



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

**Date:** 03/11/2021  
**Time:** 02:00 PM  
**Location:** 309 & 430 Via  
Videoconference  
**Committee:** House Education

**Department:** Education

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

**Title of Bill:** SB 0220, SD1 RELATING TO SERVICE-LEARNING.

**Purpose of Bill:** Requires the Department of Education to implement a service-learning curriculum to develop student character, values, self-esteem, civic responsibility, financial literacy, and knowledge of local community issues and concerns through community service volunteer work. (SD1)

**Department's Position:**  
FINAL 03/09/21 RF

The Hawaii State Department of Education (Department) respectfully provides comments on SB 0220, SD1.

The development of character, values, self-esteem, civic responsibility, and knowledge of local community issues and concerns as included in SB 220 SD1 is infused and promoted throughout a student's learning experience from kindergarten to grade 12. For many years, the General Learner Outcomes (GLOs) have been the Department's overarching goals of standards-based learning for all students in all grade levels. The GLOs are Community Contributor, Self-directed Learner, Complex Thinker, Effective Communicator, Quality Producer, and Effective and Ethical User of Technology. All elementary school teachers provide marks for GLOs on the students' report cards.

In addition, Nā Hopena A'o (HĀ) is a framework of outcomes that reflects the Department's core values and beliefs in action throughout the public educational system of Hawaii. The Department works together as a system that includes everyone in the broader community to develop the competencies that strengthen a sense of belonging,

responsibility, excellence, aloha, total-well-being and Hawaii (BREATH) in ourselves, students and others.

Social Studies is required in every grade and provides opportunities for even our youngest citizens to look at problems or issues, analyze them, provide novel solutions, and work collaboratively to take action on them. The Hawai'i Core Standards in Social Studies (HCSSS) calls for students in kindergarten through grade 12 to become more prepared not only for the challenges of college and career, but for an active civic life. These standards set the foundation for course work for, and are inclusive of, the premise sought in this bill.

Here's a link to the HCSSS:

<https://www.hawaiipublicschools.org/DOE%20Forms/Social%20Studies/HCSSSintro.pdf>

Additionally, within the Department's Authorized Courses and Code Numbers (ACCN), there is a multidisciplinary 0.5 credit elective high school course on Community Service. This course requires a minimum of 60 hours of service, which a school faculty member oversees, and counts as part of the six-credit general elective graduation requirement for all students. It provides students with opportunities to develop responsibility, encourages humanitarian attitudes by doing things for others, and encourages cooperative working relationships with peers and adults in the community.

In addition to Social Studies and the Community Service course, there are over 300 Authorized Courses and Code Numbers (ACCN) course offerings that are available to high schools that specifically mention service learning or community service.

Beyond coursework, students have various opportunities to engage in service learning. Service learning is often embedded in project-based learning; student council school-wide community projects in elementary, middle and high schools led by students; school-based community service projects; extracurricular clubs performing service learning; and athletics, music programs, and other after-school clubs that include community service as a part of their contributions back to the community.

In regards to financial literacy in this measure, the Department believes in the importance of financial literacy and as a result has created a new course titled "Financial Literacy" as well as offer other courses which imbue financial literacy concepts. However, given the scope of topics which financial literacy and service learning encompasses, we believe it should be addressed as a separate topic apart from a service learning curriculum.

Finally, high school students are limited in their elective credits. While a service learning credit requirement may force students to engage in community service, enrollment and participation may become compliance driven rather than intrinsically motivated. A requirement may also limit students to further explore their other areas of interest such as world languages, fine arts and computer science. In addition, a required service learning requirement may require resources to provide additional teachers,

transportation costs to community service sites, and other unknown expenses.

Because the Department has these measures in place, the Department feels this measure is not needed at this time.

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](http://www.hawaiipublicschools.org).

# HAWAII YOUTH SERVICES NETWORK

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Carole Gruskin, President

Judith F. Clark, Executive Director

Bay Clinic

Big Brothers Big Sisters of Hawaii

Big Island Substance Abuse Council

Bobby Benson Center

Child and Family Service

Coalition for a Drug Free Hawaii

Collins Consulting, LLC

Domestic Violence Action Center

EPIC, Inc.

Family Programs Hawaii

Family Support Hawaii

Friends of the Children of West Hawaii

Friends of the Children's Justice Center of Maui

Hale Kipa, Inc.

Hale 'Opio Kauai, Inc.

Hawaii Children's Action Network

Hawaii Health & Harm

Reduction Center

Ho'ola Na Pua

Kahi Mohala

Kokua Kalihi Valley

Kokua Ohana Aloha (KOA)

Maui Youth and Family Services

Na Pu'uwai Molokai Native

Hawaiian Health Care Systems

P.A.R.E.N.T.S., Inc.

Parents and Children Together (PACT)

PHOCUSED

PFLAG – Kona Big Island

Planned Parenthood of the

Great Northwest and

Hawaiian Islands

Residential Youth Services

& Empowerment (RYSE)

Salvation Army Family

Intervention Services

Sex Abuse Treatment Center

Susannah Wesley Community

Center

The Catalyst Group

March 9, 2021

To: Representative Justin Woodson, Chair  
And members of the Committee on Education

Representative David Tarnas, Chair  
And members of the Committee on Water and Land

## **Testimony in Support of SB 220 SD 1 Related to Service Learning**

Hawaii Youth Services Network, a statewide coalition of youth-serving organizations, supports SB220 SD 1 Related to Service Learning.

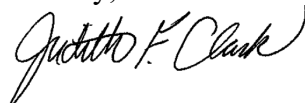
Through youth engagement, communities can do a better job of creating the services, opportunities, and supports that young people need to develop in healthy ways.

