



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

*Hawai'i Children's Action Network Speaks! is a nonpartisan 501c4 nonprofit committed to advocating for children and their families. Our core issues are safety, health, and education.*

To: House Committees on Education and on Water & Land

Re: **HCR 9 / HR 10 - Urging the Board of Education and Department of Education to support and implement community schools as a strategy for increasing access to a high-quality education**  
Hawai'i State Capitol, Rooms 309 and 430  
March 11, 2021, 2:00 PM

Dear Chairs Woodson and Tarnas, Vice Chairs Kapela and Branco, and committee members,

**On behalf of Hawai'i Children's Action Network Speaks!, I am writing in SUPPORT of HCR 9 / HR 10.** These resolutions urge the Board of Education and Department of Education to support and implement community schools as a strategy for increasing access to a high-quality education.

Community schools is a strategy where a school becomes the hub of its community and coordinates relationships and resources through the school to accelerate equitable outcomes in health, education, and employment.

The need for community schools is even greater in the midst of the COVID-19 pandemic as schools are struggling to address the huge inequities, learning loss, socio-emotional, and mental health needs of their students alone.

With a whole-child, evidenced-based, and equity-focused approach, community schools are able to ensure that no student falls through the cracks, and will be more efficient and nimble to care for their families' changing needs and address barriers to success.

Hawai'i should implement a working group convened by the Department of Education and Board of Education to explore the full-service community school strategy and identify opportunities to leverage new and existing funding streams to implement community schools as a strategy for equitable, high-quality education.

Mahalo for the opportunity to provide this testimony. Please pass HCR 9 / HR 10.

Thank you,

Nicole Woo  
Director, Research and Economic Policy

**HCR-9**

Submitted on: 3/10/2021 7:25:00 AM

Testimony for EDN on 3/11/2021 2:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Dana Petteys	Individual	Support	No

Comments:

**Hawai'i Afterschool Alliance**

**1776 University Avenue, WA1-102**

**Honolulu, HI 96822**

**Committee on Education**

**Representative Justin Woodson, Chair**

**Representative Jeanné Kapela, Vice Chair**

**Thursday, March 11, 2021**

**Conference Room 309 & 430**

**Re: Support of House Concurrent Resolution 9**

**Dear Chair Woodson, Vice Chair Kapela, and members of the committee,**

**The Hawai'i Afterschool Alliance supports HCR 9 "Urging the Board of Education and Department of Education to Support and Implement Community Schools as a strategy for increasing access to high-quality education."**

**Full-Services Community Schools is an evidence-based strategy where the school becomes the hub of the community to support the whole child. While the full effects of COVID-19 are still unknown, the pandemic has exacerbated existing stressors on youth and families in our communities, and we are already seeing the growing need for services and support for our most vulnerable children and families. Community schools create the right learning conditions to help children and youth learn and thrive by addressing their health, social and emotional well-being. The coordination of relationships and resources are needed, now more than ever, to help students recover from the pandemic and accelerate equitable outcomes in health, education and employment.**

**There are four pillars of community schools to effectively support students and families:**

- **Collaborative Leadership and Practices - Families, students, teachers, principals, and community partners build a culture of professional learning, collective trust, and shared responsibility.**
- **Integrated Student Supports - Mental and physical health services support student success.**
- **Expanded and Enriched Learning - Afterschool, weekend, and summer programs provide academic instruction and individualized support. Enrichment activities emphasize real-world learning and community problem solving.**
- **Active Family and Community Engagement - Schools function as neighborhood hubs. There are educational opportunities for adults, and family members can share their stories and serve as equal partners in promoting student success.**

**In conclusion, the Hawai'i Afterschool Alliance supports HCR 9 and respectfully urges the passage of this resolution so that students in Hawai'i have the support they need. Thank you for the opportunity to testify.**

**Sincerely,**

Dana Petteys



## Hawai'i Afterschool Alliance

1776 University Avenue, WA1-102  
Honolulu, HI 96822

Committee on Education  
Representative Justin Woodson, Chair  
Representative Jeanné Kapela, Vice Chair

Thursday, March 11, 2021  
Conference Room 309 & 430

Re: Support of House Concurrent Resolution 9

Dear Chair Woodson, Vice Chair Kapela, and members of the committee,

The Hawai'i Afterschool Alliance supports HCR 9 "Urging the Board of Education and Department of Education to Support and Implement Community Schools as a strategy for increasing access to high-quality education."

