



STATE OF HAWAII
Executive Office on Early Learning
2759 South King Street
HONOLULU, HAWAII 96826

February 1, 2020

TO: Representative Justin H. Woodson, Chair
Representative Mark J. Hashem, Vice Chair
Representative Sean Quinlan, Vice Chair
House Committee on Lower & Higher Education

FROM: Lauren Moriguchi, Director
Executive Office on Early Learning

SUBJECT: Measure: H.B. No. 2412 – RELATING TO TRAUMA-INFORMED EDUCATION
Hearing Date: February 4, 2020
Time: 2:30 p.m.
Location: Room 309

Bill Description: Requires DOE to establish a three-year pilot program for the development and implementation of a trauma-informed education program in the Castle, Kailua, and Kalaheo complexes, based on the Nanakuli-Waianae complex area trauma-informed education programs and report to the legislature. Appropriates funds.

EXECUTIVE OFFICE ON EARLY LEARNING'S POSITION: Support the Intent

Good afternoon. I am Lauren Moriguchi, Director of the Executive Office on Early Learning (EOEL). EOEL is in support of the intent of H.B. 2412.

EOEL is statutorily responsible for the development of the State's early childhood system that shall ensure a spectrum of high-quality development and learning opportunities for children throughout the state, from prenatal care until the time they enter kindergarten, with priority given to underserved or at-risk children.

As we work to increase access to qualified early learning opportunities for our keiki, we must consider that every classroom should have a highly-qualified educator in it. A highly-qualified educator is one who can nurture our children with a trauma-informed lens.

The EOEL Public Prekindergarten Program targets our underserved and at-risk children – it is especially important that teachers are equipped to support preschoolers and families living in difficult circumstances. If not, what may result are increased instances of stress-induced behavior problems, inappropriate referrals to special education, and suspensions and expulsions. Nationally, suspensions and expulsions occur at a rate 3 times higher in public pre-K than in K-12 settings.

When vulnerable children encounter teachers who are unprepared to support their developmental needs, these children who can benefit the most from early learning are rejected at an even earlier age and their families are left without options.

However, we have a severely limited workforce of qualified early childhood educators.

We would like to note that especially because the EOEL Public Pre-K Program targets our underserved and at-risk children, we already work with the educators in the Program by arming them with the competencies to work with children who do not come from optimal backgrounds. We provide them with coaching and professional learning support through the Early Learning Academy, and work with school leadership on staffing so they are able to support preschoolers and families living in difficult circumstances. We also have a strong partnership with the University of Hawaii system to advance the critical work of building a pipeline of qualified early childhood educators for the state.

Foundational practices in early childhood education based on the science of child development and learning deems best practice to be inclusive of trauma-informed practices.

Thank you for the opportunity to testify on this bill.

HB-2412

Submitted on: 2/2/2020 9:20:00 PM

Testimony for LHE on 2/4/2020 2:30:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Matt Ho	State of Hawai`i, Department of Education	Support	No

Comments:

As the complex area superintendent of the Castle-Kahuku Complex Area, I support HB2412 as this will support the social and emotional needs of our students, and will support the capacity of our teachers and school faculty who will directly implement individualized strategies to support students.

To promote safe and positive learning spaces and to address the unique needs and coping ability of each of our students, our schools' faculty need to have the resources and capacity to build relationships, prevent conflict, and teach students effectively. It is important that our schools and faculty are able to apply trauma-sensitive practices to all students, and not just the one we know or assume have experienced trauma.

HB2412 will help our students in the Windward District receive the necessary supports for academic and social success, emotional healing and growth, promote resilience and a sense of belonging, and improves our schools' climate.

Thank you for the opportunity to provide testimony for HB2412.



**Testimony to the House Committee on Lower and Higher Education
Tuesday, February 4, 2020; 2:30 p.m.
State Capitol, Conference Room 309**

RE: HOUSE BILL NO. 2412, RELATING TO TRAUMA-INFORMED EDUCATION.

Chair Woodson, Vice Chairs Hashem and Quinlan, and Members of the Committee:

The Hawaii Primary Care Association (HPCA) is a 501(c)(3) organization established to advocate for, expand access to, and sustain high quality care through the statewide network of Community Health Centers throughout the State of Hawaii. The HPCA **SUPPORTS** House Bill No. 2412, RELATING TO TRAUMA-INFORMED EDUCATION.