“Youth civic engagement leads to reduced risky behavior, increased success in school and leads to greater civic participation later in life. . . . Civic engagement provides young people with opportunities to gain work experience, acquire new skills, and to learn responsibility and accountability—all while contributing to the good of their communities.”  
{Center for the Study of Social Policy. Results-based Public Policy Strategies for Promoting Youth Civic Engagement.

<https://www.cssp.org/policy/papers/Promoting-Youth-Civic-Engagement.pdf>

Thank you for this opportunity to testify.

Sincerely,



Judith F. Clark, MPH  
Executive Director

**SB-220-SD-1**

Submitted on: 3/9/2021 1:25:58 PM

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

Submitted By	Organization	Testifier Position	Present at Hearing
Caroline Kunitake	Individual	Support	No

Comments:

Dear Chair Woodson, Vice Chair Kapela, Committee on Education, Chair Tarnas, Vice Chair Branco, and Committee on Water & Land,

Please support S220 SD1,

Prior to 2020, Hawaii had one of the lowest voter registration rates in the Nation (only better than Wyoming), according to Election Administration and Voting Survey 2018 Comprehensive Report to the 116th Congress at page 48. See [https://www.eac.gov/sites/default/files/eac\\_assets/1/6/2018\\_EAVS\\_Report.pdf](https://www.eac.gov/sites/default/files/eac_assets/1/6/2018_EAVS_Report.pdf).

Prior to 2020, Hawaii also had one of the lowest voter turnout rates in the Nation, according to the U.S. Elections Project – second only to . See <http://www.electproject.org/2018g>. Studies have shown that voting is a habit, which develop through repetition, and can become strongly ingrained if developed early. See <https://thehill.com/opinion/campaign/456934-how-voting-becomes-a-habit>. Hopefully, having young people learn the value of civics, a representative government, and democracy will encourage young people to register to voter and actually vote in the primaries and general elections, leading to a more vibrant and robust representative democracy and civil society.

We need to teach our children how to be good citizens to ensure that all of us can live in a non-violent and fair democracy.

Financial literacy classes need to be taught in our public education system. These practical life skills are necessary for survival in today's world of consumerism and debt.

Community service is another way that students can positively impact and shape our society.

We support SB 220 SD1, and we respectfully urge the Committee members to pass SB 220 SD1 out of your Committees,

Mahalo,

Caroline Kunitake



Representative Justin H. Woodson, Chair  
Representative Jeanne Kapela, Vice Chair  
House Committee on Education

Support for SB220 SD1, relating to service-learning

Date of hearing: Thursday, 3/11/2021 2:00 P.M.

My name is Kristine Samonte and I am an undergraduate at the University of Hawaii at Manoa's Social Work Program. I testify as an independent citizen. I am testifying in support of the SB220 SD1, relating to service-learning, which would require public schools to implement a service-learning curriculum.

Implementing a service-learning curriculum within the school system would give students the opportunity to get involved within their own communities. They would engage in community service volunteering activities, where they would be able to practice what they have been learning within the classroom and applying it to real-life scenarios. Having students get involved in their communities would promote positive outcomes such as discovering their own values, understanding civic responsibility, and development of character, which are all crucial during these years in one's adolescence. In addition, transitioning to a service-learning curriculum would improve schools' relationships within their communities, such as through the enhancement of resources and funding.

I had the opportunity of attending a school that required service-based activities within their classes. I knew that this would provide the opportunity to practice my skills and apply them to situations outside of my comfort zone. Because of engaging in these opportunities, I can say that they have improved my sense of confidence when working with those within my community while also building on my own skill sets for my future. I have also seen many of my peers get involved through a service-based curriculum, which have redirected their idea of school down a path that understands the value of educating oneself through their own experience. It has not only opened the doors for self-development, but as well as different passions and career paths that one may not have been aware of if it was not for service-based learning.

Passing this bill will be beneficial in one's educational endeavors. They will get hands-on experience and will be able to practice the skills that they are learning within the classroom, while also getting the chance to discover what they enjoy. I am in full support of passing SB220 SD1. Thank you for this opportunity to testify.

Kristine Samonte  
The University of Hawaii at Manoa  
ksamonte@hawaii.edu

Date: March 10, 2021

To: The Honorable Justin H. Woodson, Chair  
The Honorable Jeanne Kapela, Vice Chair  
Members of the Committee on Education

The Honorable Sylvia Luke, Chair  
The Honorable Ty J.K. Cullen, Vice Chair  
Members of the Committee on Finance

From: From

Re: Strong Support for SB1147, Relating to Tobacco Products

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Aloha committee members, my name is Jayden Fonseca, and I am a student at the Thompson School of Social Work and Public Health. Thank you for the opportunity to submit testimony in SUPPORT of SB 220, which requires public schools to implement a service-learning curriculum.

The act lists many positive qualities when implementing such programs that are extremely beneficial for school learning. It gives a reasonable time frame for the programs to be placed in school and also strives for the approval of the school board. This means the programs will be the best of quality and appropriate for the grade levels in many subjects enacted. With the pandemic and the possibility of getting back with schools operating at max, students would need the hours necessary to truly engage with the Hawaii environment. The local level for students is so important to understand and someone like my youngest brother, who is 6 years old, could definitely be in a program like this in the future.

Service-learning gives a more detailed hands-on approach to a subject. I believe learning things hands on can allow the students to understand the material easily and to easily apply it to real life situations. Students have been going through the negative effects of the pandemic with distractions during online class meetings and not letting students fully understand the subjects. Students of different grade levels means the materials are appropriate for the grade levels. The service-learning curriculum will be beneficial for the years to come when being involved in community service. Through and through, I am in SUPPORT of SB 220 for the positives.

Mahalo,

Jayden Fonseca