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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:

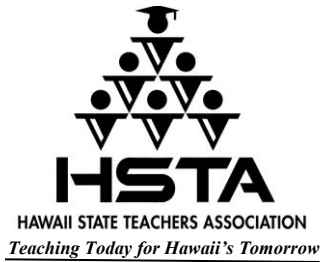
The Hawaii State Teachers Association **supports** HCR 38/HR 40, urging the Board of Education and Department of Education to support and implement community schools as a strategy for increasing access to high-quality education.

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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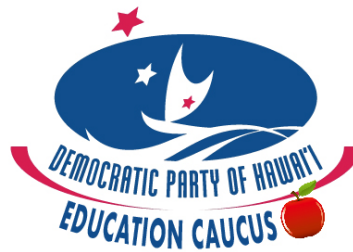
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All Cincinnati, Ohio public schools are using some level of the community school strategy. It is the first urban district in the State to receive an “effective” rating. Oylar Elementary School, where 92% of the students receive free or reduced lunch, 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 likely 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.