



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

Date: 03/18/2019

Time: 02:00 PM

Location: 309

Committee: House Lower & Higher
Education

Department: Education

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

Title of Resolution: HCR 038 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.

**Purpose of
Resolution:**

Department's Position:

The Department of Education (Department) supports the intent of HCR 38 as it aligns with our vision to ensure all of Hawaii's children are provided with opportunities that foster good health, safety, education, school readiness, and success. The Department respectfully provides comments for the Committee's consideration.

A community schools strategy promotes stakeholder engagement guided by inclusiveness, sustained consultation, and results-focused partnerships. This strategy is a value add to the Department's school design strategy which prioritizes a flexible and adaptive approach, empowering each school to make decisions about how it provides integrated student supports, expanded and enriched learning time and opportunities, and how it promotes active family engagement and collaborative leadership.

The Department's Community Engagement Branch (CEB) is a strong proponent of the community schools strategy. Currently, CEB coordinates a portfolio of programs and initiatives such as Corporate & Community Partnerships, Community Children's Councils, School Community Councils, A+ Program, the R.E.A.C.H. Initiative, and 21st Century Community Learning Centers. These programs and initiatives provide schools with pathways and opportunities to address the unique needs and culture of their school community.

Thank you for allowing the Department to provide testimony on this measure.

The Hawaii State Department of Education seeks to advance the goals of the Strategic Plan which is focused on student success, staff success, and successful systems of support. 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.



Corey Rosenlee
President
Osa Tui Jr.
Vice President
Logan Okita
Secretary-Treasurer
Wilbert Holck
Executive Director

TESTIMONY BEFORE THE HOUSE COMMITTEE ON
LOWER & HIGHER EDUCATION

RE: HCR 38/HR 40 – 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

MONDAY, MARCH 18, 2019

COREY ROSENLEE, PRESIDENT
HAWAII STATE TEACHERS ASSOCIATION

Chair Woodson, and Members of the Committee:

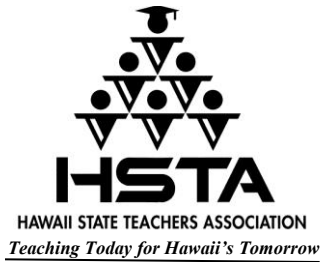
The Hawaii State Teachers Association **supports** HCR 38/HR 40, urging the Board of Education and Department of Education to support and implement community schools as a strategy for increasing access to high-quality education.

Research indicates that more than half of the factors that influence student achievement occur outside of the classroom. Children are more likely to succeed in school when their comprehensive needs are met.

These are just a few examples of demonstrated results from states that have implemented the Community School model:

In Oklahoma, the Tulsa Area Community Schools Initiative (TACSI) operates 18 community schools. Researchers compared the 18 TACSI schools to 18 non-TACSI schools and found that students in TACSI schools that had deeply embedded the community school model scored significantly higher than comparable students in non-TACSI schools on mathematics achievement tests. These schools also had higher ratings of instructional leadership and effective supervisory practices, a stronger culture of faculty trust, and higher levels of student trust of teachers, school identification among students, parent trust in school, and school outreach.

In Multnomah County, Oregon, Schools Uniting Neighborhoods (SUN), seventy-five percent of SUN students have increased state benchmark scores in Reading and 77% in Math. Average daily attendance is at 94%. Eighty-eight percent of students improved in at least one interim academic or youth asset measure.



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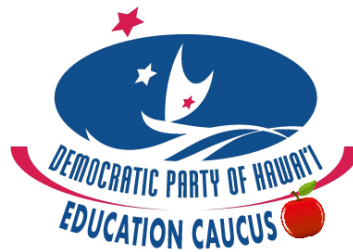
Wilbert Holck
Executive Director

All Cincinnati, Ohio public schools are using some level of the community school strategy. It is the first urban district in the State to receive an “effective” rating. Oylar Elementary School, where 92% of the students receive free or reduced lunch, once threatened with closure, has achieved more than its expected level of growth for more than 2 consecutive years, with its performance index improving by 6% in the last 2 years alone. Overall enrollment in CPS has been declining and has reversed with almost 6,000 more students than projected.

In Tukwila, Washington, Community Schools Collaboration’s on-time graduation rate has increased annually since 2001 and the rate of absentee and drop-outs for middle and high school students also has dropped.

The Netter Center for Community Partnerships at the University of Pennsylvania (Philadelphia) reported that CCP partner schools University City High School and Ecotech had average daily attendance rates of 79% and 87% respectively compared to the citywide high school average daily attendance of 65%.

