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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 Act is to require the  
2 department of education to provide grants for the planning and  
3 implementation of community schools through a two-year pilot  
4 program to:
- 5           (1) Ensure high-quality educational opportunities and  
6           improved educational outcomes for all students through  
7           investment in full-service community schools;
- 8           (2) Support and fund the planning, development,  
9           implementation, and evaluation of sustainable  
10          community schools;
- 11          (3) Elevate community schools as a comprehensive solution  
12          to problems facing public schools, especially in low-  
13          income, rural, and Native Hawaiian communities;
- 14          (4) Document and evaluate lessons learned from community  
15          school programs to develop a set of best practices to  
16          be shared locally, statewide, and nationwide;



1 (5) Elevate community schools as an important component of  
 2 a viable long-term equity strategy that accelerates  
 3 learning, addresses students' social-emotional and  
 4 mental health needs, and builds resilience among  
 5 families and communities; and

6 (6) Support learners, educators, families ‘āina, and  
 7 communities by nurturing networks that promote  
 8 reciprocity.

9 SECTION 2. Community schools grants; Definitions. As used  
 10 in this Act:

11 "Applicant" means a school or consortium and lead partner  
 12 agency that proposes to work with one another to plan or  
 13 implement, or both, community school programming pursuant to  
 14 section 4 of this Act.

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

19 "Community school consortium" means a group, consisting of  
 20 one or more schools and community partners or community  
 21 organizations, or both, including government agencies, that



1 propose to work with one another to plan or implement, or both,  
2 community school programming.

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

6 "Community school programming" means the services,  
7 activities, and opportunities as described under subsection (e)  
8 of section 3 of this Act.

9 "Department" means the department of education.

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 SECTION 3. Sustainable community school pilot program;  
19 grants; planning. (a) The department of education shall  
20 establish a two-year sustainable community school pilot program



1 and make grants available to plan for sustainable community  
2 schools. The pilot program shall terminate on June 30, 2024.

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

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

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

10 (2) A public intermediate or middle school or public high  
11 school that is eligible for, but does not receive,  
12 Title I funds that is among the lowest-achieving  
13 fifteen per cent of secondary schools in the State;

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

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

19 (d) Each applicant shall demonstrate how it plans to  
20 implement:

21 (1) The Nā Hopena A'ō framework;



- 1           (2) Curricula that is engaging, culturally and socially  
2           relevant, and academically rigorous;
- 3           (3) Wraparound supports, such as physical and mental  
4           health services, social services, and academic  
5           enrichment programs;
- 6           (4) Out-of-school time programming;
- 7           (5) An emphasis on high-quality teaching, not on high-  
8           stakes testing; and
- 9           (6) Parent and community engagement plans so the full  
10          community actively participates in decision-making  
11          processes.
- 12          (e) Each applicant shall propose to arrange for the  
13          provision of at least two of the following types of community  
14          school programming at each covered school site:
- 15           (1) Early childhood:
- 16                (A) Early childhood education;
- 17                (B) Programs under the federal Head Start Act of  
18                1981, as amended, including Early Head Start  
19                programs; or
- 20                (C) Childcare services;
- 21          (2) Academic:



- 1 (A) Academic support and enrichment activities,  
2 including expanded learning time;
- 3 (B) Summer or after-school enrichment and learning  
4 experiences;
- 5 (C) Job training, internship, and apprenticeship  
6 opportunities, including building trades  
7 apprenticeship or industry certification  
8 programs, and career counseling services;
- 9 (D) Programs that provide assistance to students who  
10 have been truant, suspended, or expelled;
- 11 (E) General education development programs for youth  
12 and community members;
- 13 (F) Specialized instructional support services;
- 14 (G) College classes and early college high school  
15 model;
- 16 (H) Culturally-based, 'āina-based, and project-based  
17 programming; or
- 18 (I) Social-emotional learning;
- 19 (3) Family engagement:
  - 20 (A) Programs that promote parental involvement and  
21 family literacy;



- 1 (B) Parent leadership development activities; or
- 2 (C) Parenting education activities;
- 3 (4) Mental and physical health:
  - 4 (A) Mentoring and other youth development programs,
  - 5 including peer mentoring and conflict mediation;
  - 6 (B) Youth leadership development opportunities;
  - 7 (C) Juvenile crime prevention and rehabilitation
  - 8 programs;
  - 9 (D) Home visitation services by teachers and other
  - 10 professionals;
  - 11 (E) Developmentally appropriate physical education;
  - 12 (F) Nutrition services;
  - 13 (G) Primary health and dental care;
  - 14 (H) Mental health counseling services; or
  - 15 (I) Trauma-informed care; or
- 16 (5) Community involvement:
  - 17 (A) Service and service-learning opportunities;
  - 18 (B) Adult education, including instruction in English
  - 19 as a second language;
  - 20 (C) Homeless prevention services, affordable housing,
  - 21 and mortgage revision services;



