

SUPPORT FOR COMMUNITY SCHOOLS

- WHEREAS, Two of Utah PTA’s purposes are to “promote the welfare of children and youth” and to “to raise the standards of home life”;¹ and,
- WHEREAS, A community school is both a place and a set of partnerships between the school and other community resources which focuses on academics, health and social services, youth and community development; it is open to students, families, and community members before, during, and after school throughout the year;² and, a community school has high standards and expectations for students, qualified teachers, and rigorous curriculum;³ and
- WHEREAS, Students that attend community schools have increased academic performance,⁴ higher graduation rates,⁵ improved behavior,⁶ and more parental involvement;⁷ and
- WHEREAS, Families of community school students show increased family stability,⁸ paths out of intergenerational poverty,⁹ communication with teachers,¹⁰ and a greater sense of responsibility for their children’s learning;¹¹ and
- WHEREAS, Principals and teachers have more time for quality instruction because the school’s community partners help address non-academic barriers to learning;¹² and
- WHEREAS, Community schools enjoy stronger parent-teacher relationships,¹³ increased teacher satisfaction,¹⁴ a more positive school environment,¹⁵ and greater community support;¹⁶ and
- WHEREAS, The community school model promotes more efficient use of school buildings and, as a result, cost savings;¹⁷ and
- WHEREAS, Neighborhoods with community schools enjoy increased security, heightened community pride, and better rapport among students and residents;¹⁸ now, therefore be it
- Resolved, That Utah PTA support implementation of community schools by the State Board of Education or local school boards; and be it further
- Resolved, That Utah PTA and its constituent organizations encourage and work in conjunction with state resources and community partners to support the implementation and staffing of community schools; and be it further
- Resolved, That Utah PTA urge state legislators to facilitate implementation of community schools to provide services for the whole child and the families in each school community.

Documentation:

¹Utah PTA. (2015). PTA Purposes. Retrieved from <http://www.utahpta.org/purposes>

²Coalition for Community Schools. (2015). What is a Community School? Retrieved from http://www.communityschools.org/aboutschools/what_is_a_community_school.aspx

³Harkavy, Ira and Martin Blank. (2002). Community Schools. *Education Week, Vol. 21, Issue 31, 38,52*. Retrieved from <http://www.edweek.org/ew/articles/2002/04/17/31harkavy.h21.html?qs=A+Vision+of+Learning+That+Goes+Beyond+Testing>

⁴Dobbie, Will and Roland G. Fryer, Jr. (2009). Are High Quality Schools Enough to Close the Achievement Gap? Evidence from a Social Experiment in Harlem. *The National Bureau of Economic Research, No. 15473, 28*. Retrieved from <http://www.nber.org/papers/w15473>

⁵Axelroth, R. (2009). The Community Schools Approach: Raising Graduation and College Going Rates. *Community High School Case Studies, 8*.

⁶Hall, Greg. (2010). Community Schools – Results That Turn Around Failing Schools Test Scores, Attendance, Graduation and College-Going Rates. *Coalition for Community Schools, 2*.

- ⁷Ferguson, Chris. (2005). *Beyond the Building: A Facilitation Guide for School, Family, and Community Connections*, 54.
- ⁸Blank, Martin, Melaville, A and Shah, B. (2003). Making the Difference: Research and practice in community schools, 41, 84. Retrieved from <http://www.communityschools.org/assets/1/Page/CCSFullReport.pdf>.
- ⁹Utah Intergenerational Welfare Reform Commission Annual Report. (2014). *Utah's Third Annual Report on Intergenerational Poverty, Welfare Dependency and the Use of Public Assistance*, 40.
- ¹⁰Blank, Martin, Melaville, A and Shah, B. (2003). Making the Difference: Research and practice in community schools, 33. Retrieved from <http://www.communityschools.org/assets/1/Page/CCSFullReport.pdf>.
- ¹¹Osterhaus, Loras. (2013). Effective Strategies for Engaging Parents: Real-Life Experiences that Make a Difference. *Expanding Minds and Opportunities: Leveraging the Power of Afterschool and Summer Learning for Student Success*. T. Peterson (Ed.). Washington DC, Expanded Learning & Afterschool Project, 2.
- ¹²Center for Mental Health in Schools. (2008 revision). Enhancing classroom approaches for addressing barriers to learning: Classroom-focused enabling, 121.
- ¹³Epstein, Joyce I et al. (1997). *School, Family, and Community Partnerships*. Thousand Oaks, CA: Corwin Press, 23.
- ¹⁴Tschannen-Moran, M. and Hoy, A. W. (2007). The differential antecedents of self-efficacy beliefs of novice and experienced teachers. *Teaching and Teacher Education*, 23(6), 946.
- ¹⁵Lubell, E. (2011). *Building Community Schools: A Guide for Action*. New York: The Children's Aid Society, 29.
- ¹⁶Lubell, E. (2011). *Building Community Schools: A Guide for Action*. New York: The Children's Aid Society, 56.
- ¹⁷DeNike, M. and Ohlson, B. (2013). Elev8: Oakland Community School Costs and Benefits: Making Dollars and Cents of the Research. *Bright Research Group Policy Brief, Issue 1*, 7.
- ¹⁸Blank, Martin, Melaville, A and Shah, B. (2003). Making the Difference: Research and practice in community schools, 44. Retrieved from <http://www.communityschools.org/assets/1/Page/CCSFullReport.pdf>.