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In conclusion, the Hawai'i Afterschool Alliance supports HCR 9 and respectfully urges the passage of this resolution so that students in Hawai'i have the support they need. Thank you for the opportunity to testify.

Sincerely,

Paula Adams  
Executive Director  
Hawai'i Afterschool Alliance  
hawaiiafterschool@gmail.com  
www.hawaiiafterschoolalliance.org



## HIPHI Board

*Kilikina Mahi, MBA  
Chair  
KM Consulting LLC*

*Michael Robinson, MBA, MA  
Immediate Past Chair  
Hawai'i Pacific Health*

*JoAnn Tsark, MPH  
Secretary  
John A. Burns School of  
Medicine, Native Hawaiian  
Research Office*

*Debbie Erskine  
Treasurer  
Kamehameha Schools*

*Keshia Adolpho, LCSW  
Molokai Community Health  
Center*

*Keawe'aimoku  
Kaholokula, PhD  
John A. Burns School of  
Medicine, Department of  
Native Hawaiian Health*

*Mark Levin, JD  
William S. Richardson School  
of Law*

*Rachel Novotny, PhD, RDN, LD  
University of Hawai'i at  
Mānoa, College of Tropical  
Agriculture and Human  
Resources*

*May Okihiro, MD, MS  
John A. Burns School of  
Medicine, Department of  
Pediatrics*

*Misty Pacheco, DrPH  
University of Hawai'i at Hilo,  
Department of Kinesiology and  
Exercise Sciences*

*Garret Sugai  
Kaiser Permanente*

Date: March 10, 2021

To: Representative Justin Woodson, Chair  
Representative Jeanne Kapela, Vice Chair  
Members of the House Education Committee

Re: Support for HCR 9/HR 10

Hrg: March 11, 2021 at 2:00 PM via Videoconference

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The Obesity Prevention Task Force of the Hawai'i Public Health Institute<sup>i</sup> is in **Support of HCR 9/HR 10**, which urges the Board of Education and Department of Education to support and implement community schools as a strategy for increasing access to a high-quality education.

Community schools are a strategy to improve schools, provide more equitable opportunities, and prepare students for success. Schools partner with community organizations and families, integrating academics, health and social services.

While all community schools are different in order to meet the needs of the community, they are based on four pillars<sup>ii</sup> to effectively support students and families:

- **Collaborative Leadership and Practices** - Families, students, teachers, principals, and community partners build a culture of professional learning, collective trust, and shared responsibility.
- **Integrated Student Supports** - This can include health care, behavioral health, and dental services to support student success.
- **Expanded and Enriched Learning** - Afterschool, weekend, and summer programs provide academic instruction and individualized support. Enrichment activities emphasize real-world learning and community problem solving.
- **Active Family and Community Engagement** - Schools function as neighborhood hubs. There are educational opportunities for adults, and family members can share their stories and serve as equal partners in promoting student success.

Student success is affected beyond what happens in school. Addressing inequities in such areas as access to health care, stable housing, and affordable and healthy food are foundational to students' ability to learn. Community schools create the conditions necessary for students to thrive by focusing attention, time, and resources on a shared vision for student and school success.

Mahalo for the opportunity to submit testimony in **support of HCR 9/HR 10**.

Mahalo,



Jaylen Murakami  
Advocacy and Outreach Coordinator

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<sup>i</sup> Created by the legislature in 2012, the Obesity Prevention Task Force is comprised of over 60 statewide organizations, and works to make recommendations to reshape

Hawai'i's school, work, community, and health care environments, making healthier lifestyles obtainable for all Hawai'i residents. The Hawai'i Public Health Institute (HIPHI) convenes the Task Force and supports and promotes policy efforts to create a healthy Hawai'i.