1 (D) Community development and organizing training and  
2 opportunities; or  
3 (E) Other programming designed to meet school and  
4 community needs and community development  
5 opportunities identified through the school  
6 leadership team analysis described in section  
7 subsection (c) of section 4 of this Act.  
8 (f) Community school planning grants may be awarded of up  
9 to \$ . Grantees unready to implement programming  
10 immediately shall use their grant funds for up to one year of  
11 planning. At the end of the one-year period, the grantee shall  
12 submit a sustainable community school plan to the department as  
13 described in subsection (f) of section 4 of this Act. If the  
14 grantee decides not to use planning funds, the sustainable  
15 community school plan shall be submitted with the application.  
16 (g) A grantee shall establish a school leadership team  
17 responsible for developing school-specific programming goals,  
18 baseline analyses, assessing program needs, and overseeing the  
19 process of implementing expanded programming at each covered  
20 school site. The school leadership team shall have between





1 twelve to fifteen members and shall meet the following  
2 requirements:

- 3 (1) At least thirty per cent of members are parents;
- 4 (2) At least thirty per cent of members are teachers at  
5 the school site; and
- 6 (3) Shall include two students, the school principal, and  
7 representatives from partner agencies and community  
8 organization.

9 (h) The school leadership team shall have ongoing  
10 responsibility for monitoring the development and implementation  
11 of sustainable community school operations and programming at  
12 the school site and shall issue recommendations on a regular  
13 basis and summarized in an annual report to the department. The  
14 reports shall also be made available to the public at the school  
15 site and on school and district websites.

16 (i) Upon award of a sustainable community school  
17 operational grant, each grantee shall hire a full-time community  
18 school coordinator to coordinate services at each covered school  
19 site. If proposing to serve three or more school sites, the  
20 eligible district shall also hire a program director to  
21 coordinate activities across covered school sites. Program



1 directors and community school coordinators shall work  
2 collaboratively with school leadership and school leadership  
3 teams to provide the services and programs that meet school and  
4 community needs and priorities.

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

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

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

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

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



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

15 SECTION 4. Sustainable community school pilot program;  
16 grants; implementation. (a) The department shall make  
17 sustainable community schools operational grants of up to  
18 \$ a year available to implement a sustainable  
19 community school's strategy.

20 (b) A request-for-proposal process shall be used in  
21 awarding grants. Proposals shall be evaluated on the basis of



1 criteria consistent with this section and other factors adopted  
2 by the department. Grants shall be made for a term of five  
3 years and shall be renewable at the discretion of the  
4 department. Grantees can begin implementation immediately or  
5 use up to a year of the grant for planning purposes. Prior to  
6 the use of grant funding for implementation, grantees shall  
7 submit a sustainable community school plan, as described in  
8 subsection (f), to the department.

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

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

16 (A) Identification of challenges facing the school;

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

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



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



- 1 English learner status, disability status, and  
2 receipt of free or reduced-priced lunch;
- 3 (F) An analysis of current family engagement  
4 strategies and their success;
- 5 (G) An evaluation of the need for and availability of  
6 wraparound services, including but not limited  
7 to:
- 8 (i) Mechanisms for meeting students' social,  
9 emotional, and physical health needs, which  
10 may include coordination of existing  
11 services and the development of new services  
12 based on student needs; and
- 13 (ii) Strategies to create safe and secure school  
14 environments and improve school climate and  
15 discipline, including implementation of a  
16 system of positive behavioral supports and  
17 taking additional steps to eliminate  
18 bullying; and
- 19 (H) Solicitation and analysis of input from parents,  
20 the principal, teachers, classified staff, and  
21 students on potential improvements to the



1 curriculum, including but not limited to ensuring  
2 its cultural appropriateness, aimed at helping  
3 all students progress towards attaining academic  
4 standards and deriving other benefits from their  
5 schooling, along with a description of how this  
6 information will be used;

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

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

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



- 1 (B) The need for physical and mental health care  
2 services for children and adults;
- 3 (C) The need for job training and other adult  
4 education programming; and
- 5 (D) The need for before- and after-school programs  
6 and summer learning opportunities; and
- 7 (4) A sustainable community school plan as described in  
8 subsection (f).
- 9 (d) Grants awarded under this section shall be available to  
10 support the following activities:
- 11 (1) Up to a year of grant funds may be used to create a  
12 comprehensive community school implementation plan;
- 13 (2) Where the lead partner agency has received funding to  
14 provide community school programming at multiple  
15 covered school sites, selection and compensation of a  
16 program director to oversee and coordinate programing  
17 across multiple covered school sites;
- 18 (3) Selection and compensation of a resource coordinator  
19 at each covered school site;
- 20 (4) Ongoing convening and consultation of institutional  
21 partners;





- 1 (5) General coordination of programs within and between
- 2 covered school sites;
- 3 (6) Professional development for school staff that engages
- 4 them as full partners in the community school;
- 5 (7) Ongoing monitoring of the impact of community school
- 6 on participating children and adults;
- 7 (8) Development of alternative funding strategies to
- 8 guarantee the long-term sustainability of the
- 9 community school;
- 10 (9) Ongoing operation of the school leadership team; and
- 11 (10) Other activities, both operational and programmatic,
- 12 which shall assist in the implementation of the plan
- 13 required under subsection (f).
- 14 (e) At the conclusion of each grant term, each community
- 15 schools operational grant grantee, led by the lead partner
- 16 agency and supported by the school leadership team, shall submit
- 17 to the department, and make available at the school site and
- 18 online, a report describing efforts to integrate community
- 19 school programming at each covered school site and the impact of
- 20 the transition to a sustainable community school on



1 participating children and adults. The report shall include but  
2 shall not be limited to discussion of the following:

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



- 1           (8) Any improvement in academic achievement among students
- 2                   who receive community school programming;
- 3           (9) Any changes in students' readiness to enter school,
- 4                   active involvement in learning and in their community;
- 5                   physical, social and emotional health; and students'
- 6                   relationship with the school and community
- 7                   environment;
- 8           (10) An accounting of anticipated budget savings, if any,
- 9                   resulting from the implementation of the program;
- 10          (11) Any improvements to the frequency or depth of a
- 11                   family's involvement with their children's education;
- 12          (12) An assessment of community stakeholder satisfaction;
- 13          (13) An assessment of institutional partner satisfaction;
- 14          (14) The ability, or anticipated ability, of the grantee
- 15                   and partners to continue to provide services in the
- 16                   absence of future funding under this section;
- 17          (15) Increases in access to services for students and their
- 18                   families; and
- 19          (16) The degree of increased collaboration among
- 20                   participating agencies and private partners.

1 (f) Prior to using grant funding awarded pursuant to this  
2 section, the grantee shall provide the department a sustainable  
3 community school plan. For schools that opt to use their first  
4 year of grant funding to plan community school programming and  
5 implementation, the sustainable community school plan shall be  
6 submitted at the end of the first year. The sustainable  
7 community school plan shall detail the steps the grantee and  
8 partners shall take to integrate community school programming at  
9 the school site and include plans for:

- 10 (1) Establishing programming that meets the needs  
11 indicated by the baseline analyses required under  
12 subsection (c);
- 13 (2) Timely establishment and consistent operation of the  
14 school leadership team;
- 15 (3) Maintenance of attendance records in all programming  
16 components;
- 17 (4) Maintenance of measurable data showing annual  
18 participation and the impact of programming on the  
19 participating children and adults;
- 20 (5) Documentation of meaningful and sustained  
21 collaboration between the school and community



- 1 stakeholders, including local governmental units,  
2 civic engagement organizations, businesses, and social  
3 service providers;
- 4 (6) Professional development, the goal of which is to  
5 ensure the integration of the principal, teachers, and  
6 classified staff into the sustainable community school  
7 model and of community school resources into academic  
8 and other school planning and activities promoting  
9 student success;
- 10 (7) Establishment and maintenance of partnerships with  
11 institutions, such as universities, hospitals,  
12 museums, corporations, not-for-profit community  
13 organizations, or other community partners, to further  
14 the development and implementation of community school  
15 programing;
- 16 (8) A plan for school leadership team development;
- 17 (9) Annual evaluation and public reporting on the impact  
18 of programming on participating children and adults;  
19 and
- 20 (10) Ensuring the continuation of the sustainable community  
21 school after the grant period ends.



1 SECTION 5. Sustainable community school pilot program;  
2 evaluation; report. (a) Reports shall be submitted by schools  
3 participating in the community school pilot program to the  
4 department, to be evaluated by the department based on a  
5 criteria to be developed by the department; provided that the  
6 criteria shall include, but not be limited to, the following:

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

14 (2) The extent to which the recommendations of the school  
15 leadership team are reflected in the sustainable  
16 community school plan and the degree to which the  
17 school leadership team has been engaged in discussion  
18 and decision-making;

19 (3) The extent to which the program has yielded lessons  
20 about ways to improve delivery of community school  
21 programming to students;



- 1 (4) The degree to which there has been an increase in the  
2 number or percentage of students and non-students  
3 receiving community school programming;
- 4 (5) The degree to which there has been improvement in  
5 retention of students and academic achievement among  
6 students receiving community school programming;
- 7 (6) Budget savings, if any, resulting from the  
8 implementation of the program;
- 9 (7) The degree of community stakeholder and institutional  
10 partner engagement;
- 11 (8) Increases in access to services for students and their  
12 families; and
- 13 (9) The degree of increased collaboration among  
14 participating agencies and private partners.
- 15 (b) The department shall report to the governor and the  
16 legislature on the impact of each sustainable community school's  
17 strategy no later than twenty days prior to the regular session  
18 of 2024. The report shall also be made publicly available on  
19 the school's website and on the department's website. All data  
20 featured in the report shall be made available in machine-  
21 readable formats.



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





1 including any findings, recommendations, and proposed  
2 legislation, no later than twenty days prior to the regular  
3 session of 2025.

4 SECTION 6. This Act shall take effect on July 1, 2050.

5



# H.B. NO. 1941 H.D. 1

**Report Title:**

Department of Education; Community Schools; Grants; Pilot Program

**Description:**

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)

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

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