The bill, as received by your Committee, would:

- (1) Establish a three-year pilot project for the development and implementation of a trauma-informed education program in the Castle, Kailua, and Kalaheo complexes based on the Nanakuli-Waianae complex area trauma-informed education program.
- (2) Require the Department of Education to report to the 2023 Legislature on the progress in implementing the pilot program and projected cost estimates to fully implement the pilot program throughout the State for a ten-year period;
- (3) Appropriates an unspecified amount of general funds for fiscal year 2020-2021 to establish the pilot project, and fund one temporary district educational specialist, and one temporary district resource teacher for a twelve-month period.

By way of background, the HPCA represents Hawaii Federally-Qualified Health Centers (FQHCs). FQHCs provide desperately needed medical services at the frontlines in rural and underserved communities. Long considered champions for creating a more sustainable, integrated, and wellness-oriented system of health, FQHCs provide a more efficient, more effective and more comprehensive system of healthcare.

The experience of trauma has widespread impacts on the lives of our citizenry. This often leads to or exacerbates mental illnesses, substance use and physical health conditions. Because of this, in a truly integrated whole health system of health care, effectively treating behavioral and physical health conditions must involve the impact of trauma.

Testimony on House Bill No. 2412
Tuesday, February 4, 2020; 2:30 p.m.
Page 2

Unfortunately, despite the best efforts of policy makers, health care providers, and government workers, the very services and systems designed to help people become healthy can be re-traumatizing. This is especially true in our public schools, where traumatized youths and their support groups may feel overwhelmed by bureaucracy and a lack of empathy that makes more often than no makes their situation worse.

This bill seeks to improve the quality of outcomes for youths impacted by trauma. Accordingly, we respectfully urge your favorable consideration of this bill.

Lastly, we note that the House Joint Committee on Human Services and Homelessness and Lower and Higher Education, heard House Bill No. 1986, on January 28, 2020, a measure that would establish a task force to develop trauma-informed approaches for the Department of Education. This measure was approved as a House Draft 1.

Thank you for the opportunity to testify. Should you have any questions, please do not hesitate to contact Public Affairs and Policy Director Erik K. Abe at 536-8442, or eabe@hawaiiipca.net.



HOUSE BILL 2412, RELATING TO TRAUMA-INFORMED EDUCATION

FEBRUARY 4, 2020 · HOUSE LOWER AND HIGHER
EDUCATION COMMITTEE · CHAIR REP. JUSTIN H.
WOODSON

POSITION: Support, with amendments.

RATIONALE: The Democratic Party of Hawai'i Education Caucus supports and suggests an amendment for HB 2412, relating to trauma-informed education, which requires DOE to establish a three-year pilot program for the development and implementation of a trauma-informed education program in the Castle, Kailua, and Kalaheo complexes, based on the Nanakuli-Waianae complex area trauma-informed education programs and report to the legislature.

Sex traffickers prey on our state's school children, often loitering around public school campuses to target our children. Traffickers are experts in observing and selecting their victims, and often infiltrate public schools by using students to recruit their peers. One of the largest child sex trafficking rings discovered on Hawai'i's shores was unearthed in 2014. It included 16 students, most whom were students at Mililani High School and Moanalua High School, two of our state's top performing schools.

Sex trafficking is a profoundly violent crime. The average age of entry into commercial sexual exploitation is 13-years-old, with 60 percent of sex trafficked children being under the age of 16. Approximately 150 high-risk sex trafficking establishments are operational in Hawai'i. An

estimated 1,500-2,500 women and children are victimized by sex traffickers in our state annually. Over 110,000 advertisements for Hawai'i-based prostitution are posted online each year, a number that has *not* decreased with the recent shuttering of Backpage.com's "adult services" section. More than 80 percent of runaway youth report being approached for sexual exploitation while on the run, over 30 percent of whom are targeted within the first 48 hours of leaving home.

With regard to mental health, sex trafficking victims are twice as likely to suffer from PTSD as a soldier in a war zone. Greater than 80 percent of victims report being repeatedly raped and 95 percent of report being physically assaulted, numbers that are underreported, according to the United States Department of State and numerous trauma specialists, because of the inability of many victims to recognize sexual violence as such.

