



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

Date: 02/10/2021

Time: 10:10 AM

Location: 211

Committee: Senate Ways and Means

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:

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 mentions service learning or community service.

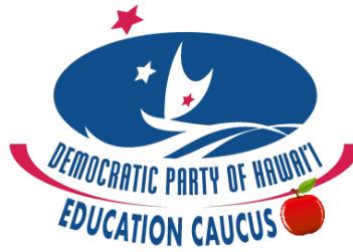
Beyond coursework, students have various opportunities to engage in service learning. Service learning is often embedded in project-based learning; student council school-wide community projects in elementary, middle and high schools led by students; school-based community service projects; extracurricular 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 the addition of 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.



SENATE BILL 220, SD 1, RELATING TO SERVICE-LEARNING

FEBRUARY 10, 2020 · SENATE WAYS AND MEANS
COMMITTEE · CHAIR SEN. DONOVAN DELA CRUZ

POSITION: Support.

RATIONALE: The Democratic Party of Hawai'i Education Caucus supports SB 220, SD 1, relating to service-learning, which 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.

During the reckless reign of Trump, we witnessed cracks in the foundations of our democratic heritage. White nationalists were empowered by the former president and his administration to violently attack people of color. Civil rights were rolled back for racial, ethnic, gender, sexual, and religious minorities. Misinformation became a weapon in the war on liberty and justice, as Right-Wing extremists became so disconnected from reality that they purged their post-election anger by assaulting the seat of American governance: the United States Capitol.

We cannot allow this to happen again. While we often talk about ensuring that our schools prepare students for the 21st Century workforce, one of the foremost missions of education is developing students' sense of civic responsibility and engagement. Service-learning programs enable our keiki to apply classroom content to real-world problems in their communities, linking personal,

cognitive, and social development with efforts to create sustainable solutions for the long-term success of our society. In short, they evoke real-world change.

As the philosopher William James suggested, information is only valuable when it is used for action. Learning outcomes of students that are encouraged to follow their communal passions exceed those of students bound to standardization according to recent studies. When we promote service-learning opportunities in our schools, we allow teachers and students to realize the fundamental ideas of democracy that inspire citizens to become social entrepreneurs.

We are just beginning to undo the damage that the Trump administration wrought on our nation, including the residents of Hawai'i. Let's direct our school system to build a bulwark against the xenophobic regressivity that we must all work to overcome.

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SB-220-SD-1

Submitted on: 2/5/2021 5:58:52 PM

Testimony for WAM on 2/10/2021 10:10:00 AM

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

Comments:

Dear Ways and Means Committee,

Please support S220.

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.

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.

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

Mahalo,

Caroline Kunitake