The Hawaii State Teachers Association asks that your committee to **support** HCR 38/HR 40 to support the implementation of using the strategy of creating community schools in our state as a strategy to increase support for our students.



HOUSE CONCURRENT RESOLUTION 38/HOUSE RESOLUTION 40, 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

MARCH 18, 2019 · HOUSE LOWER AND HIGHER
EDUCATION COMMITTEE · CHAIR REP. JUSTIN H.
WOODSON

POSITION: Support.

RATIONALE: The Democratic Party of Hawai'i Education Caucus supports HCR 38/HR 40, 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.

Legislators should invest in education programs that deliver wraparound care for students and deal with educational “inputs” that impact student success, like poverty and access to healthcare. An example of such a program is the community schools model of education, which as noted in Hawai'i's Consolidated State Plan under the Every Student Succeeds Act, is a research-based strategy for school improvement that emphasizes high-quality teaching, culturally relevant curricula, wraparound student supports, positive disciplinary practices and restorative justice, parent and community engagement, and inclusive school leadership.

In prioritizing student wellness, community schools have been shown to increase learning growth and graduation rates, while decreasing behavioral referrals and chronic absenteeism. In New York

City, for example, community schools that highlight mental health counseling and consistent family outreach have seen chronic absenteeism rates fall by 7.8 percent as of 2017, with graduation rates rising 4.8 percent. Engaged learners are more like to acquire the skills necessary to become active citizens and productive members of the workforce. Additionally, since even the most affluent and well-adjusted children face challenges in their maturation processes, guaranteeing that schools have the resources to respond to childhood pressures and trauma with compassion and sensitivity may make the difference between sending a student to college or losing them to social threats, like addiction or our state's prolific sex trade.

To use the case study of sexual wellness, community schools can partner with service providers to run modern sexual health programs that model positive relationships and tackle tough issues, like sexual consent. These programs don't just prevent young women from becoming victims of gender violence. They also teach young men about healthy forms of masculinity that aren't predicated on dominance and physical aggression, ultimately cutting down on acts of aggression in school settings and Hawai'i's violent crime rates.

Launching community schools will require additional money. Yet, their capacity to address a wide range of student needs and help remedy longstanding social problems make their execution an achievement for which education leaders should strive high.

Hawai'i Afterschool Alliance
841 Bishop Street, Suite 301 · Honolulu, HI 96813



March 18, 2019

Committee on Lower & Higher Education
Rep. Justin H. Woodson, Chair
Rep. Mark J. Hashem, Vice Chair
Rep. Amy A. Perruso, Vice Chair
Conference Room 309



Re: Support of HCR 38/HR 40: 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.

Dear Chair Woodson and Vice Chairs Hashem and Perusso:

The Hawai'i Afterschool Alliance strongly supports HCR 38/HR 40, which urge the board of education and the department of education to support and implement community schools.

"Community schools are child-center strategies to promote students' educational success through coordinated, integrated efforts by schools, families and communities, working together" (Quinn, J. 2011). Community schools bring resources together in order to meet students' academic, health, family or emotional needs and to help free teachers to teach. The community school model in the United States started in the late 1800s with the idea of schools as social centers. In the 1930s and then again in the 1960s there was a big investment from private foundations in the community school model. Nowadays more than 5,000 schools in the United States have been transformed into community schools. In the state of Hawai'i some complex areas are exploring with the idea of community schools.

In 2016 the Hawai'i Department of Education established the Community Engagement Office (the Community Engagement Branch) as a strategy to organize resources of the community around student success. The Hawai'i Afterschool Alliance would like to work closely with the Board of Education and the Department of Education to cultivate community schools as an approach to "reconceive education as a coordinated, child-center effort in which schools, families and communities work together to support student's education success, build strong families and improve communities" (Building Community Schools: A Guide for Action. The Children's Aid Society. National Center for Community Schools.)

The community school model aligns with the Hawai'i Department of Education's Strategic Plan where its' third goal is Successful Systems of Support: the system and culture of public education work to effectively organize financial, human, and community resources in support of student success.

Community schools can help achieve the targets in all Hawai'i Department of Education Student Success Indicators focusing on Chronic Absenteeism, School Climate, Achievement Gap and Family Engagement.

Thank you for the opportunity to testify.

Sincerely,

Paula Adams, Executive Director
Hawai'i Afterschool Alliance
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