
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 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. Definitions. As used in this Act:

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

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

16 "Community school consortium" means a group, consisting of
17 one or more schools and community partners or community
18 organizations, or both, including government agencies, that
19 propose to work with one another to plan or implement, or both,
20 community school programming.



1 "Community school coordinator" means an individual who is
2 responsible for aligning programming with the needs of the
3 school site identified in the baseline analysis.

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

7 "Consortium" means a group consisting of one or more
8 schools.

9 "Department" means the department of education.

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

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

16 SECTION 3. Sustainable community school pilot program;
17 grants; planning. (a) The department shall establish a two-
18 year sustainable community school pilot program and make grants
19 available to plan for sustainable community schools. The pilot
20 program shall terminate on June 30, 2025.



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 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) Each applicant shall demonstrate how it plans to
18 implement:

19 (1) The Nā Hopena A'o framework;

20 (2) Curricula that is engaging, culturally and socially
21 relevant, and academically rigorous;



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



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



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



1 (E) Other programming designed to meet school and
2 community needs and community development
3 opportunities identified through the school
4 leadership team analysis described in section
5 subsection (c) of section 4 of this Act.

6 (f) Community school planning grants may be awarded up to
7 \$. Grantees unready to implement programming
8 immediately shall use their grant funds for up to one year of
9 planning. At the end of the one-year period, the grantee shall
10 submit a sustainable community school plan to the department as
11 described in subsection (f) of section 4 of this Act. If the
12 grantee decides not to use planning funds, the sustainable
13 community school plan shall be submitted with the application.

14 (g) A grantee shall establish a school leadership team
15 responsible for developing school-specific programming goals and
16 baseline analyses, assessing program needs, and overseeing the
17 process of implementing expanded programming at each covered
18 school site. The school leadership team shall have from twelve
19 to fifteen members and shall meet the following requirements:

20 (1) At least thirty per cent of members are parents;



1 (2) At least thirty per cent of members are teachers at
2 the school site; and

3 (3) Two students, the school principal, and
4 representatives from partner agencies and community
5 organizations are included.

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

13 (i) Upon award of a sustainable community school
14 operational grant, each grantee shall hire a full-time community
15 school coordinator to coordinate services at each school site.
16 If proposing to serve three or more school sites, the eligible
17 district shall also hire a program director to coordinate
18 activities across school sites. Program directors and community
19 school coordinators shall work collaboratively with school
20 leadership and school leadership teams to provide the services



1 and programs that meet school and community needs and
2 priorities.

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

- 7 (1) Section 4625 full-service community schools grants,
8 eligible recipients of which include consortia
9 consisting of a local educational agency and one or
10 more community-based organizations, nonprofit
11 organizations, or other public or private entities;
- 12 (2) Title I, of which at least one per cent of funds shall
13 be used to support parent engagement activities and
14 research-based practices, including:
- 15 (A) A community-wide needs assessment and plan for
16 community schools;
- 17 (B) Professional development on family and community
18 engagement for school personnel;
- 19 (C) Curriculum development and implementation that
20 connects students to community problems;
- 21 (D) Hiring a community school coordinator; and



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

12 SECTION 4. Sustainable community school pilot program;

13 grants; implementation. (a) The department shall make

14 sustainable community schools operational grants of up to

15 \$ a year available to implement a sustainable

16 community school's strategy.

17 (b) A request-for-proposal process shall be used in

18 awarding grants. Proposals shall be evaluated on the basis of

19 criteria consistent with this section and other factors adopted

20 by the department. Grants shall be made for a term of five

21 years and shall be renewable at the discretion of the



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

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

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

13 (A) Identification of challenges facing the school;

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

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

18 (ii) The number and percentage of students who
19 are English learners and the needs of these
20 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 school sites, selection and compensation of a program
12 director to oversee and coordinate programming across
13 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 the community
2 school 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 school site and the impact of the
16 transition to a sustainable community school on participating
17 children and adults. The report shall include but shall not be
18 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 grant funding awarded pursuant to this
18 section, the grantee shall provide the department a sustainable
19 community school plan. For schools that opt to use their first
20 year of grant funding to plan community school programming and
21 implementation, the sustainable community school plan shall be



1 submitted at the end of the first year. The sustainable
2 community school plan shall detail the steps the grantee and
3 partners shall take to integrate community school programming at
4 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 programming;

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 SECTION 5. Sustainable community school pilot program;
18 evaluation; report. (a) Reports shall be submitted by schools
19 participating in the community school pilot program to the
20 department and shall be evaluated by the department based on



1 criteria to be developed by the department; provided that the
2 criteria shall include, but 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 program 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) The department shall report to the governor and the
13 legislature on the impact of each sustainable community school's
14 strategy no later than twenty days prior to the regular session
15 of 2024. The report shall also be made publicly available on
16 the school's website and on the department's website. All data
17 featured in the report shall be made available in machine-
18 readable formats.
- 19 (c) The report required under subsection (b) shall:
- 20 (1) Draw upon the following data sources to provide
21 analysis of the sustainable community schools



1 program's success, the impact of funded initiatives,
2 and recommendations for enhancing the program's
3 effectiveness:
4 (A) Aggregate data from required reports;
5 (B) Interviews and other consultation with students,
6 parents, community members, program directors,
7 and resource coordinators; and
8 (C) Consultation with school leadership teams;
9 (2) Include analysis and recommendations related to the
10 potential to replicate the best practices of eligible
11 schools in non-grantee public schools; and
12 (3) Include a calculation or estimate of cost savings,
13 including budget savings at the state, county, and
14 federal levels in areas such as public health, public
15 safety, and public education resulting from investment
16 in community school programming.
17 (d) The department shall submit a final report to the
18 governor and legislature on the pilot program, including any
19 findings, recommendations, and proposed legislation, no later
20 than twenty days prior to the regular session of 2026.

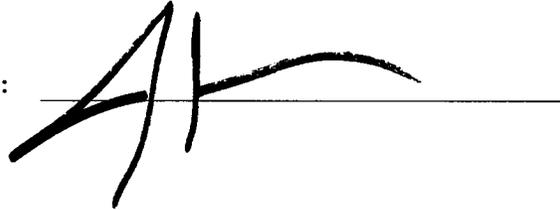
21 SECTION 6. This Act shall take effect upon its approval.



H.B. NO. 55

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INTRODUCED BY:

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JAN 13 2023



H.B. NO. 55

Report Title:

Department of Education; Community Schools; Grants; Planning; Implementation

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.