Hawai'i Public Health Institute is a hub for building healthy communities, providing issue-based advocacy, education, and technical assistance through partnerships with government, academia, foundations, business, and community-based organizations.

<sup>ii</sup> Partnership for the Future of Learning. *Community Schools Playbook*. <https://communityschools.futureforlearning.org/>

**HCR-9**

Submitted on: 3/10/2021 5:44:42 PM

Testimony for EDN on 3/11/2021 2:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
David Mulinix	Our Revolution Hawaii	Support	No

Comments:

Aloha Committee,

Oh behalf of Our Revolution Hawaii's 7,000 members and supporters statewide, we are in STRONG SUPPORT of passage of HCR9/HC10.

We strongly urge the Board of Education and Department of Education to support and implement community schools as a strategy for increasing access to a high-quality education.

Mahalo for your kind attention,

Dave Mulinix

Hawaii Statewide Community Organizer

Our Revolution Hawaii



**HCR-9**

Submitted on: 3/10/2021 6:13:43 PM

Testimony for EDN on 3/11/2021 2:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Office of Hawaiian Affairs	Office of Hawaiian Affairs	Support	No

Comments:



March 11, 2021

To: Chair Woodson  
Vice Chair Kapela  
House Committee on Education

RE: **SUPPORT for HCR9**

Thank you for this opportunity to testify in **SUPPORT of HCR9**, requiring the Board of Education to support and implement community schools as a strategy for increasing access to a high-quality education.

Blue Zones Project was brought to Hawai'i by HMSA to help increase the overall well-being of our communities and to make Hawaii a healthier, happier place to live, work and play. To accomplish that goal, we address ways that we can lower obesity rates, tobacco use, and chronic diseases.

Community schools capitalize on the local resources, both on and off campus, to better support students and their families. This model also empowers schools, particularly those in disadvantaged communities, to strengthen community partnerships and enhance coordination of wrap-around prevention and intervention services; this includes healthy food access, basic hygiene practices, afterschool programs, mental health support, and other social services.

This resolution can comprehensively and systemically change communities so students and their families can live healthier lives, and enhance student success. Thank you for this opportunity to testify in **SUPPORT of HCR9**.

Colby Takeda, MPH, MBA  
Senior Manager

**HCR-9**

Submitted on: 3/11/2021 9:56:35 AM

Testimony for EDN on 3/11/2021 2:00:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Lorraine Leslie	American Diabetes Association	Support	No

Comments:

The American Diabetes Association (ADA) supports HCR9/HR10 urging the Board of Education and the Department of Education to Support and Implement Community Schools as a strategy for increasing access to high-quality education.”

Full-Services Community Schools is an evidence-based strategy where the school becomes the hub of the community to support the whole child. While the full effects of COVID-19 are still unknown, the pandemic has exacerbated existing stressors on youth and families in our communities, and we are already seeing the growing need for services and support for our most vulnerable children and families. Community schools create the right learning conditions to help children and youth learn and thrive by addressing their health, social and emotional well-being. The coordination of relationships and resources are needed, now more than ever, to help students recover from the pandemic and accelerate equitable outcomes in health, education and employment.

There are four pillars of community schools to effectively support students and families:

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- **Active Family and Community Engagement** - Schools function as neighborhood hubs. There are educational opportunities for adults, and family members can share their stories and serve as equal partners in promoting student success

The American Diabetes Association supports HCR9/HR10 and respectfully urges the passage of this resolution so that students in Hawai'i have the support they need.