That said, we **urge you to refocus this measure's proposed pilot project on complex areas located in three different districts, rather than constraining the pilot to three complex areas within the Windward District of O'ahu.** In terms of the victim population we serve, for example, we provide care to a large number of students from schools located in Central O'ahu, West Hawai'i, and West Maui. Diversifying the pilot project would allow for a comparison of best practices in a greater number of areas, giving policymakers and the HODOE better feedback on potential bright spots and challenges in scaling trauma-informed education throughout the state.

To stop slavery in Hawai'i, we must prevent victimization before it begins by advancing trauma-informed care and wraparound services for at-risk keiki.



HB 2412, RELATING TO TRAUMA-INFORMED EDUCATION

FEBRUARY 4, 2020 · HOUSE LOWER AND HIGHER
EDUCATION COMMITTEE · CHAIR REP. JUSTIN H.
WOODSON

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number that has *not* decreased with the recent shuttering of Backpage.com’s “adult services” section. More than 80 percent of runaway youth report being approached for sexual exploitation while on the run, over 30 percent of whom are targeted within the first 48 hours of leaving home.

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To stop slavery in Hawai’i, we must prevent victimization before it begins by advancing trauma-informed care and wraparound services for at-risk keiki.

February 3, 2020

Lower & Higher Education Committee

Chair Justin H. Woodson

Vice Chair Mark J. Hashem

Vice Chair Sean Quinaln

RE: In support of HB2412

Dear Chair Woodson, Vice Chair Hashem, and Vice Chair Quinlan,

My name is Alexandra Obra, Proud Principal of Waiāhole Elementary School located in Ko‘olaupoko. I am in support of HB2412 which would require the Department of Education to establish a three-year pilot program to develop a trauma-informed education program in the Castle, Kailua and Kalaheo Complexes.

I am in support of HB2412 for the following reasons: Firstly, it will help schools learn about trauma-informed education. Many of our students have experienced or witnessed trauma in their life and come to school without their basic needs being met which makes it difficult to educate them. Secondly, teachers and staff are not equipped (i.e., professional development on trauma-informed, etc.) to deal with trauma-informed students. Thirdly, this pilot program will allow us to look at how we support our trauma-informed students and families. ‘

I strongly urge you to support HB2412. I am available should you have further comments or questions. I can be reached at 808-239-3111 (work number) or via email aobra@waiahole.k12.hi.us.

Thank you for your time in this matter!

Sincerely,

Alexandra Obra

Alexandra Obra
Waiāhole Elementary School
Principal

February 3, 2020

RE: HB 2412

Early life experiences form the building blocks for strong child development, as well as lifelong learning and health. Adverse Childhood Experience has consistently demonstrated strong correlation with increased risk of depression and other mental health problems and decreased resiliency. For children, traumatic stress arises from many sources include poor parenting, domestic violence, and bullying.

Trauma informed schools foster respect and support. At trauma-informed schools adults are trained to recognize and respond to students who have been impacted by traumatic stress and life events. Students are also trained on clear expectations and communication strategies that guide them through stressful situations. Studies have shown that these student centered strategies promote improved student behavior, class attendance, and reduce absenteeism.

As a pediatrician in Waianae, I have seen the long term impact of adverse childhood experiences on children, starting at a very early age. I've also seen the positive results of the trauma-informed care now implemented across the Waianae-Nanakuli School Complexes.

*As such, I urge you to pass **HB 2412** which will pilot a trauma-informed educational program in the Castle-Kahuku Complex and report back to the legislature.*

Sincerely,

May Okihiro, MD
Pediatrician, Waianae Coast Comprehensive Health Center

HB-2412

Submitted on: 2/3/2020 4:08:35 AM

Testimony for LHE on 2/4/2020 2:30:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Jennifer Azuma Chrupalyk	Individual	Support	No

Comments:

HB-2412

Submitted on: 2/3/2020 9:23:47 AM

Testimony for LHE on 2/4/2020 2:30:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Stacy Evensen	Individual	Support	No

Comments:

Aloha Chairs, Vice Chairs and Members of the Committee,

I strongly support HB 2412 and hope you will pass this bill out of committee.

