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# A BILL FOR AN ACT

RELATING TO EDUCATION.

**BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF HAWAII:**

- 1           SECTION 1. The purpose of this measure is to require the  
2 department of education to provide grants for the planning and  
3 implementation of community schools to:
- 4           (1) Ensure high-quality educational opportunities and  
5           improved educational outcomes for all students through  
6           investment in full-service community schools;
- 7           (2) Support and fund the planning, development,  
8           implementation, and evaluation of sustainable  
9           community schools;
- 10          (3) Elevate community schools as a comprehensive solution  
11          to problems facing public schools, especially in low-  
12          income, rural, and Native Hawaiian communities;
- 13          (4) Document and evaluate lessons learned from community  
14          school programs to develop a set of best practices to  
15          be shared locally, statewide, and nationwide;
- 16          (5) Elevate community schools as an important component of  
17          a viable long-term equity strategy that accelerates



1 learning, addresses students' social-emotional and  
2 mental health needs, and builds resilience among  
3 families and communities; and

4 (6) Support learners, educators, families 'āina, and  
5 communities by nurturing networks that promote  
6 reciprocity.

7 SECTION 2. Chapter 302A, Hawaii Revised Statutes, is  
8 amended by adding a new part to be appropriately designated and  
9 to read as follows:

10 **"PART . COMMUNITY SCHOOLS GRANTS**

11 **§302A-A Definitions.** As used in this part:

12 "Applicant" means a school or consortium and lead partner  
13 agency that proposes to work with one another to plan or  
14 implement, or both, community school programming pursuant to  
15 section 302A-D.

16 "Community organization" means a nonprofit organization  
17 that has been in existence for three or more years and serves  
18 individuals within the community surrounding the covered school  
19 site on education and other issues.

20 "Community school consortium" means a group, consisting of  
21 one or more schools and community partners or community



1 organizations, or both, including government agencies, that  
2 propose to work with one another to plan or implement, or both,  
3 community school programming.

4 "Community school coordinator" means an individual who is  
5 responsible for aligning programming with the needs of the  
6 school community identified in the baseline analysis.

7 "Community school programming" means the services,  
8 activities, and opportunities as described under section 302A-  
9 B(i).

10 "Consortium" means a group consisting of one or more  
11 schools.

12 "Lead partner agency" means the organization that joins a  
13 school to manage and lead the work of developing and sustaining  
14 the community school.

15 "School site" means a school site at which an applicant has  
16 proposed or has been funded to provide community school  
17 programming.

18 **§302A-B Sustainable community school program; grants;**  
19 **planning.** (a) The department of education shall establish a  
20 sustainable community school program and make grants available  
21 to plan for sustainable community schools.



1 (b) A request-for-proposal process shall be used in  
2 awarding grants. Proposals submitted shall be evaluated and  
3 scored on the basis of criteria consistent with this section.

4 (c) Proposals may be submitted by applicants; provided  
5 that each covered school site referenced in the proposal is:

6 (1) A Title I school that is among the lowest-achieving  
7 fifteen per cent of Title I schools in the State;

8 (2) A public intermediate or middle school or public high  
9 school that is eligible for, but does not receive,  
10 Title I funds that is among the lowest-achieving

11 fifteen per cent of secondary schools in the State;

12 (3) A public high school that has had a graduation rate  
13 that is less than sixty per cent over the past three  
14 years; or

15 (4) Any public school in a low-income community that would  
16 benefit from community school programming.

17 (d) Community school planning grants may be awarded of up  
18 to \$ . Schools unready to implement programming  
19 immediately shall use their grant funds for up to one year of  
20 planning. At the end of this one-year period, the school shall  
21 submit a sustainable community school plan to the department as



1 described in section 302A-C(f). If the school site decides not  
2 to use planning funds, the sustainable community school plan  
3 shall be submitted with the application.

4 (e) A school site shall establish a school leadership team  
5 responsible for developing school-specific programming goals,  
6 baseline analyses, assessing program needs, and overseeing the  
7 process of implementing expanded programming at each covered  
8 school site. The school leadership team shall have between  
9 twelve to fifteen members and shall meet the following  
10 requirements:

- 11 (1) At least thirty per cent of members are parents;
- 12 (2) At least thirty per cent of members are teachers at  
13 the school site; and
- 14 (3) Shall include two students, the school principal, and  
15 representatives from partner agencies and community  
16 organization.