**HCR-9**

Submitted on: 3/10/2021 7:22:11 AM

Testimony for EDN on 3/11/2021 2:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
D. Kaipo Hanakeawe	Individual	Support	No

Comments:

**Committee on Education**

**Representative Justin Woodson, Chair**

**Representative Jeanné Kapela, Vice Chair**

**Thursday, March 11, 2021**

**Conference Room 309 & 430**

**Re: Support of House Concurrent Resolution 9**

**Dear Chair Woodson, Vice Chair Kapela, and members of the committee,**

**As a private citizen and parent, I am “Urging the Board of Education and Department of Education to Support and Implement Community Schools as a strategy for increasing access to high-quality education.”**

**Full-Services Community Schools is an evidence-based strategy where the school becomes the hub of the community to support the whole child. While the full effects of COVID-19 are still unknown, the pandemic has exacerbated existing stressors on youth and families in our communities, and we are already seeing the growing need for services and support for our most vulnerable children and families. Community schools create the right learning conditions to help children**

**and youth learn and thrive by addressing their health, social and emotional well-being. The coordination of relationships and resources are needed, now more than ever, to help students recover from the pandemic and accelerate equitable outcomes in health, education and employment.**

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- **Active Family and Community Engagement - Schools function as neighborhood hubs. There are educational opportunities for adults, and family members can share their stories and serve as equal partners in promoting student success.**

**In conclusion, I support HCR 9 and respectfully urges the passage of this resolution so that students in Hawai'i have the support they need. Thank you for the opportunity to testify.**

Committee on Education  
Representative Justin Woodson, Chair  
Representative Jeanné Kapela, Vice Chair

Thursday, March 11, 2021  
Conference Room 309 & 430

Re: Support of House Concurrent Resolution 9

Dear Chair Woodson, Vice Chair Kapela, and members of the committee,

I, Abigail Domen, support HCR 9 “Urging the Board of Education and Department of Education to Support and Implement Community Schools as a strategy for increasing access to high-quality education.”

Full-Services Community Schools is an evidence-based strategy where the school becomes the hub of the community to support the whole child. While the full effects of COVID-19 are still unknown, the pandemic has exacerbated existing stressors on youth and families in our communities, and we are already seeing the growing need for services and support for our most vulnerable children and families. Community schools create the right learning conditions to help children and youth learn and thrive by addressing their health, social and emotional well-being. The coordination of relationships and resources are needed, now more than ever, to help students recover from the pandemic and accelerate equitable outcomes in health, education and employment. Our children are still our future and with the past year we’ve had combating COVID-19 they need all our support.

In conclusion, I support HCR 9 and respectfully urge the passage of this resolution so that students and families in Hawai’i have the support they need. Thank you for the opportunity to testify.

Sincerely,  
Abigail Domen

**HCR-9**

Submitted on: 3/10/2021 11:47:18 AM

Testimony for EDN on 3/11/2021 2:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Alice Luck	Individual	Support	No

Comments:

Research has shown a strong correlation between areas with high levels of poverty, crime, and mobility and low student achievement. Despite these challenges, studies also show that supportive neighborhoods can mitigate the harmful effects of economic disadvantage on students and form the foundation for high achievement (Holloway, 2004). Education reforms will have a limited effect if they focus solely on the classroom. Policymakers need to consider what research has shown to be true—what happens in the community can and will affect the teaching and learning that happens in schools.

In *Making the Difference: Research and Practice in Community Schools*, the Coalition for Community Schools (Blank, Melaville, & Shah, 2003) summarized the major findings from community school initiatives. It reports,

- Significant and widespread gains in academic achievement and nonacademic development.
- Increased family stability and greater family involvement with schools.
- Increased teacher satisfaction and more positive school environments.
- Better use of school buildings and increased security and pride in neighborhoods.

In addition, in evaluations spanning from 1992, the Children's Aid Society (n.d.) finds that community schools

- Improve student achievement;
- Increase parental involvement;
- Demonstrate higher student and teacher attendance;
- Improve school climate;
- Increase community engagement;
- Decrease special education referrals; and
- Improve mental and physical health for students.

A 2001 study by education consultant Joy Dryfoos (Wolfe, 2007) found that 36 of 49 community schools surveyed reported academic gains since converting to a community schools model. In addition, community schools report improvements correlated with supporting academic achievement: Dryfoos's study also found that 19 schools had improved attendance rates, 11 had fewer suspensions, and 12 reported higher rates of parent involvement.



**HCR-9**

Submitted on: 3/10/2021 12:52:01 PM

Testimony for EDN on 3/11/2021 2:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Erica Yamauchi	Individual	Support	No

Comments:

I am writing in strong support of this bill and for using community schools in Hawai'i as a strategy where our schools become the hub of our communities, coordinating resources to accelerate equitable outcomes in health, education and employment.

Thank you for your consideration.

**HCR-9**

Submitted on: 3/10/2021 12:52:46 PM

Testimony for EDN on 3/11/2021 2:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Matt Lannis	Individual	Support	No

Comments:

Learning is so much more than remembering fact, learning is relationship and all the important things that are learned through relationships. Please support this bill.

HCR 9 / HR 10 /

URGING THE BOARD OF EDUCATION AND DEPARTMENT OF EDUCATION TO SUPPORT AND IMPLEMENT COMMUNITY SCHOOLS AS A STRATEGY FOR INCREASING ACCESS TO A HIGH-QUALITY EDUCATION.

I support this bill in its attempt to provide equal access that every child is given the opportunity to obtain a high-quality education. Due to the COVID pandemic, access to technology for students in remote parts of the islands to include WIFI and other distance learning needs, equal access to quality education was limited. Although this problem also existed in non-remote parts of the island due to broadband and bandwidth problems. This was not only an issue for families but for teachers also.

Some proponents of community schools indicate that they provide comprehensive programs and services to meet the unique needs of students and families, such as a lack of stable housing, inadequate medical and dental care, persistent hunger, trauma, and exposure to violence; and should also include natural disasters. These reasons also include an increase in the number of students considered economically challenged and has contributed to significant learning loss due to limited in-person instruction.

Other elements of these schools assist with overcoming out-of-school barriers to learning and that community-school interventions can result in improvements to a variety of student outcomes, including attendance, academic achievement, and graduation rates.

Upon further research, would Hawaii benefit from Full Service Community Schools? Could Hawaii re-design the public school system to mirror these community schools?

As stated in the bill, federal funding is available to be used to implement community schools through the Every Student Succeeds Act, under which the community-schools model of school support qualifies as an evidence-based strategy for assisting schools identified for comprehensive and targeted support and intervention.

These community schools are the rubric for our public school system. Implementation is supported by strong research and positive outcomes.

I have included some examples:

## Understanding the Difference between a community school and our public schools

A community school is both a place and a set of partnerships between the school and other community resources. Its integrated focus on academics, health and social services, youth and community development and community engagement leads to improved student learning, stronger families and healthier communities. Community schools offer a personalized curriculum that emphasizes real-world learning and community problem-solving. Schools become centers of the community and are **open to everyone – all day, every day, evenings and weekends.**

Using public schools as hubs, community schools bring together many partners to offer a range of supports and opportunities to children, youth, families and communities. Partners work to achieve these results: Children are ready to enter school; students attend school consistently; students are actively involved in learning and their community; families are increasingly involved with their children's education; schools are engaged with families and communities; students succeed academically; students are healthy - physically, socially, and emotionally; students live and learn in a safe, supportive, and stable environment, and communities are desirable places to live.

Or think of community schools this way:

Most people think of schools today as serving a single purpose: a binary, analog-system of delivery - teachers teach and students learn. Community schools are more akin to smart phones. Schools and communities connect, collaborate, and create. Children and families have an array of supports from community partners right at their school. Communities and schools leverage their shared physical and human assets to help kids succeed.

Community schools contain a host of opportunities and supports built-in that give students and parents all the tools they need to learn and grow

## National Models

Beacons Schools - Youth Development Institute  
New York City, New York  
The Children's Aid Society Community Schools  
New York City, New York  
Communities In Schools, Inc.  
Alexandria, Virginia  
Center for Mental Health in Schools: An Enabling Component to Address Barriers to Learning  
Los Angeles, California  
University Assisted Community Schools  
Philadelphia, Pennsylvania  
University of Central Florida Orlando, Florida Schools of the 21st Century  
New Haven, Connecticut

## Descriptions

Beacon Schools - Youth Development Institute  
New York, New York

Beacons are committed to school transformation that aims to promote healthy development and learning among ALL youth, families and community members. Services, opportunities and supports are offered during the day, evenings and on weekends in the school building, effectively opening up the space for use by a broad swath of community residents while simultaneously offering comprehensive supports to the students in the school. At their best, Beacon Community Schools strive for multi-level impact by engaging youth and adults in community development, often with young people at the helm (Youth Development Institute, 2009).

Today, Beacons across the country serve over 180,000 children, youth and adults with vibrant initiatives in New York City, San Francisco, Minneapolis and Denver. Although BCS are designed to adjust to the needs of the communities in which they exist, there are several common characteristics. Beacons:

- Are led by community organizations and based in schools or public housing facilities
- Use a youth development approach
- Use a community-youth development framework
- Build a structure for interagency collaboration, programming and partnership
- Share responsibility with partners to support a broad set of outcomes for youth, families and communities

For more information review a White Paper on Beacon Community Schools. Please contact Sarah Zeller-Berkman, PhD Director of the Community-Youth Development Unit at The Youth Development Institute, szellerberkman@ydinstitute.org or 212 590-9437.

The Children's Aid Society Community Schools  
New York, New York

The Children's Aid Society (CAS) currently operates 22 community schools in New York City. These community schools are the result of long-term partnerships between CAS, the New York City Department of Education, and other community resources. Launched in 1992, the Children's Aid model aims to combine the best educational practices with the delivery of an array of social, health, child and youth development services, while also emphasizing community and parental involvement. CAS, through its National Center for Community Schools, also offers training, consultation, planning tools and guidance on all aspects of designing and implementing the community school strategy, tailored to the unique needs and strengths of individual communities. Several third-party evaluations have documented a variety of positive results including academic gains, better student and teacher attendance, school readiness and very high rates of parent engagement. In addition, a social return on investment

study conducted by the Finance Project showed very high rates of return on investment (\$10.30 for every \$1.00 invested at the elementary level, and \$14.80 for every \$1.00 invested at the middle school level). The Children's Aid Society has written several books and other publications about its community schools work. In 2005, Joy Dryfoos, Jane Quinn and Carol Barkin co-edited a volume entitled *Community Schools in Action: Lessons from a Decade of Practice*, which was published by Oxford University Press. In 2011, Children's Aid published *Building Community Schools: A Guide for Action*, which is available through this link or through: [nationalcenterforcommunityschools.org](http://nationalcenterforcommunityschools.org)

Communities In Schools, Inc.  
Alexandria, Virginia

Communities In Schools, Inc. (CIS) is a nationwide network of passionate professionals working in public schools to surround students with a community of support, empowering them to stay in school and achieve in life. Communities In Schools is comprised of 200 local and state affiliates operating in 28 states and the District of Columbia who serve 1.25 million students and their families in 2,400 schools. Their holistic approach addresses both the academic and nonacademic needs of the student through an integrated student services model. This model positions caring, full-time site coordinators inside public schools to work with school staff to better identify students in need, and then provides those resources through community partnerships.

CIS is actively engaged with policy makers, school staff, parents and business partners to ensure that Communities In Schools' services are extended to as many K-12 students as possible and that those students have access to college. Independent research demonstrates that Communities In Schools is one of a very few organizations proven to keep students in school and the only one to document that it increases graduation rates.

The evidence-based model of CIS has allowed them to secure additional public and private dollars. CIS national has invested \$20 million back into state and local programs within the CIS network in the last three years. During the 2010-11 school year, their evidence-based, cost-effective model and commitment to quality resulted in improved results for students. Of 157,000 case-managed students, 97% remained in school, 88% of eligible seniors graduated 84% were promoted to the next grade, and 81% enrolled in some form of post-secondary education. Two-thirds of teachers surveyed believe Communities In Schools help them better serve their students. These results were attainable through the shared mission of CIS to give students the support and encouragement they need through caring adults and to provide centralized, strategically aligned community resources to help those kids stay in school and succeed in life.

Communities In Schools, Inc. (CIS) is a national organization, with more than 181 local CIS initiatives, that provides a flexible approach/process for states and localities interested in building school-community partnerships. CIS offers information, training, technical support and linkages to a national network of local, independent CIS sites and affiliates across the country. CIS encourages innovation and the sharing of best practices and awards, special grants and nationally leveraged resources to members of its network.

Supported by both public and private dollars, CIS awarded more than \$3.3 million to state and local programs participating in time-limited national initiatives in 1996. Grants were targeted at seeding local sites, developing programmatic initiatives and building self-sufficiency at CIS initiatives. The shared mission is to bring services into schools; connect young people to caring adults; and see to it that young people stay in school, develop skills and contribute to their communities. Sixteen state CIS organizations also operate to replicate the CIS stay-in-school approach and secure state support for local programs. CIS partnerships, operating in more than 1,500 school sites, serve more than 350,000 children and their families.

Center for Mental Health in Schools: An Enabling Component to Address Barriers to Learning  
Los Angeles, California

Addressing barriers to learning should not be seen as being at odds with the "paradigm shift" that emphasizes strengths, resilience, assets, and protective factors. Efforts to enhance positive development and improve instruction clearly can improve readiness to learn. Based particularly on the work of several comprehensive initiatives, it is becoming increasingly evident that there is a need to expand school reform. Several of these initiatives are restructuring education support programs under the umbrella of a newly conceived reform component that focuses directly on addressing barriers to learning and development. This component is to be fully integrated with the others and assigned equal priority in policy and practice.

The concept of an enabling component embraces a focus on healthy development, prevention, and addressing barriers. In addressing barriers to student learning, pioneering initiatives are beginning to improve school and classroom environments to prevent problems and enhance youngsters' strengths. At the same time, for those who need something more, school and community, working separately and together, provide essential supports and assistance.

University Assisted Community Schools  
Philadelphia, Pennsylvania

The Netter Center for Community Partnerships, based out of the University of Pennsylvania, is a national partner in the community schools movement. Their University-Assisted Community School Program engages students (K-16+) in real world, community problem solving that is integrated into the school curriculum as well as through extended day programs. The Barbara and Edward Netter Center for Community Partnerships functions as the integrating vehicle to effectively align Penn's numerous schools and departments in order to help develop and maintain university-assisted community schools and bring about mutually beneficial collaboration.

University of Central Florida  
Orlando, Florida

The University of Central Florida, Children's Home Society of Florida and Orange County Public Schools developed the Community Partnership Schools model, first implemented at Evans High School in Orlando. Community Partnership Schools™ is a community school model in which four core community partners — a school district, university or college, nonprofit, and health care provider commit to a long-term partnership to establish, develop and sustain the Community Partnership School.

Schools of the 21st Century  
New Haven, Connecticut

The School of the 21st Century (21C) is a model for school-based child care and family support services. 21C was conceptualized at the Yale University Bush Center in Child Development and Social Policy by Professor Edward Zigler, one of the architects of the federal Head Start program. Professor Zigler recognized that the changes in patterns of work and family life in recent decades require schools to assume an expanded role in the delivery of child care and family support programs to ensure that children arrive at school ready to learn and that they receive the support necessary for academic success.

The 21C model transforms the traditional school into a year-round, multi-service center providing high-quality, accessible services from early morning to early evening. It also eliminates the distinction between child care and education, recognizing that learning begins at birth and occurs in all settings. Children will not succeed academically or socially unless their parents have the supports they need to be their first and best teachers. Young children need to be in caring and enriching settings long before kindergarten. Once in school, children need safe and enriching environments during non-school hours. In addition, children's basic needs, such as nutrition and health, must be met in order for children to develop properly and succeed academically. The ultimate goal of the School of the 21st Century is to help provide affordable, accessible and high-quality services for all families, regardless of income level, to ensure the optimal development of children.