Having worked as the Education Director for a nonprofit that worked with at-risk youth I can speak firsthand to the need for trauma-informed training in schools. Our staff were trained in trauma-informed care and we used that in our work with youth including in our education program. These children, and I suspect many who are not labeled "at-risk", had been exposed to significant trauma in their lives and responded well to the relationship-oriented approach imbued in the trauma-informed philosophy.

One just has to read the news to know that our youth today are constantly exposed to adverse experiences, whether at home, in school or on their way home from school. Our educators need to have the skills to understand how to recognize and work with youth who have been traumatized in order to best determine how to teach and guide them forward in school.

Mahalo for hearing this bill and your consideration in passing HB 2412. Stacy Evensen

HB-2412

Submitted on: 2/3/2020 11:09:40 AM

Testimony for LHE on 2/4/2020 2:30:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Rosalyn Concepcion	Individual	Support	No

Comments:

I am currently a foster parent (i.e. resource care giver) of a 8 yr old foster child. our foster child had been exposed at the early age of 3 till about 6 yrs. She experienced sexual abuse as well as physical and pyshologocal abuse, from her biological mother and mothers boyfriend during those yrs.

After living with us for about 10 months she had a sexual reactive behavior at school. the school was not prepared/equipped to deal with the situation. there needs to be a standard protocol or DOE schools to follow and adhere too. Families were lost in the shuffle and DOE admin could have done a better job to provide guidance and resources to all of the families involved.



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

LATE

Date: 02/04/2020

Time: 02:30 PM

Location: 309

Committee: House Lower & Higher
Education

Department: Education

Person Testifying: Dr. Christina M. Kishimoto, Superintendent of Education

Title of Bill: HB 2412 RELATING TO TRAUMA-INFORMED EDUCATION.

Purpose of Bill: Requires DOE to establish a three-year pilot program for the development and implementation of a trauma-informed education program in the Castle, Kailua, and Kalaheo complexes, based on the Nanakuli-Waianae complex area trauma-informed education programs and report to the legislature. Appropriates funds.

Department's Position:

The Department of Education (Department) supports the intent of HB 2412 and offers comments. Currently, the Department is providing trauma-informed and trauma-sensitive support, resources, training and program implementation across the state through the Ho'oikaika: Trauma Recovery Grant and Act 271 (2019) task force.

Ho'oikaika: Trauma Recovery Grant Project

In September 2019, the US Department of Education awarded \$5 million in federal demonstration grant funds to the Department to support students from low-income families who have experienced trauma that negatively affects their educational experience through the accomplishment of four major strategies: 1) Strengthening core beliefs and mindset shifts toward trauma-sensitive schools focusing on empowerment, 2) Further developing the screening process to include behavior and/or social and emotional learning screening, as well as a trauma-specific screening tool to strengthen Hawai'i's Multi-Tiered System of Support, 3) Identifying At-Risk and Improving Progress Monitoring, and 4) Developing effective partnerships with stakeholder agencies and organizations.

All Title I schools will be prioritized as participants of the project to address communities and students with the highest needs.

To accomplish the project goals, the Department convenes a multi-versed advisory committee with participants that span across the Department of Health, Department of Human Services,

Family Courts, and community agencies. The advisory committee provides subject matter expertise and guidance related to the implementation of the project such as the criteria for selection of schools, trauma-sensitive professional development plans, screening process, appropriate trauma-specific interventions, family and cultural support plans, the billing process, state-licensed provider list, and communication needs.

Trauma-Informed/Trauma-Sensitive Education

Models, training, and technical support to develop trauma-sensitive programming are offered by the state, complex areas, and schools for educators and the families they serve. There are various models and practices selected in response to the needs of the schools and communities.

Complex Area Initiatives include but are not limited to:

- Hana-Lahainaluna-Lanai-Molokai Complex Area and Hilo High School - Kristin Souers's Trauma Sensitive School training;
- School-Based Behavioral Health - Diana Browning Wright's Trauma-Informed Practices;
- Several complex areas - Multi-Tiered System of Support Cadre with Diana Browning Wright, Aces and Trauma;
- Kau-Keaau-Pahoa Complex Area - The National Center on Safe Supportive Learning Environments Trauma-Sensitive School model;
- Castle-Kahuku and Kailua-Kalaheo Complex Areas - Godwin Higa's Trauma-Sensitive Awareness training, Trauma-Sensitive School Focus Group with Community partners; and
- Kapaa-Kauai-Waimea Complex Area - Kauai Resiliency Project.

