

Effective Practices Brief

What's Working: A focus on poverty and education

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April 2006

This brief has been written from 14 articles and two booklets. One of the booklets and three of the articles are reviewing cumulative research on the effects of small schools on student outcomes. These include a three year study (Trybus, Li, 1998), a 10-year longitudinal study (Kemple, 2001), and two literature reviews (Cotton 1996, 2001) that examined the findings of over 150 publications.

Overview

Conventional wisdom holds that education is a way to exit the culture of poverty. Unfortunately, for most families of poverty, numerous obstacles and challenges affect their ability to act on education as a top priority. This practice brief examines:

- Poverty in Hawai`i
- Maslow's Hierarchy of Needs as a way to illustrate obstacles to learning readiness
- The role of relationships in creating successful learning experiences
- Effective practice for education of students in poverty

Poverty Among Hawai`i's Children

According to the Hawai`i Educational Policy Center, Hawai`i has the 10th largest school district in the United States. Hawai`i elementary schools have an average enrollment of 576 students compared to 466 students nationally. Additionally, middle schools have 836 students compared to 595 students nationally, and high schools show an average of 1,468 students compared to the national average of 752 students (Hawai`i Educational Policy Center, 2003).

Several schools in the state have developed academies, one shining example is Waianae High School, with over 1900 students enrolled. The Waianae Arts and Communication Academy includes Searider Productions a multimedia program producing public service announcements, commercials, news shows, a monthly news paper and yearbook. This program has won local and national awards. Waianae High School also offers a Natural Resources Academy featur-

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