17 (f) The school leadership team shall have ongoing  
18 responsibility for monitoring the development and implementation  
19 of sustainable community school operations and programming at  
20 the school site and shall issue recommendations to schools on a  
21 regular basis and summarized in an annual report to the



1 department. The reports shall also be made available to the  
2 public at the school site and on school and district websites.

3 (g) Upon award of a sustainable community school  
4 operational grant, each successful applicant shall hire a full-  
5 time community school coordinator to coordinate services at each  
6 covered school site. If proposing to serve three or more school  
7 sites, the eligible district shall also hire a program director  
8 to coordinate activities across covered school sites. Program  
9 directors and community school coordinators shall work  
10 collaboratively with school leadership and school leadership  
11 teams to provide the services and programs that meet school and  
12 community needs and priorities.

13 (h) Each applicant shall demonstrate how it plans to  
14 implement:

- 15 (1) The Nā Hopena A'o framework;
- 16 (2) Curricula that is engaging, culturally and socially  
17 relevant, and academically rigorous;
- 18 (3) Wraparound supports, such as physical and mental  
19 health services, social services, and academic  
20 enrichment programs;
- 21 (4) Out-of-school time programming;



1 (5) An emphasis on high-quality teaching, not on high-  
2 stakes testing; and

3 (6) Parent and community engagement plans so the full  
4 community actively participates in decision-making  
5 processes.

6 (i) In addition, each eligible school shall propose to  
7 arrange for the provision of at least two of the following types  
8 of community school programming at each covered school site:

9 (1) Early childhood:

10 (A) Early childhood education;

11 (B) Programs under the federal Head Start Act of  
12 1981, as amended, including Early Head Start  
13 programs; or

14 (C) Childcare services;

15 (2) Academic:

16 (A) Academic support and enrichment activities,  
17 including expanded learning time;

18 (B) Summer or after-school enrichment and learning  
19 experiences;

20 (C) Job training, internship, and apprenticeship  
21 opportunities, including building trades



- 1                    apprenticeship or industry certification  
2                    programs, and career counseling services;
- 3                    (D) Programs that provide assistance to students who  
4                    have been truant, suspended, or expelled;
- 5                    (E) General education development programs for youth  
6                    and community members;
- 7                    (F) Specialized instructional support services;
- 8                    (G) College classes, early college high school model;
- 9                    (H) Culturally-based, 'āina-based, and project-based  
10                    programming; or
- 11                    (I) Social-emotional learning;
- 12                    (3) Family engagement:
- 13                    (A) Programs that promote parental involvement and  
14                    family literacy;
- 15                    (B) Parent leadership development activities; or
- 16                    (C) Parenting education activities;
- 17                    (4) Mental and physical health:
- 18                    (A) Mentoring and other youth development programs,  
19                    including peer mentoring and conflict mediation;
- 20                    (B) Youth leadership development opportunities;





- 1 (C) Juvenile crime prevention and rehabilitation
- 2 programs;
- 3 (D) Home visitation services by teachers and other
- 4 professionals;
- 5 (E) Developmentally appropriate physical education;
- 6 (F) Nutrition services;
- 7 (G) Primary health and dental care;
- 8 (H) Mental health counseling services; or
- 9 (I) Trauma-informed care; or
- 10 (5) Community involvement:
- 11 (A) Service and service-learning opportunities;
- 12 (B) Adult education, including instruction in English
- 13 as a second language;
- 14 (C) Homeless prevention services, affordable housing,
- 15 and mortgage revision services;
- 16 (D) Community development and organizing training and
- 17 opportunities; or
- 18 (E) Other programming designed to meet school and
- 19 community needs and community development
- 20 opportunities identified through the school



1 leadership team analysis described in section  
2 302A-C(c).

3 (j) Eligible schools shall integrate into their operations  
4 funding and services accessed from any among the following  
5 provisions of the federal Elementary and Secondary Education Act  
6 of 1965, as amended by the federal Every Student Succeeds Act of  
7 2015:

8 (1) Section 4625 full-service community schools grants,  
9 eligible recipients of which include consortia  
10 consisting of a local educational agency and one or  
11 more community-based organizations, nonprofit  
12 organizations, or other public or private entities;

13 (2) Title I, of which at least one per cent of funds shall  
14 be used to support parent engagement activities and  
15 research-based practices, including:

16 (A) A community-wide needs assessment and plan for  
17 community schools;

18 (B) Professional development on family and community  
19 engagement for school personnel;

20 (C) Curriculum development and implementation that  
21 connects students to community problems;



- 1 (D) Hiring a community school coordinator; and
- 2 (E) Out-of-school-time programs;
- 3 (2) 21st Century Community Learning Centers, which promote
- 4 academic enrichment and tutoring for students after
- 5 school hours; and
- 6 (3) Promise Neighborhood Grants, which provide a continuum
- 7 of coordinated services in neighborhoods with high
- 8 poverty and multiple signs of distress as well as
- 9 schools in comprehensive or targeted improvement
- 10 status receiving one hundred per cent matching funds,
- 11 including at least one school with wraparound
- 12 services.

13 **§302A-C Sustainable community school program; grants;**  
 14 **implementation.** (a) The department shall make sustainable  
 15 community schools operational grants of up to \$ \_\_\_\_\_ a year  
 16 available to implement a sustainable community school's  
 17 strategy.

18 (b) A request-for-proposal process shall be used in  
 19 awarding grants. Proposals shall be evaluated on the basis of  
 20 criteria consistent with this section and other factors adopted  
 21 by the department. Grants shall be made for a term of five



1 years and shall be renewable at the discretion of the  
2 department. Grantees can begin implementation immediately or  
3 use up to a year of the grant for planning purposes. Prior to  
4 the use of grant funding for implementation, grantees shall  
5 submit a sustainable community school plan, as described in  
6 subsection (f), to the department.

7 (c) An application for a grant under this section shall  
8 include the following:

9 (1) A baseline analysis of needs at the school site, to be  
10 led by the lead partner agency or school leadership  
11 team in collaboration with relevant experts as  
12 appropriate, which shall include the following  
13 elements:

14 (A) Identification of challenges facing the school;

15 (B) An analysis of the student body, including:

16 (i) The number and percentage of students with  
17 disabilities and the needs of these  
18 students;

19 (ii) The number and percentage of students who  
20 are English learners and the needs of these  
21 students; and



- 1                   (iii) The number and percentage of students
- 2                               receiving free or reduced-price lunch and
- 3                               the needs of these students;
  
- 4           (C) An analysis of enrollment and retention rates for
- 5                       students with disabilities, English learners, and
- 6                       students receiving free or reduced-price lunch;
  
- 7           (D) An analysis of suspension and expulsion data,
- 8                       including the justification for such disciplinary
- 9                       actions and the degree to which particular
- 10                      populations, including but not limited to
- 11                      students with disabilities, students who are
- 12                      English learners, and students receiving free or
- 13                      reduced price lunch are represented among
- 14                      students subject to such actions;
  
- 15           (E) An analysis of school achievement data
- 16                       disaggregated by major demographic categories,
- 17                       including but not limited to race and ethnicity,
- 18                       English learner status, disability status, and
- 19                       receipt of free or reduced-priced lunch;
  
- 20           (F) An analysis of current family engagement
- 21                       strategies and their success;



- 1 (G) An evaluation of the need for and availability of  
2 wraparound services, including but not limited  
3 to:  
4 (i) Mechanisms for meeting students' social,  
5 emotional, and physical health needs, which  
6 may include coordination of existing  
7 services and the development of new services  
8 based on student needs; and  
9 (ii) Strategies to create safe and secure school  
10 environments and improve school climate and  
11 discipline, including implementation of a  
12 system of positive behavioral supports and  
13 taking additional steps to eliminate  
14 bullying; and  
15 (H) Solicitation and analysis of input from parents,  
16 the principal, teachers, classified staff, and  
17 students on potential improvements to the  
18 curriculum, including but not limited to ensuring  
19 its cultural appropriateness, aimed at helping  
20 all students progress towards attaining academic  
21 standards and deriving other benefits from their



1 schooling, along with a description of how this  
2 information will be used;

3 (2) A baseline analysis of community assets and a  
4 strategic plan for utilizing and aligning identified  
5 assets; provided that the analysis shall include but  
6 not be limited to documentation of individuals in the  
7 community, faith-based organizations, community and  
8 neighborhood associations, colleges, hospitals,  
9 libraries, businesses, and social service agencies  
10 that may be able to provide support and resources;

11 (3) A baseline analysis of needs in the community  
12 surrounding the school, to be led by the lead partner  
13 agency or the school leadership team, in collaboration  
14 with relevant experts, as appropriate, including but  
15 not limited to:

16 (A) The need for high-quality, full-day childcare and  
17 early childhood education programs;

18 (B) The need for physical and mental health care  
19 services for children and adults;

20 (C) The need for job training and other adult  
21 education programming; and



1 (D) The need for before- and after-school programs  
2 and summer learning opportunities; and

3 (4) A sustainable community school plan as described in  
4 subsection (f).

5 (d) Grants awarded under this section shall be available to  
6 support the following activities:

7 (1) Up to a year of grant funds may be used to create a  
8 comprehensive community school implementation plan;

9 (2) Where the lead partner agency has received funding to  
10 provide community school programming at multiple  
11 covered school sites, selection and compensation of a  
12 program director to oversee and coordinate programming  
13 across multiple covered school sites;

14 (3) Selection and compensation of a resource coordinator  
15 at each covered school site;

16 (4) Ongoing convening and consultation of institutional  
17 partners;

18 (5) General coordination of programs within and between  
19 covered school sites;

20 (6) Professional development for school staff that engages  
21 them as full partners in the community school;





1 (7) Ongoing monitoring of the impact of community school  
2 on participating children and adults;

3 (8) Development of alternative funding strategies to  
4 guarantee the long-term sustainability of the  
5 community school;

6 (9) Ongoing operation of the school leadership team; and

7 (10) Other activities, both operational and programmatic,  
8 which shall assist in the implementation of the plan  
9 required under subsection (f).

10 (e) At the conclusion of each grant term, each community  
11 schools operational grant grantee, led by the lead partner  
12 agency and supported by the school leadership team, shall submit  
13 to the department, and make available at the school site and  
14 online, a report describing efforts to integrate community  
15 school programming at each covered school site and the impact of  
16 the transition to a sustainable community school on  
17 participating children and adults. The report shall include but  
18 shall not be limited to discussion of the following:

19 (1) An assessment of the effectiveness of the grantee in  
20 implementing the sustainable community school plan;



- 1           (2) Problems encountered in the design and execution of
- 2           the sustainable community school plan, including
- 3           identification of any federal, state, or county laws
- 4           or rules impeding program implementation;
- 5           (3) The operation of the school leadership team and its
- 6           contribution to successful execution of the
- 7           sustainable community school plan;
- 8           (4) Recommendations for improving delivery of community
- 9           school programming to students;
- 10          (5) The number and percentage of students receiving
- 11          community school programming who had not previously
- 12          been served;
- 13          (6) The number and percentage of non-student community
- 14          members receiving community school programming who had
- 15          not previously been served;
- 16          (7) Any improvement in retention among students who
- 17          receive community school programming;
- 18          (8) Any improvement in academic achievement among students
- 19          who receive community school programming;
- 20          (9) Any changes in students' readiness to enter school,
- 21          active involvement in learning and in their community;



1 physical, social and emotional health; and students'  
2 relationship with the school and community  
3 environment;

4 (10) An accounting of anticipated budget savings, if any,  
5 resulting from the implementation of the program;

6 (11) Any improvements to the frequency or depth of a  
7 family's involvement with their children's education;

8 (12) An assessment of community stakeholder satisfaction;

9 (13) An assessment of institutional partner satisfaction;

10 (14) The ability, or anticipated ability, of the grantee  
11 and partners to continue to provide services in the  
12 absence of future funding under this section;

13 (15) Increases in access to services for students and their  
14 families; and

15 (16) The degree of increased collaboration among  
16 participating agencies and private partners.

17 (f) Prior to using operational grant funding awarded  
18 pursuant to this section, the grantee shall provide the  
19 department a sustainable community school plan. For schools  
20 that opt to use their first year of grant funding to plan  
21 community school programming and implementation, the sustainable



1 community school plan shall be submitted at the end of the first  
2 year. The sustainable community school plan shall detail the  
3 steps the grantee and partners shall take to integrate community  
4 school programing at the school site and include plans for:

- 5 (1) Establishing programming that meets the needs  
6 indicated by the baseline analyses required under  
7 subsection (c);
- 8 (2) Timely establishment and consistent operation of the  
9 school leadership team;
- 10 (3) Maintenance of attendance records in all programming  
11 components;
- 12 (4) Maintenance of measurable data showing annual  
13 participation and the impact of programming on the  
14 participating children and adults;
- 15 (5) Documentation of meaningful and sustained  
16 collaboration between the school and community  
17 stakeholders, including local governmental units,  
18 civic engagement organizations, businesses, and social  
19 service providers;
- 20 (6) Professional development, the goal of which is to  
21 ensure the integration of the principal, teachers, and



1           classified staff into the sustainable community school  
2           model and of community school resources into academic  
3           and other school planning and activities promoting  
4           student success;

5           (7) Establishment and maintenance of partnerships with  
6           institutions, such as universities, hospitals,  
7           museums, corporations, not-for-profit community  
8           organizations, or other community partners, to further  
9           the development and implementation of community school  
10          programing;

11          (8) A plan for school leadership team development;

12          (9) Annual evaluation and public reporting on the impact  
13          of programming on participating children and adults;  
14          and

15          (10) Ensuring the continuation of the sustainable community  
16          school after the grant period ends.

17          **§302A-D Sustainable community school program; evaluation;**

18 **report.** (a) Reports shall be submitted by eligible schools  
19 participating in the community school program to the department,  
20 to be evaluated by the department with respect to criteria to be



1 developed by the department. The criteria shall include, but  
2 not be limited to, the following:

3 (1) The effectiveness of the school or community school  
4 consortium in implementing the sustainable community  
5 school plan, including the degree to which the grantee  
6 navigated difficulties encountered in the design and  
7 operation of the sustainable community school plan and  
8 identification of any federal, state, or county laws  
9 or rules impeding program implementation;

10 (2) The extent to which the recommendations of the school  
11 leadership team are reflected in the sustainable  
12 community school plan and the degree to which the  
13 school leadership team has been engaged in discussion  
14 and decision-making;

15 (3) The extent to which the project has yielded lessons  
16 about ways to improve delivery of community school  
17 programming to students;

18 (4) The degree to which there has been an increase in the  
19 number or percentage of students and non-students  
20 receiving community school programming;



- 1           (5) The degree to which there has been improvement in
- 2           retention of students and academic achievement among
- 3           students receiving community school programming;
- 4           (6) Budget savings, if any, resulting from the
- 5           implementation of the program;
- 6           (7) The degree of community stakeholder and institutional
- 7           partner engagement;
- 8           (8) Increases in access to services for students and their
- 9           families; and
- 10          (9) The degree of increased collaboration among
- 11          participating agencies and private partners.
- 12          (b) No later than August 30 of the year following the
- 13          first full year of operation of the sustainable community school
- 14          program and each year thereafter, the department shall report to
- 15          the governor and the legislature on the impact of the
- 16          sustainable community school's strategy. The report on the
- 17          program shall also be made publicly available on the school's
- 18          website and on the department's website. All data featured in
- 19          the report shall be made available in machine-readable formats.
- 20          (c) The report required under subsection (b) shall:



- 1 (1) Draw upon the following data sources to provide  
2 analysis of the sustainable community schools  
3 program's success, the impact of funded initiatives,  
4 and recommendations for enhancing the program's  
5 effectiveness:
- 6 (A) Aggregate data from required reports;  
7 (B) Interviews and other consultation with students,  
8 parents, community members, program directors,  
9 and resource coordinators; and  
10 (C) Consultation with school leadership teams.
- 11 (2) Include analysis and recommendations related to the  
12 potential to replicate the best practices of eligible  
13 schools in non-grantee public schools; and  
14 (3) Include a calculation or estimate of cost savings,  
15 including budget savings at the state, county, and  
16 federal levels in areas such as public health, public  
17 safety, and public education resulting from investment  
18 in community school programming."

19 SECTION 3. In codifying the new sections added by section  
20 2 of this Act, the revisor of statutes shall substitute



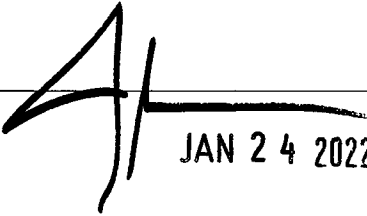


# H.B. NO. 1941

1 appropriate section numbers for the letters used in designating  
2 the new sections in this Act.

3 SECTION 4. This Act shall take effect upon its approval.  
4

INTRODUCED BY:



JAN 24 2022



# H.B. NO. 1941

**Report Title:**

Department of Education; Community Schools; Grants

**Description:**

Requires the department of education to establish grant programs to provide funds for the planning and implementation of community schools.

*The summary description of legislation appearing on this page is for informational purposes only and is not legislation or evidence of legislative intent.*