Community initiatives include but are not limited to:

- Hawaii Children's Action Network in partnership with Executive Office on Early Learning and Department of Health, Family Health Services Division - Trauma training and support with Dr. Sarah Enos Watamura;
- Hawaii Youth Service Network sponsored by Family Courts - Trauma training and support; and
- Hawaii Interagency State Youth Network of Care and the Department of Human Services - Trauma training and support with Sharon Simms and Tia Roberts Hartsock.

Given the ongoing initiatives at the state, complex, and school levels, we respectfully submit that the pilot project is not needed.

Thank you for the opportunity to provide testimony on HB 2412.

The Hawai'i State Department of Education is committed to delivering on our promises to students, providing an equitable, excellent, and innovative learning environment in every school to engage and elevate our communities. This is achieved through targeted work around three impact strategies: school design, student voice, and teacher collaboration. Detailed information is available at www.hawaiipublicschools.org.



Mark Mitchell, PhD
Executive Director

Robert Geffner, PhD
President, IVAT

Sandi Capuano Morrison, MA
Executive Director,
IVAT

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**Hawai`i
International
Training
Summit:
Preventing,
Assessing &
Treating Trauma
across the
Lifespan**

February 4, 2020

TO: Committee on Lower & Higher Education
Rep. Justin Woodson, Chair
Rep. Mark Hashem, Vice Chair
Rep. Sean Quinlan, Vice Chair

LATE

FROM: Dr. Mark Mitchell, Executive Director, Ho'omaluhia
Dr. Bob Geffner, President, Institute on Violence, Abuse and Trauma

HEARING: Tuesday, February 4, 2020, 2:30 pm, Room 309

**RE: HB 2412 Relating to Trauma-Informed Education
WRITTEN TESTIMONY IN SUPPORT**

Ho'omaluhia, the Hawaii and Pacific Islands Branch of the Institute on Violence, Abuse and Trauma (IVAT) **SUPPORTS** HB 2412 Relating to Trauma-Informed Education.

The mission of our two nonprofit organizations is to improve the quality of life for individuals by sharing and disseminating vital information, improving collaborations and networking, conducting research and trainings, assisting with program evaluation and consultation to promote violence-free living. IVAT has been engaged in Hawaii for over 20 years and is in the 17th year of providing an annual summit to deliver training in trauma informed interventions across the lifespan.

The Hawaii Department of Education (DOE) is one of the sponsors of our annual summit. Additionally, IVAT has not only engaged the DOE throughout the summit, but also provided specialized preconference training and ongoing complex-based training to DOE staff and administrators. We support a more robust effort on the part of DOE to spread training in identification and interventions to address trauma throughout system. As noted in the bill, schools that have engaged in such training have experienced positive outcomes for students in the areas of reduced disciplinary sanctions, reduced suspensions, reduce truancy, increased social and emotional skills, etc. The added benefits from those cited may also be a decrease in violent behaviors, and decreases in suicidal behaviors, when paired with other interventions. Furthermore,

Ho'omaluahia/IVAT would be happy to continue to assist, as well as expand our efforts with the Hawaii DOE in their endeavors to promote Trauma-Informed Education and improve outcomes for all students.

Thank you for the opportunity to testify on this measure.

LATE

February 3, 2020

Re: H.B. No. 2412, a bill for an act “Relating to trauma-informed education”



Consuelo Zobel Alger
Founder and Benefactress

Board of Directors

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Hoyt H. Zia

Jonathan San Vuong
Treasurer and Acting
Chief Executive Officer

To Whom It May Concern:

Mounting research is finding that trauma-informed environments, programs, services and communities promote healing, recovery and resilience. Such promising trauma-informed interventions are being implemented within schools, communities, child welfare systems, and organizations to improve population health, police response; to promote system-wide trauma informed approaches to sexual assault; and to ensure public safety within many types of programs (Connell, Lang, Zorba, & Stevens, 2009; Lathan, Langhinrichsen-Rohling, Duncan, & Stefurak, 2019; Matlin et al., 2019; Pataky, Baez, & Renshaw, 2019). The implementation of purposefully developed, strategically implemented trauma-informed approaches can improve lives, and facilitate a life-course of wellbeing for individuals, families, and communities, as well as have long-term socio-economic benefit.

