formed over 200 partnerships through the state and world.

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. These school-community partnerships also yield a strong social return on investment, with one study finding that every dollar invested in such schools produced at least a \$10.30 return in social value. Another study found that for each \$1 invested in the community school coordinator position returned approximately \$7.11 net benefits.

Pacific American Foundation  
C/O Bay View Golf Park  
45-285 Kāne'ohe, Bay Drive,  
#102 Kāne'ohe, HI 96744

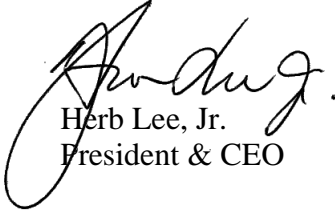
Phone: (808) 664-3027

[www.thepaf.org](http://www.thepaf.org)



On behalf of the Pacific American foundation and the communities that we have served in Hawaii, we urge you to support this bill and appropriate \$2,400,000.00 that would fund five community schools in this two-year pilot grant program. Community schools are needed more than ever as schools look to efficiently and effectively utilize resources to advance the well-being of children and their families now and for future generations.

Sincerely,



Herb Lee, Jr.  
President & CEO



**S E A C**  
**Special Education Advisory Council**  
1010 Richards Street Honolulu, HI 96813  
Phone: 586-8126 Fax: 586-8129  
email: [spin@doh.hawaii.gov](mailto:spin@doh.hawaii.gov)  
February 25, 2022

**Special Education  
Advisory Council**

Ms. Martha Guinan, *Chair*  
Ms. Susan Wooc, *Vice Chair*

Ms. Sara Alimoot  
Ms. Virginia Beringer  
Ms. Mary Brogan  
Ms. Deborah Cheeseman  
Ms. Annette Cooper  
Ms. Shana Cruz  
Mr. Mark Disher  
Dr. Kurt Humphrey  
Ms. Mai Hall  
Ms. Melissa Harper Osai  
Mr. Kerry Iwashita  
Ms. Melissa Johnson  
Ms. Tina King  
Ms. Jennifer Leoiki-Drino  
Ms. Dale Matsuura  
Ms. Cheryl Matthews  
Dr. Paul Meng  
Ms. Kiele Pennington  
Ms. Carrie Pisciotto  
Ms. Kau'i Rezentos  
Ms. Rosie Rowe  
Ms. Ivalee Sinclair  
Mr. Steven Vannatta  
Ms. Lisa Vegas  
Ms. Paula Whitaker  
Ms. Jasmine Williams

Ms. Annie Kalama, *liaison to  
the Superintendent*

Amanda Kaahanui, Staff  
Susan Rocco, Staff

Representative Sylvia Luke, Chair  
Committee on Finance  
State Capitol  
Honolulu, HI 96813

RE: HB 1941, HD 1 - Relating to Education

Dear Chair Luke and Members of the Committee,

The Special Education Advisory Council (SEAC) supports the intent of HB 1941, HD 1 which requires the Department of Education to establish grant programs to provide funds for the planning and implementation of community schools through a two-year pilot program.

Full-service community schools help to leverage assets within the school and the surrounding community that lead to better health, education and employment outcomes for all students, including students with disabilities. Schools in Hawaii and elsewhere that have developed strong community and family partnerships tend to have improved school attendance, higher academic performance and increased learning opportunities for students and school staff, including extracurricular learning and vocational opportunities.

This legislation's embrace of the Na Hopena A'o framework and family/school partnerships will promote equity and help both students and families to feel welcome and supported on campus. SEAC appreciates the proposed composition of each grantee's school leadership team, and we recommend that it include parent and teacher members who can represent the needs of students with disabilities.

Thank you for the opportunity to support this important legislation.

Respectfully,  
  
Martha Guinan  
Chair



1200 Ala Kapuna Street ♦ Honolulu, Hawaii 96819  
Tel: (808) 833-2711 ♦ Fax: (808) 839-7106 ♦ Web: www.hsta.org

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Executive Director

## TESTIMONY BEFORE THE HOUSE COMMITTEE ON FINANCE

RE: HB 1941, HD1 - RELATING TO EDUCATION

FRIDAY, FEBRUARY 25, 2022

OSA TUI, JR., PRESIDENT  
HAWAII STATE TEACHERS ASSOCIATION

Chair Luke, and Members of the Committee:

The Hawaii State Teachers Association **supports HB 1941, HD1** relating to education.

This bill will require the Department of Education to establish grant programs to provide funds for the planning and implementation of community schools through a two-year pilot program.

**We support the network of services envisioned in the community schools model with wraparound services, like health care, and amplifies social services' access to school campuses.** In employing high quality teaching and culturally sensitive curricula, prioritizing restorative justice, and highlighting community engagement, community schools have been shown to increase graduation rates and college enrollment, while decreasing behavioral referrals and health risks. **Under the Every Student Succeeds Act of 2015, up to 7 percent of Title I funding may be used to uplift our state's lowest performing 5 percent of schools. Allowing these grants will allow more investments in community schools that would empower teachers to become change agents in addressing community needs and provide invaluable services to vulnerable keiki.**

**Community schools provide not only tremendous opportunities for learning and success for students, but they also offer hope, opportunity, and transformation to entire communities.** They are schools built with the understanding that students often come to the classroom with challenges that impact their ability to learn, explore, and develop to their greatest potential. **Because learning never happens in isolation, community schools provide free healthy meals, health care, tutoring, mental health counseling, and other tailored services before, during, and after school.**

The Hawaii State Teachers Association asks your committee to **support this bill.**



## **HOUSE BILL 1941, HD 1, RELATING TO EDUCATION**

FEBRUARY 25, 2022 · HOUSE FINANCE COMMITTEE  
· CHAIR REP. SYLVIA LUKE

**POSITION:** Support.

**RATIONALE:** The Democratic Party of Hawai'i Education Caucus **supports** HB 1941, HD 1, relating to education, which requires the department of education to establish grant programs to provide funds for the implementation of community schools through a two-year pilot program.

Legislators should invest in education programs that deliver wraparound care for students and deal with educational “inputs” that impact student success, like poverty and access to healthcare. An example of such a program is the community schools model of education, which as noted in Hawai'i's Consolidated State Plan under the Every Student Succeeds Act, is a research-based strategy for school improvement that emphasizes high-quality teaching, culturally relevant curricula, wraparound student supports, positive disciplinary practices and restorative justice, parent and community engagement, and inclusive school leadership. **Community schools programs may be instrumental in uplifting the social and emotional learning and healthcare of students as we continue to respond to the COVID-19 pandemic.**

In prioritizing student wellness, community schools have been shown to increase learning growth and graduation rates, while decreasing behavioral referrals and chronic absenteeism. In New York City, for example, community schools that highlight mental health counseling and consistent

family outreach have seen chronic absenteeism rates fall by 7.8 percent as of 2017, with graduation rates rising 4.8 percent. Engaged learners are more like to acquire the skills necessary to become active citizens and productive members of the workforce. Additionally, since even the most affluent and well-adjusted children face challenges in their maturation processes, guaranteeing that schools have the resources to respond to childhood pressures and trauma with compassion and sensitivity may make the difference between sending a student to college or losing them to social threats, like addiction or our state's prolific sex trade.

To use the case study of sexual wellness, community schools can partner with service providers to run modern sexual health programs that model positive relationships and tackle tough issues, like sexual consent. These programs don't just prevent young women from becoming victims of gender violence. They also teach young men about healthy forms of masculinity that aren't predicated on dominance and physical aggression, ultimately cutting down on acts of aggression in school settings and Hawai'i's violent crime rates.

Launching community schools will require additional money. Yet, their capacity to address a wide range of student needs and help remedy longstanding social problems make their execution an achievement for which education leaders should strive high.

**Kris Coffield · Chairperson, DPH Education Caucus · (808) 679-7454 · [kriscoffield@gmail.com](mailto:kriscoffield@gmail.com)**



House Committee on Finance  
Representative Sylvia Luke, Chair

February 25, 2022  
Conference Room 308

RE: Support of HB1941 Relating to Education

Dear Chair Luke and members of the Committee,

Susannah Wesley Community Center supports HB1941 that would require the Department of Education to establish grant programs to provide funds for the planning and implementation of community schools.

In Hawai'i, full-service community schools are innovative, thriving hubs of learning in which partnerships and collaboration create a'o aku, a'o mai, reciprocal relationships between learners and place, content and context, and schools and communities. Through community schools, thriving learners, educators, families, 'āina, and communities are supported by nurturing networks that promote reciprocity. The community schools strategy transforms schools into innovative, thriving hubs of learning that incubate and connect Indigenous wisdom and contemporary knowledge to create and meet local and global opportunities.

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. Schools have the great potential to serve as the natural hub for the community to support students and families.

Susannah Wesley Community Center is a non-profit organization located in the heart of Kalihi and has been serving the community for over 120 years. We offer truancy prevention, family stabilization, strengthening & education advancement services, youth development activities, opportunities to earn GED, housing and emergency food assistance and comprehensive case management services to victims of human trafficking. We work closely with neighboring schools to support family & student advancement and have attended intensive workshops on benefits of community schools. Schools and provider agencies are unable implement the model and improve school performance outcomes without additional funds.

I urge you to support this bill and appropriate \$2,400,000 to fund 5 community schools in this two year pilot grant program. Community schools are needed more than ever as schools look to efficiently and effectively utilize resources to advance the well-being of children and their families now and for future generations.

Sincerely,

Joni N. Chun  
Executive Director



**PARTNERS IN DEVELOPMENT**  
FOUNDATION

February 25, 2022

Representative Sylvia Luke, Chair  
House Committee on Finance  
State Capitol  
Conference Room 308

RE: Support of HB1941 Relating to Education

Dear Chair Luke and members of the Committee,

Partners in Development Foundation (PIDF) supports HB1941 that would require the Department of Education to establish grant programs to provide funds for the planning and implementation of community schools.

In Hawai'i, full-service community schools serve to bring thriving learners, educators, families, 'āina, and communities together to create nurturing networks that honor the values and culture of the people that it serves. The community school strategy transforms schools into the piko of the community that acknowledges and addresses the challenges and needs of all.

I have personally witnessed the power of the community school model when I visited a community school in McDowell County, West Virginia. This area was once a thriving coal mining town but is now one of the poorest, drug stricken areas in the United States where over 70% of the children had lost their parents to drug use or incarceration and were living with grandparents or in foster care. The school system was able to unite government agencies, community partners, and the families in order to design innovative solutions that addressed the whole child, the whole family and the whole community. This motivated PIDF to look for funding to launch the community school model, Piha Project, on a small scale in North Kohala on the island of Hawai'i. Over the past three years, the Piha Project has worked with the school complex to identify needs and propose and implement solutions for students to thrive. During COVID-19, the Piha Project has played a critical role to promote information on vaccination clinics and testing and even opened a Resilience Hub for elementary school students that supported their online learning and enabled family community members to work knowing their children were well-taken care of.

As we recover from COVID-19, the power of the community school model is needed, now more than ever, to help students recover from the pandemic and accelerate equitable outcomes in health, education and employment. These school-community partnerships also yield a strong social return on investment, with one study finding that every dollar invested in such schools produced at least a \$10.30 return in social value. Another study found that each \$1 invested in the community school coordinator position returned approximately \$7.11 in net benefits.

PIDF urges you to support this bill and appropriate \$2,400,000 that would fund five community schools in this two-year pilot grant program.

Me ka ha'aha'a,

Alison Kūlanikaūha'a Masutani  
Vice President of Operations

*Serving Hawai'i's Families, Living Hawaiian Values*

**HB-1941-HD-1**

Submitted on: 2/25/2022 9:48:09 AM

Testimony for FIN on 2/25/2022 11:00:00 AM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Remote Testimony Requested</b>
Elisapeta T Alaimaleata	Individual	Support	Yes

Comments:

Testimony in Support of HB1941:

We at Le Fetuao Samoan Language Center, a non-profit organization who focuses on Samoan Language education serving many NHPI & non-Samoan families across the State of Hawaii islands supports the HB1941. As a community school in the State of Hawaii, we believe in community support which empowers our parents, family members and community members to support education.

We started our community-based school in 2008 in the State of Hawaii. Many families especially young children, youths and adults were served throughout many years. A lot of success stories of great academic achievements and empowerments from our participants. Therefore we believe in the value of community-based organization schools where our native language speakers have the intelligence and expertise to provide the services to educate our community. It's not just about language but also valuing education in general in families.

Please pass HB1941. The future and revitalization of our languages and cultures are in your hands. We need the help and support to push for more language education so accessibility is provided in language at all levels within our state. Accessibility means we are being, truthful, transparent, accountable and committed to being great stewards of the community we live in which our beautiful State of Hawaii.

Mahalo & Fa'afetai Lava,

Elisapeta T. Alaimaleata, M.Ed.

Executive Director & Founder

Le Fetuao Samoan Language Center

501c3 Non-Profit Organization

Honolulu, HI



808-208-6442

[admin@lefetuo.org](mailto:admin@lefetuo.org)

[www.lefetuo.org](http://www.lefetuo.org)

**HB-1941-HD-1**

Submitted on: 2/23/2022 12:26:21 PM

Testimony for FIN on 2/25/2022 11:00:00 AM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Remote Testimony Requested</b>
Loren	Individual	Support	No

Comments:

I support providing a pilot grant program for community schools because by implementing a community schools program, students, educators, families, 'aina and communities are buoyed by nurturing networks that provide equitable access to a plethora of resources that can help benefit their lives.