H.B. No. 2412, a bill for an act “Relating to trauma-informed education” would help establish the basis for implementing an evidence-based, long-view approach to ensure the emotional health and wellbeing of youth, families and communities of Hawai‘i State.

Respectfully submitted,

PAULA T. MORELLI, PH.D.
Consuelo Foundation
Hawai‘i Program Director

LATE

HB-2412

Submitted on: 2/3/2020 10:39:32 PM

Testimony for LHE on 2/4/2020 2:30:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Justina Acevedo-Cross	Individual	Support	No

Comments:

COMMITTEE ON LOWER & HIGHER EDUCATION

Rep. Justin H. Woodson, Chair

Rep. Mark J. Hashem, Vice Chair

Rep. Sean Quinlan, Vice Chair

Committee on Lower and Higher Education

Justina Acevedo-Cross

47-403 Mapumapu Road, Kaneohe HI 96744

808-348-7802

Monday, February 3, 2020

Support for S.B. 2412, Relating to Trauma-informed Education

I support the bill that would establish a three-year pilot program for implementation of a trauma-informed education program in the Castle, Kailua, and Kalaheo complexes. I grew up and went to school in the Kalaheo complex and I believe our children and youth today deal with even more multifaceted issues than those 20+ years ago. We have an obligation to make sure our schools are safe, supportive and offer a place where students who have experienced early adversity are set up to turn those stumbling blocks into stepping stones.

Research has concluded the direct relationship between Adverse Childhood Experiences (ACEs) and negative life outcomes for children ranging from chronic disease, drug abuse, depression, involvement with the juvenile justice system, family violence, and early death. Additionally, children with higher ACE scores are more likely to be disengaged from school. In Ko'olauloa we do not have data on many ACEs, but we know that only 62% of adults in Ko'olauloa report having good mental health in the last month, compared to 71% of adults statewide. Poor mental health affects entire families; if it is addressed, it will reduce overall family stress and increase wellbeing.

Prevalence of Childhood Trauma in Hawaii:

- Nearly half of all children (46%) in Hawai'i experience Adverse Childhood Events (ACEs), with 20% experiencing two or more ACEs
- Native Hawaiian and Pacific Islander children experience ACEs at a higher rate
- 49% of children in Hawaii with 2 or more ACEs are engaged in school, compared to 75% of peers with no ACEs
- 4.8 per 1,000 children were victims of abuse and neglect

Considerations

I urge you to consider a few suggestions about S.B. 2412

1. It is important that you include preschool on elementary campuses as part of the pilot program (preschools are included in the current draft—thank you!). The earlier that support is received for childhood trauma and addressing ACEs, the more likely the child will build resilience skills and be successful despite adversity and trauma triggers. Please consider including DOE 619 Special Education Preschools in the trauma-informed pilot program as well. Sometimes children are identified for special education programs because they present challenging behaviors in traditional classrooms, however their actions and responses may be due to the wiring of their brain due to childhood trauma. The earlier they have support and connection with at least one caring adult the more likely it is that they will be school ready and succeed.
2. As more agencies, non-profits and individuals in Hawaii consider ways to address early adversity and seek to provide trauma-informed care or trauma-responsive settings, trauma-informed education should be considered as a part of a comprehensive state approach to providing the best services for babies, children, youth and families. Hawaii needs to develop our approach.

Thank you for allowing me the opportunity to provide testimony. If passed, this will be a great step towards making our schools more relationship-centered and supporting nearly half of our children that have experienced at least one adverse childhood experience.

HB-2412

Submitted on: 2/4/2020 8:49:07 AM

Testimony for LHE on 2/4/2020 2:30:00 PM

LATE

LATE

Submitted By	Organization	Testifier Position	Present at Hearing
Sadie Kim	Individual	Support	No

Comments: