

LINDA LINGLE
Governor



SANDRA LEE KUNIMOTO
Chairperson, Board of Agriculture

DUANE K. OKAMOTO
Deputy to the Chairperson

State of Hawaii
DEPARTMENT OF AGRICULTURE
1428 South King Street
Honolulu, Hawaii 96814-2512
Phone: (808) 973-9600 Fax: (808) 973-9613

TESTIMONY OF SANDRA LEE KUNIMOTO
CHAIRPERSON, BOARD OF AGRICULTURE

BEFORE THE SENATE COMMITTEES ON AGRICULTURE AND HAWAIIAN AFFAIRS
AND
EDUCATION
Friday, March 14, 2008
2:00 p.m.
Room 225

HOUSE BILL 935, H.D. 2
RELATING TO AGRICULTURE

Chairpersons Tokuda and Sakamoto and Members of the Committees:

House Bill 935, H.D. 2, appropriates funds to pay for the increased cost of, and to attract federal funding for, statewide technical assistance provided to the aquaculture industry through the University of Hawaii Sea Grant Extension Service. The department supports this bill. However, we have concerns about the possible adverse budgetary impact that this bill may have on the Executive Supplemental Budget request and defer to the Department of Budget and Finance as to the possible fiscal implication of this bill.

In the past five years, the local aquaculture industry has rapidly increased, however costs for materials, supplies and salaries have also increased, eroding the funds remaining for this program. Currently, University of Hawaii Extension Agents must seek outside research contracts to make up salary shortfalls, thus taking time away from their primary responsibility of providing direct assistance to farmers. These requested funds are needed to match and draw down Federal funds for extension services.

Thank you for the opportunity to testify.



**Hawaii
Aquaculture
Association**

To:

THE SENATE
THE TWENTY-FOURTH LEGISLATURE
REGULAR SESSION OF 2008

COMMITTEE ON AGRICULTURE & HAWAIIAN AFFAIRS

Sen. Jill N. Tokuda, Chair
Sen. J. Kalani English, Vice Chair

COMMITTEE ON EDUCATION

Sen. Norman Sakamoto, Chair
Sen. Jill N. Tokuda, Vice Chair

HEARING

DATE: Friday, March 14, 2008
TIME: 2:00 PM
PLACE: Conference Room 225, State Capitol
415 South Beretania Street

From: Ron Weidenbach, President, Hawaii Aquaculture Association
Phone: 429-3147, Email: hawaiiifish@gmail.com

Re: **HB 935, HD2, Relating to Agriculture**

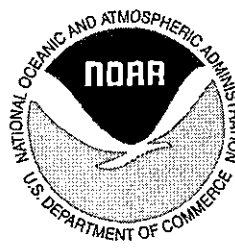
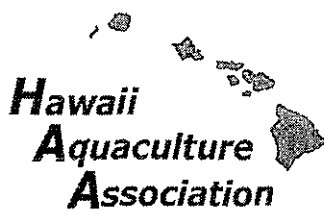
Chairs Tokuda and Sakamoto, Vice Chairs English and Tokuda, and Committee Members:

The Hawaii Aquaculture Association (HAA) strongly supports **House Bill No. 935, HD2**, which appropriates funds to pay for the increased costs of, and to attract federal funding for, statewide technical assistance provided to the aquaculture industry through the University of Hawaii Sea Grant Extension Service (UH/SGES).

Aquaculture is one the fastest growing segments of diversified agriculture in the State totaling \$21.3M in wholesale product value in 2006. Critical to this continued growth and diversification of aquaculture has been statewide technical assistance provided by the UH/SGES, with highly qualified aquaculture agents based out of UH-Manoa, Windward Community College, UH-Hilo, and Maui Community College. Funding for the program is through matching funds from the U.S. Department of Commerce and the HDOA/Aquaculture Development Program. However, over the years, the costs of materials, supplies and salaries have increased, eroding the buying power of the funds available. Currently, Extension Agents must seek outside research contracts to make up salary and operating expense shortfalls, thus taking time away from their primary responsibility of helping farmers on the farm. The negotiated UH salary increases for FY07-08 and FY08-09 have further reduced payroll funds, put a critical strain on the program, and operating funds for local and inter-island travel have been largely non-existent furthering limiting the ability of the extension agents to assist farmers.

With the suspension of State aquaculture research funding more than a decade ago, Sea Grant's aquaculture extension agents have used their extensive networks of professional colleagues from around the world to help keep Hawaii's aquaculture farmers informed of technical advances developed by local researchers with Federal funds and by researchers in other countries so as to try and keep Hawaii's producers competitive in the face of world competition. This collaborative networking effort is typified by the upcoming Hatchery Technologies Workshop to be held March 20, 2008 at the UH Hawaii Institute of Marine Biology featuring both local experts and two guest researchers from Nagasaki University, Japan. Without a strong and dedicated Sea Grant aquaculture extension staff and program, such important workshops would not be possible.

The HAA therefore strongly requests the passage of HB 935, HD2, which will provide the additional funding (\$100K) needed to return HDOA/ADP's aquaculture extension support back the original 1:1 State:Federal dollar match needed to continue an effective program. Thank you for the opportunity to testify.



WORKSHOP ANNOUNCEMENT

WHEN: THURSDAY, MARCH 20, 2008 09:30 – 13:30

WHERE: HAWAII INSTITUTE OF MARINE BIOLOGY

WHY: Hatchery operations are of primary importance in the production of any aquacultured product and are one of the limiting factors in the development of any new potential species. An opportunity presented itself under the auspices of a National Oceanic Atmospheric Administration (NOAA) supported project in the development of hatchery technologies for the opakapaka to support the beginnings of a collaborative partnership with the University of Nagasaki, Graduate School of Fisheries. Two visiting scientists from Japan, that represent considerable expertise in live feeds production, fish larval behavior, and hatchery operations will be augmented with expertise available in Hawaii to provide an opportunity to learn more about the challenges and opportunities of developing and/or streamlining hatchery technologies for marine finfish.

SPONSORS: The workshop is being brought to you through a collaborative partnership with several institutions: Hawaii Aquaculture Association, UH Sea Grant College Program, HDOA Aquaculture Development Program and NOAA.

AGENDA:

0900 - 0930 Refreshments at HIMB
0930 - 0945 Welcome Dr. Clyde Tamaru
0945 - 1015 Dr. Petra Lenz
1015 - 1045 Dr. Charles Laidley
1045 - 1100 Coffee Break
1100 - 1130 Dr. Clyde Tamaru
1130 - 1200 Dr. Yoshitaka Sakakura
1200 - 1230 Dr. Atsushi Hagiwara
1230 - 1330 Lunch
1330 Honukai Departs HIMB

PRESENTATIONS:

"Live food production: comparisons between *Bestiolina similis* and *Parvocalanus crassirostris* - Dr. Petra Lenz.

Dr. Lenz is an associate researcher at the University of Hawaii's Pacific Biomedical Research Center, Bekesy Laboratory of Neurobiology and carries out investigations in various areas of copepod biology such as with their mechanosensory mechanisms, their escape behavior, bioluminescence just to name a few. Her work helps explain the extraordinary success of the copepod group in penetrating so many ecological niches in the aquatic environment. Dr. Lenz received her doctorate from the University of California at Santa Barbara.

"Copepod-based hatchery technology development for marine fish." Dr. Charles Laidley.

Dr. Laidley currently manages Finfish Research at the Oceanic Institute in Hawai'i, working on the aquaculture development of a range of marine ornamental and marine food fish species. He has worked with a broad range of temperate and tropical fish species, from both the freshwater and marine environments. Selected research activities: Examination of contaminant effects on fish growth and reproduction, interactions between stress and disease, the physiology of reproductive development and spawning in cultured fishes, live feeds development, larviculture, onshore and offshore growout systems, and aquaculture systems technology. Dr. Laidley received his doctorate from the University of Texas, Department of Zoology and Marine Sciences.

“Hatchery production of the opakapaka: past present and future” – Dr. Clyde Tamaru

Dr. Tamaru is an aquaculture specialist with the UH Sea Grant College Program and since July 2007 is the principal investigator of the NOAA supported project focused on the development of hatchery technologies for the opakapaka. In addition to conducting research he is responsible for the technology transfer of developed aquaculture technologies to appropriate end users statewide. Dr. Tamaru received his doctorate from the University of Tokyo, Faculty of Agriculture.

“Flow Field Control for Grouper Larviculture” - Dr. Yoshitaka Sakakura

Dr. Yoshitaka is an associate professor at Nagasaki University, Faculty of Fisheries where his current research interests are in studies of the ontogeny of aggressive behavior in fishes, behavioral studies on the improvement of fish quality for stock enhancement and on the biology on the mangrove killifish, the only known self-fertilizing vertebrate. Dr. Sakakura got his doctorate from the University of Tokyo, Faculty of Agriculture.

“Recent progress of live food research in Japan” - Dr. Atsushi Hagiwara

Dr. Hagiwara is currently a professor at the Graduate School of Science & Technology, Nagasaki University. Dr. Hagiwara spent some time as a research associate at the Oceanic Institute between 1986 – 1988. His research interests are in the physiology and ecology of the euryhaline rotifer *Brachionus* as well as the food environment for marine fish larvae in the rearing condition. Dr. Hagiwara received his doctorate from the University of Tokyo, Faculty of Agriculture.

Parking: Please note that the parking lot at HIMB is under construction and closed to the public. All participants will need to park on the second floor of the parking structure on Mauka Side of the Windward Shopping Mall (see figure 1).

Workshop participants are encouraged to arrive at the parking lot early so that they may be shuttled to Lilipuna Pier. The shuttle can only take 6 passengers at a time.

Getting ON and OFF the Coconut Island: The Honukai will be waiting at Lilipuna Pier to take the majority of the workshop participants to Coconut Island at 0900. Allow yourself enough time to park your car at the shopping mall and for the shuttle ride to Lilipuna Pier. The Honukai will also be leaving Coconut Island at approximately 1330. There is a shuttle boat that runs continuously if you miss the Honukai or if you need to leave the island while the conference is going on. Please note that a shuttle van will take the participants to and from HIMB to the shopping mall.

RSVP: Because of limiting seating there is going to be a maximum of 40 participants. To make reservations contact Dr. Clyde Tamaru at ctamaru@hawaii.edu.

CHARGES: A 20\$ fee is being charged for each workshop participant to cover the costs of the refreshments Honukai rental and a bento lunch that is to be provided.



HB 935 HD2: RELATING TO A TECHNOLOGY MASTER PLAN

DATE: March 14, 2008
2:00 pm., Conference Room 225

TO: COMMITTEE ON AGRICULTURE & HAWAIIAN AFFAIRS
Sen. Jill N. Tokuda, Chair
Sen. J. Kalani English, Vice Chair

COMMITTEE ON EDUCATION
Sen. Norman Sakamoto, Chair
Sen. Jill N. Tokuda, Vice Chair

FROM: Lisa H. Gibson
President
Hawaii Science & Technology Council

RE: Testimony In Support of the Purpose and Intent of HB935 HD2

Aloha Chair, Vice Chair, and Members of the Committee:

The Hawaii Science & Technology Council supports the purpose and intent **House Bill No. 935, HD2**, which appropriates funds to pay for the increased costs of, and to attract federal funding for, statewide technical assistance provided to the aquaculture industry through the University of Hawaii Sea Grant Extension Service (UH/SGES) and asks for your favorable consideration of this bill.

The Hawaii Science & Technology Council is a private tax-exempt 501(c)6 industry association with a 28-member board. The council serves Hawaii companies engaged in ocean sciences, agricultural biotechnology, astronomy, defense aerospace, biotech/life sciences, information & communication technology, energy, environmental technologies, and creative media.

Thank you for the opportunity to testify on this important bill.

Lisa H. Gibson
President



UNIVERSITY OF HAWAII SYSTEM

Legislative Testimony

Testimony Presented Before the
Senate Committee on Agriculture and Hawaiian Affairs
Senate Committee on Education
March 14, 2008, at 2:00 p.m.

by
Virginia S. Hinshaw, Chancellor
Presented by
Andrew G. Hashimoto, Dean
College of Tropical Agriculture and Human Resources
University of Hawaii'i at Mānoa

HB 3309 HD1 RELATING TO THE UNIVERSITY OF HAWAII

Chair Tokuda, Chair Sakamoto, and Members of the Committees:

The University of Hawaii'i supports House Bill 3309, HD1, which makes an appropriation to the College of Tropical Agriculture and Human Resources (CTAHR) to move the Agribusiness Incubator Program and Poamoho Research Station projects and personnel to a site in Kunia.

Today we have a unique opportunity to support diversified agriculture on O'ahu. A land owner is willing to contribute to the Hawaii Agriculture Research Center (HARC) approximately 119 acres of land adjacent to Kunia Road plus worker housing and office facilities. HARC, the Hawaii Farm Bureau Federation, the Agricultural Leadership Foundation of Hawaii, and the Landscape Industry Council of Hawaii are interested in co-locating their operations at this site to share business-related resources and develop synergies and economies of scale. CTAHR is also interested in locating some of its programs at this site, including the Agribusiness Incubator Program currently housed at the Mānoa campus, the Poamoho Research Station, and some extension services. Large and small agribusinesses have also expressed interest in establishing long-term leases and locating and expanding their businesses at this location.

In the heart of Central O'ahu's agricultural lands, we can create a remarkable synergy by bringing together large and small agricultural businesses, public and private non-profit research programs, organizations that advocate for the agricultural community, and a business incubator dedicated to helping agribusiness ventures of all sizes establish and expand. Creating this agricultural business complex will facilitate close, sustained collaboration between researchers and outreach providers and the stakeholders they serve. Being closer and more accessible to our clients will promote greater interaction and more effective service, and developing demonstration plantings that are easy for our clients to visit will expand opportunities for hands-on training.

Locating the Agribusiness Incubator Program at this agricultural business complex will make it easier for start-ups and established businesses to benefit from consulting and product development services they might not otherwise be able to access. The National Business Incubator Association reports that 87 percent of enterprises developed in an incubator environment survive their first five years, compared with only 25 percent of those developed without the benefits of incubation.

The current site of the Poamoho Research Station is less suitable than the proposed new site for agricultural research activities. The disadvantages of the current site include vulnerability to fire and agricultural theft, each of which can destroy years of research in a few minutes. Much of the station's acreage was burned by brushfires in fall 2007, and the highway that bisects the station makes it easier for thieves to gain access. Irrigation costs at the current site are also high.

CTAHR researchers and extension faculty, their colleagues at HARC, and their cooperators in industry all stand to gain from co-locating. The resulting agricultural advances and the development of new entrepreneurial businesses will also help our economy and environment. As our state's most populous island, O'ahu faces considerable demographic pressure to build housing on usable, undeveloped land. High land values coupled with the decline of the sugarcane and pineapple industries have put many thousands of acres of O'ahu's important agricultural lands at risk. Keeping these lands in farming will encourage the continued growth of a diverse agriculture in Hawaii. By producing food near our state's largest market for agricultural products and minimizing the fuel needed to transport that food to consumers, Hawai'i agriculture—and O'ahu agriculture in particular—contributes to greater food security and sustainability. The development of bioenergy resources holds promise for decreasing our reliance on costly imported petroleum and lessening our greenhouse gas emissions. I believe that the scientific and commercial opportunities made possible by HB 3309, HD1 will benefit not only O'ahu but all of Hawai'i.

Thank you for the opportunity to testify.



STATE OF HAWAII
AGRIBUSINESS DEVELOPMENT CORPORATION
235 S. Beretania Street, Room 205
Honolulu, HI 96813
Phone: (808) 586-0186 Fax: (808) 586-0189

TESTIMONY OF ALFREDO LEE
EXECUTIVE DIRECTOR
AGRIBUSINESS DEVELOPMENT CORPORATION

BEFORE THE SENATE COMMITTEES ON
AGRICULTURE AND HAWAIIAN AFFAIRS
AND
EDUCATION

Friday, March 14, 2008
2:00 p.m.
Room 225

HOUSE BILL 3309, H.D. 1
RELATING TO THE UNIVERSITY OF HAWAII

Chairpersons Tokuda and Sakamoto, and Members of the Committees:

The Agribusiness Development Corporation (ADC) supports this bill; however we have concerns about the possible budgetary impact this bill may have on the Executive Supplemental Budget request.

The ADC operates the Waiahole Water System nearby and is very familiar with the Kunia area. We recognize that this bill would allow the stakeholders affected by this bill to set up operations in proximity to each other, therefore creating mutual support and synergy.

Thank you for your consideration of our comments on this bill.

LINDA LINGLE
Governor



SANDRA LEE KUNIMOTO
Chairperson, Board of Agriculture

DUANE K. OKAMOTO
Deputy to the Chairperson

State of Hawaii
DEPARTMENT OF AGRICULTURE
1428 South King Street
Honolulu, Hawaii 96814-2512

WRITTEN TESTIMONY OF SANDRA LEE KUNIMOTO
CHAIRPERSON, BOARD OF AGRICULTURE

BEFORE THE SENATE COMMITTEES ON AGRICULTURE AND HAWAIIAN AFFAIRS
AND
EDUCATION
FRIDAY, MARCH 14, 2008
2:00 P.M.
ROOM 225

HOUSE BILL NO. 3309, H.D. 1
RELATING TO THE UNIVERSITY OF HAWAII

Chairpersons Tokuda and Sakamoto and Members of the Committees:

Thank you for the opportunity to testify on House Bill No. 3309, H.D. 1. The purpose of this bill is to make an appropriation to the college of tropical agriculture and human resources to move the agribusiness incubator and Poamoho station projects and personnel to a site in Kunia. The Hawaii Department of Agriculture supports this bill; however, we have concerns about the possible adverse budgetary impact that this bill may have on the Executive Supplemental Budget request.

The co-location of the agribusiness incubator, Poamoho station projects and personnel in close proximity to the Hawaii Farm Bureau Federation, Hawaii Agriculture Research Center, the Agricultural Leadership Foundation of Hawaii, the Landscape Industry Council of Hawaii, and established and start-up agriculture based businesses will bring together a critical mass of organizations dedicated to the protection and improvement of agriculture in Hawaii. We believe the synergy created at the site will result in new ideas that are developed and implemented at a faster rate and look forward to the beginning of combined operations at the Kunia site.



Food Company Hawaii

1116 Whitmore Avenue Wahiawa, Hawaii 96786

March 14, 2008

To: Honorable Jill N. Tokuda, Chair
Senate Committee on Agriculture and Hawaiian Affairs

Honorable Norman Sakamoto, Chair
Senate Committee on Education

From: Dan Nellis, Operations Manager
Dole Food Company Hawaii

**RE: HB 3309, HD1, RELATING TO THE UNIVERSITY OF HAWAII-SUPPORT
March 14, 2008, 2 PM, Hawai'i State Capitol, Conference Room 225**

Thank you for the opportunity to offer testimony in support HB 3309, HD1, Relating to the University of Hawaii.

The purpose of this bill is to establish an agriculture and business complex to co-locate Hawaii College of Tropical Agriculture and Human Resources (UH-CTAHR) operations into one area.

Although we have enjoyed having UH-CTAHR as a neighbor to Dole at their Poamoho facility, we support this move to consolidate its operations along with the Hawaii Agriculture Research Center, Hawaii Farm Bureau Federation, the Agricultural Leadership Foundations of Hawaii, and the Landscape Industry Council of Hawaii at the Kunia location. The move is expected to better support diversified agriculture on Oahu, which we support.

Dole is fortunate to enjoy continuous agricultural operations in Hawai'i for more than 100 years. At one point in our history, we were one of the largest sugar growers in the state. Today, Dole is one of this state's largest pineapple growers. We also farm coffee and cacao on our properties and lease much of our land to diversified agriculture farmers. We know the importance of supporting more diversified agriculture in this state.

For these reasons, we respectfully urge your passage of HB 3309, HD1. As always, we are grateful for the opportunity to share our views with you.



UNIVERSITY OF HAWAII SYSTEM

Legislative Testimony

WRITTEN TESTIMONY PRESENTED BEFORE THE SENATE COMMITTEE ON EDUCATION

March 14, 2008

by

Jenny S. Samaan

Interim Assistant Vice Chancellor for International Education

University of Hawai'i at Mānoa

HB 2045 - Relating to Establishing a Global Youth Center

Chair Sakamoto, Vice Chair Tokuda and Members of the Committee on Education, thank you for the opportunity to testify regarding the Global Youth Center in Hawai'i.

One of the University of Hawai'i's strategic goals is to "Become a Model Local, Regional, and Global University". In order to achieve this goal, it is critical that we provide opportunities for our students to engage in educational exchange by bringing to our campuses international students and scholars, infusing global perspectives into curriculum, and providing inter-cultural co-curricular activities. Additionally, UH establishes international university partnerships and education abroad programs for UH students so that they are able to experience other cultures, languages, and peoples firsthand. We firmly believe that developing global awareness and competencies to function effectively in a global environment must be a critical component of today's educational landscape.

The University therefore strongly supports the Hawai'i Global Youth Center's *broad* goal of generating an effective international framework in which youth from Hawai'i and from around the world can become actively engaged in discussing and influencing many of the global, trans-boundary challenges facing the world. It is critical to expand world views and grow global citizens who value diversity and are trained to effectively communicate across boundaries.

While the University endorses the overall concept of establishing a global youth center in Hawaii, it is unclear at this time exactly how the Center will be situated "within" or "under" the University of Hawai'i. We are concerned about the cost implications to the University that may be generated by this bill. We look forward however to exploring further, with the relevant parties, a workable administrative structure and obtaining appropriate funding, administrative, and support mechanisms that may be necessary to carry this concept forward.

If this bill passes in its present form, it is essential that it not replace or adversely impact UH's priorities as indicated in our BOR approved Supplementary Budget.

Mahalo.



EAST-WEST CENTER

Testimony

by

NAMJI STEINEMANN (Director, Asia Pacific Education Program, East-West Center)

to the **SENATE COMMITTEE on EDUCATION**

Senator Norman Sakamoto, Chair

and

Senator Jill N. Tokuda, Vice-Chair

DATE: March 14, 2008

TIME: 2:00pm

PLACE: Conference Room 225

State Capitol, 415 South Beretania Street

in Consideration of

HB2045

toward establishing a Global Youth Center in Hawai'i

TWENTY-FOURTH LEGISLATURE, 2008, STATE OF HAWAII

I appreciate the opportunity to offer testimony in support of HB2045, which calls for the establishment of a Global Youth Center (GYC) in Hawai'i. The GYC would provide educational programs and other opportunities for Hawai'i's youth to become actively engaged with the world and many of the major global issues that directly affect them and the rest of our communities. This is a vital interest for the State of Hawai'i, and I congratulate the authors of this proposed bill for their vision.

Because of its location in the cradle of the Pacific and its cultural, economic, political, and military links to the Asia Pacific region and other parts of the world, Hawai'i is well positioned to provide leadership in training its youth – our future leaders – to work toward constructing a better future. However, we now live in a knowledge-based, interconnected global economy in which technology helps bridge geographic distance to facilitate communication not to mention market transactions. This fast-changing new world requires a citizenry that is better attuned to the world and more knowledgeable about as well as adaptable to its changes. Therefore, to fully take advantage of the opportunities inherent in its own global linkages, Hawai'i needs to provide more opportunities, especially for its youth, to develop a strong base of global knowledge and skills necessary to succeed in today's global world. As such, the HB2045 outlines a task of vital importance to the State of Hawai'i.

East-West Center is a national organization established by the U.S. Congress in 1960 to promote understanding and relations between the United States and the nations of Asia and the Pacific. As part of this mission, the Center seeks to prepare Americans for an era of much greater global involvement with the Asia Pacific region and the larger world. We do this through a wide array of cooperative study, research, and public programs we offer, including the Asia Pacific Education Program (AsiaPacificEd).

AsiaPacificEd, established in 1987 as CTAPS (Consortium for Teaching Asia and the Pacific in the Schools), works to improve education and training of students in our K-12 schools by providing professional development programs aimed at improving teachers' knowledge and pedagogical skills concerning the Asia Pacific region. The program also partners directly with high schools on Oahu and neighbor islands to provide our youth with a forum as well as skills training aimed at developing strategies to address issues that affect our communities, such as building disaster-resiliency and sustainability. As such, the goal of HB2045 to establish the Global Youth Center in Hawai'i is directly relevant to the work of AsiaPacificEd, and I am personally prepared to support the programs and activities of the Global Youth Center.



THE UNITED NATIONS ASSOCIATION
Of the United States of America
— HAWAII DIVISION —
“UNITING THE WORLD WITH ALOHA”
“CELEBRATING 40 years in HAWAII”

TESTIMONY

By **JOANNE TACHIBANA**, *President*
UNITED NATIONS ASSOCIATION- (UNA)-USA HAWAII DIVISION
To the
COMMITTEE ON HIGHER EDUCATION
Chair, Senator Norman Sakamoto
Vice-Chair Jill N Tokuda

Date: March 14, 2008

Time: 2:00 P.M.

Place: Conference Room 225

In consideration of

HB#2045

Toward establishing a Global Youth Center in Hawai'i

The UNA-USA Hawaii Division is writing in support of the Hawaii Global Youth Center. The UNA Hawaii is part of the founding participants for this most important initiative.

The creation of the Global Youth Center is a unique opportunity for youth around the world to actively engage in the construction of a better future and making a difference beginning here in Hawaii. The Global Youth Center will be an important catalyst for the youth leaders to meet and work together to create peaceful and sustainable communities worldwide.

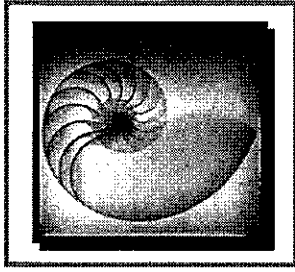
We are proud to have our first Global Youth Ambassadors – who all gained first hand experience as participants in the East West Center sponsored program in Cambodia.

Your support for HB #2045 is most appreciated.

info@unahawaii.org (808) 387-7271

MISSION STATEMENT: *The United Nations Association is a force for change. Through the work of its 175 community-based chapter members, its 145 affiliated national organizations and national staff, UNA is working to create a powerful national constituency for a more effective United Nations. It works to bring the United Nations to the community through educational forums, seminars and celebrations of significant UN events and more.*

VISIT www.unahawaii.org AND JOIN UNA TODAY!



West Hawai'i Explorations Academy

A Public Charter School

Located near the Natural Energy Laboratory-Hawaii, Keahole-Kona, Island of Hawaii

73-4460 Queen Ka'ahumanu Hwy #105, Kailua-Kona, HI 96740

Phone: (808)327-4751 Facsimile: (808)327-4750 Email: explorations@whea.net

Support of HB2045 (Global Youth Center Initiative)

March 11, 2008

Senate Committee on Education, 2008 Legislative Session
EDU public hearing at 2:00pm, March 14, 2008
Conference Room 225

Dear Chairman Sakamoto, Vice-Chair Tokuda, and Esteemed Committee Members:

The Global Youth Center Initiative represents exactly the kind of real-world educational opportunity that can help elevate Hawaii's next generation of young leaders well beyond the traditional educational model of AP classes, bubble sheet tests, textbooks and four-walled classrooms.

Imagine the benefits of a cohort of globally thinking young leaders.

Imagine the role they may play in bridging Hawaii with the rest of the world.

Quite simply, imagine how great an opportunity this represents to our children, grandchildren, nieces, nephews and beyond.

As you well know, our tourist- and military spending-based economy cannot continue without some essential change in direction. As the world continues to shrink, we look to your educational leadership to provide useful tools to the next generation of citizens. An initiative such as the Global Youth Center, brought forth and supported by the current generation of visionary thinkers like Don Peel and Stephanie McCandless Reford, is exactly the kind of partnership educators are seeking in order to prepare our youth to think beyond union scale and job security. In order to nurture the next generation of visionary thinkers, we need to provide transformational and inspirational experiences. Quite frankly, no such happenstance arises out of textbooks.

Efforts like the GYC are the clearest path to an enlightened future for our best and brightest.

Sincerely,

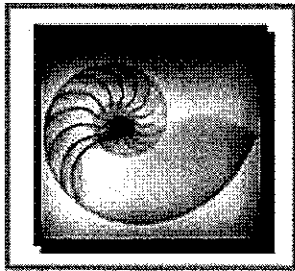
Curtis Muraoka, Co-Director
WHEAPCS

testimony

From: Curtis Muraoka [CurtisM@whea.net]
Sent: Wednesday, March 12, 2008 10:55 AM
To: testimony
Subject: HB2045 Testimony

Please submit to EDU
Public hearing at 2:00pm, March14, 2008
Conference Room 225

Two *Letters in Support* follow:



West Hawai'i Explorations Academy

A Public Charter School

Located near the Natural Energy Laboratory—Hawaii, Keahole-Kona, Island of Hawaii

73-4460 Queen Ka'ahumanu Hwy #105, Kailua-Kona, HI 96740

Phone: (808)327-4751 Facsimile: (808)327-4750 Email: explorations@whea.net

Student Letters of Support for the Global Youth Center Initiative (HB2045)

Letter of Support from **Stephanie Vancil (Grade 10)**
March 12, 2008

Senate Committee on Education, 2008 Legislative Session
Public hearing at 2:00pm, March14, 2008
Conference Room 225

Dear Chairman Sakamoto, Vice-Chair Tokuda, and Honorable Committee Members,

Dear Senate Committee on Education

My name is Stephanie Vancil. I am a 10th grade student at West Hawaii Explorations Academy. I am writing in support of the Global Youth Center. I think this is a great idea because it will allow youth like me to understand and learn about global issues through a real world experience. It will allow us to discuss and learn about world issues we have never seen first hand. Also, it will give kids from Hawaii the chance to see different cultures throughout the world. I think that this program will allow kids who want to make a difference in the world a chance to do so, which almost never happens the way schools are run now.

I also believe that other countries would benefit from this program, too. I think that their young people will benefit from learning about the United States, and how the United State really wants to help the world. Students from other countries would receive ideas from us on

how they can be involved in solving global issues and improving the situation in their own country.

As a whole I believe that everyone would benefit greatly from this program because both countries would learn about the cultures of other countries in a global setting. I think this program will help to unite nations under one goal: solving global issues. If nations don't work together the issues will never be solved.

Sincerely,
Stephanie Vancil, West Hawaii Explorations Academy

* * * * *

Letter of Support from **Ben Perreira (Grade 10)**
March 12, 2008

Senate Committee on Education, 2008 Legislative Session
Public hearing at 2:00pm, March 14, 2008
Conference Room 225

Dear Chairman Sakamoto, Vice-Chair Tokuda, and Honorable Committee Members,

My name is Ben Perreira; I am currently a sophomore attending West Hawaii Explorations Academy. I am writing in support of the Global Youth Center. This program would be a wonderful learning experience for both Hawaii students and the students from other countries. This program will engage students on global issues, and those who want to be involved could potentially make a difference through this program.

With this program both countries will benefit. The countries which will be visited will gain perspectives from kids from Hawaii. In addition, youths in the hosting country will learn about our ideas and views. This program will allow kids to interact with each other, learning about common issues, differing cultures and lifestyles, with both gaining knowledge and different perspectives on current global issues.

Students from Hawaii will also learn about the host countries' cultural views, and also issues affecting that country. This program will not only teach the kids about global issues but also gives the opportunity to experience it. We could then work together to take on issues with both knowledge and experience. With this program the kids may be able to help situations and issues in different countries.

Sincerely,
Ben Perreira, West Hawaii Explorations Academy

NOTE: Both students have expressed a strong interest in participating in their senior year.

--Curtis Muraoka, Co-Director, WHEAPCS

Testimony

Sue Berg

Ke Ea Hou

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Honolulu, HI 96817

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Education

SENATE COMMITTEE

DATE: March 11, 2008

TIME: 2:00

**PLACE: Conference Room 225
State Capitol, 415 South Beretania Street**

HB #2045

**TWENTY-FOURTH LEGISLATURE, 2008 STATE OF
HAWAII**

Thank you for the opportunity to provide testimony in support of HB 2045 for the Hawaii Global Youth Center.

My name is Sue Berg. I testify as Donor Advisor, Ke Ea Hou, a Donor Advised Fund, Hawaii Community Foundation.

The Hawaii Millennium Commission established Ke Ea Hou in 2000 during The State of Hawaii's Millennium Celebration. Ke Ea Hou is new beginning.

One of the primary intents of Ke Ea Hou is the establishment of an International – Intergenerational Center in Hawaii. For the past 2 years, I have served on the volunteer committee providing support for the design and development of the Global Youth Center.

One of our most recent accomplishments is finalization of the Global Youth Center's bylaws. The bylaws clearly state the intents of the organization:

“This corporation (The Hawaii Global Youth Center) has been formed for charitable purposes, to support collaboration between youth from Hawaii and around the world to shape a more peaceful and healthier Earth. The four goals of the corporation support collaboration between Hawaii youth and International youth in order to:

1. Identify and address major global issues
2. Develop and use their leadership potential
3. Interact directly with policy decision makers and public opinion makers
4. Develop and lead partnership projects that positively impact communities and people locally and worldwide.

Thank you for your consideration of this worthy measure and giving Hawaii's young people experiences as part of a global community and to shape global events.

Please contact me by phone: 282-7011 or email:susanberg@hawaii.rr.com if I can be of assistance. A complete copy of GYC's bylaws is available for your review.

Testimony
by
TERESITA G. BERNALES, ED.D.
to the

SENATE COMMITTEE on EDUCATION
Chair: Senator Norman Sakamoto
Vice-Chair: Senator Jill N. Tokuda
DATE: March 14, 2008
TIME: 2:00pm
PLACE: Conference Room 225
State Capitol, 415 South Beretania Street

**In Consideration of
HB2045
toward establishing a Global Youth Center in Hawai`i
(HED/INT)
TWENTY-FOURTH LEGISLATURE, 2008, STATE OF
HAWAII**

Chair Norman Sakamoto, Vice Chair Jill N. Tokuda and members of the Senate Committee on Education , thank you for this opportunity to submit my testimony in favor of HB # 2045 relating to establishing a Global Youth Center in Hawaii.

I am Teri Bernales, Coordinator for the Global Youth Center Hawaii. I have been involved in this project from the very beginning. My interest in international and global affairs goes a long way back. I came to the United States as an international student and I had experienced first hand the dynamics of living, studying and working in a global environment. My work with youth as a School Counselor for 31 years and my immediate past work with international visitors through the International Visitor Leadership Program of the US Department of State have given me a deep appreciation and understanding of peoples of the world while at the same time promoting mutual understanding and world peace. I truly believe that we can achieve peace and harmony by being engaged in public diplomacy.

Hawaii is definitely the right place for the establishment of the Global Youth Center Hawaii and now is also the right time for it. Hawaii has the potential to be a great instrument of peace being the crossroads of the east and the west. By engaging the youth to be active participants in a variety of ways, we will develop a global population that is ready to meet the challenges of the future in attaining world peace, sustainability and productivity. This Youth Center will develop a truly international framework where youth around the world will actively participate in planning their future. It will offer youth around the world an opportunity to identify what they see as the major global issues to be addressed and will train these future leaders to communicate their concerns more effectively with current policy makers so that they can help shape the debate over issues that will directly affect them. GYC will serve youth in Hawaii as well as a clearinghouse and focal point for Hawaii youth activities concerning global affairs and providing opportunities for Hawaii youth to be more fully engaged in international activities.

The Global Youth Center will work side by side with Hawaii educational, political, business leaders, and experts at the East-West Center, the International Student/Young Pugwash, and the Pugwash Conferences on Science and World Affairs and will continue involve more local, national and international institutions/ organizations as we go along.

The we thank the House for passage of this bill and we look for the same in the Senate.

Thank you very much for giving me this opportunity to give my testimony in support of HB # 2045 and I urge you to pass this bill.

Respectfully submitted by:

Teresita G. Bernales, Ed.D.
Coordinator
Global Youth Center Hawaii

**Written Testimony
By Roland Lagareta**

to the

**SENATE COMMITTEE on EDUCATION
Chair Norman Sakamoto
Vice-Chair Jill N. Tokuda
and**

DATE: March 14, 2008

TIME: 2:00pm

**PLACE: Conference Room 225
State Capitol, 415 South Beretania Street**

**In Consideration of
HB2045
toward establishing a Global Youth Center in Hawai'i (HED/INT)**

TWENTY-FOURTH LEGISLATURE, 2008, STATE OF HAWAII

Chair Sakamoto, Vice Chair Jill N. Tokuda, members of the Senate Education Committee, I appreciate the opportunity to submit my testimony in favor of HB # 2045 relating to establishing a Global Youth Center in Hawaii.

During the course of the last several decades I have enjoyed participating in several programs and initiatives that have focused on encouraging the exchange of cultures between Hawaii and its neighbors in the Asia Pacific region. In the late 1960's and early 1970's I was on the staff of the Pacific and Asian Affairs Council ("PAAC"), and today I serve as the Chairman of the Board of Governors of the East-West Center. My belief echoes that of our former Governor Burns, which is that Hawaii strive to be the "hub of the pacific."

I believe that HB 2045 is a bill that promotes this concept and furthers this objective.

In the past, there have been several programs that have allowed Hawaii's youth to meet and engage youth from other islands and other countries in this region. The East-West Center, sent hundreds of its participants from Asia and the Pacific into Hawaii schools. The concept was that these visitors would share their cultures and perspectives with our young people and communities and we would be able to share

Hawaii with them. Hawaii's Department of Education ("DOE") supported these programs wholeheartedly. An example of this support was DOE's encouragement of its teachers to facilitate the integration process between the children from Hawaii and the visitors from abroad. Additionally, the University of Hawaii had several programs that reached into the community such as the Pan-Pacific Education and Communication Experiments by Satellite ("PEACESAT") program, which still does fine work connecting Hawaii and its youth with other young people in the Pacific region. Another example of a program that encouraged the exchange of cultures was the University of Hawaii International Student Office which supported efforts by University of Hawaii students to share their cultures in schools and the community.

It is my position that the Global Youth Center will complement and build upon the past and continued success of these programs. Today, it is clear that Hawaii has the unique opportunity of playing an integral role in the continued development of the Asia Pacific region. The growth of the Asian economy and that economy's increased role in the world arena only emphasizes all that Hawaii has to gain from supporting initiatives that encourage the exchange of ideas with our neighbors in this region.

At the East West Center, I have been privileged to work with East West Center President Morrison, other national and international members, and the staff of the East-West Center in developing the East-West Center's 2005-2010 Strategic Plan. Among other strategic goals the plan calls for developing "leadership capacity" by providing and encouraging quality education for current and future leaders. This particular strategic goal involved discussions on strengthening the center's involvement with the local community and supporting community efforts to project Hawaii into the Asia Pacific region.

The Global Youth Center is an idea that has been in development for several years. It represents the efforts of educators and business leaders from Hawaii and around the world. The establishment of a Global Youth Center in Hawaii is an idea "whose time has come" and I and many other members of the Hawaii and world community look forward to working together in the development and growth of this idea.

Thank you for the opportunity to testify on HB # 2045.

testimony

From: R. Don Peel [harmonyolympics@gmail.com]
Sent: Wednesday, March 12, 2008 9:16 AM
To: testimony
Subject: Senate Committee on Education HB2045 (revised-duplicate attached)
Attachments: HB2045DonHE.doc

Testimony
by
R. Don Peel, P.Geol. MSc.
to the

SENATE COMMITTEE on EDUCATION

Chair: Senator Norman Sakamoto

Vice-Chair: Senator Jill N. Tokuda

DATE: March 14, 2008

TIME: 2:00pm

**PLACE: Conference Room 225
State Capitol, 415 South Beretania Street**

**In Consideration of
HB2045
toward establishing a Global Youth Center in Hawai'i**

TWENTY-FOURTH LEGISLATURE, 2008, STATE OF HAWAII

Chair Norman Sakamoto, Vice Chair Jill N. Tokuda and members of the Senate Committee on Education, thank you for this opportunity to submit my testimony in favor of HB # 2045 relating to establishing a Global Youth Center, within and in collaboration with the University of Hawaii. We are grateful to the East-West Center for providing the location and environment for its development.

As an earth scientist (geologist) I have been studying the field of "sustainable development" for over eight years, towards a Masters degree (University of Alberta) and now a doctoral degree (graduating 2010) through the Department of Urban and Regional Planning at the University of Hawai'i (UH), Mānoa, as an East-West Center Student Affiliate.

The research has led me to the conclusion our youth are an important component to formulate the answers to the issues the World is now facing. Those answers will be expressed if we can induce the youths' participation by incorporating "transformative learning" into our educational institutions. The concept of the Hawaii's GYC, holds much promise to be a "change agent" for this much needed learning paradigm, and can tap into the progress the EWC's *Education Leadership Institute* has been generating through the *International Forum for Education 2020*. The GYC initiative also comes at a time of urgency as indicated by the Worldwatch Institute and the Intergovernmental Panel on Climate Change.

In support of this initiative I am willing to tailor my doctoral studies towards the initiation of the GYC, so I can follow and assist the process wherever possible.

Respectfully submitted,

R. Don Peel, P.Geol., MSc.
Sustainable Development Researcher and Practitioner

(from the Global Youth Center by-laws: Intent and details relevant to legislation)

SECTION 1. World peace is a major collaborative goal and youth are the key to attaining world peace, environmental sustainability and human health and well being for future generations. Hawaii's location at the center of the Pacific rim region between Asia and the Americas, its diverse culture, and its many shared languages provide an excellent strategic forum for meetings and exchanges, as demonstrated by the Millennium Youth People's Congress that was held in Hawaii in October, 1999.

This act is consistent with the vision to effectively address our global society threats from international conflict and violence, as well as social, economic, and environmental problems that put human security at increasing risk. New tools and methods need to be developed within an interdisciplinary framework in order to actively search for and realize sustainable and equitable solutions. To this end, the people of the world, particularly the youth, must learn to think and act collaboratively in new ways.

The purpose of this Act is to establish a Global Youth Center in Hawaii within and in collaboration with the University of Hawaii.

SECTION 2. Chapter 304A, Hawaii Revised Statutes, is amended by adding a new section to part IV, subpart M, to be appropriately designated to read as follows:

"SS304A- Global Youth Center; establishment. (a) There is established a Global Youth Center within and in collaboration with the University of Hawaii. This Global Youth Center is established for educational purposes, to support collaboration linking Hawaii youth with people around the world, working together to discover creative ways to develop our global future, and help shape a more peaceful and healthier Earth.

(b) The Global Youth Center shall support collaboration between Hawaii and International youth

in order to empower them to accomplish the following four goals:

(1) Identify and address major global issues

(2) Develop and use their leadership potential worldwide

(3) Interact directly with policy decision makers and public opinion makers

(4) Develop and lead partnership projects that positively impact communities and people locally and world-wide.

(c) For purposes of subsections (a) and (b), the Global Youth Center shall collaborate with Hawaii's leaders in education, politics, business and appropriate international organizations."

SECTION 3. New statutory material is underscored.

SECTION 4. This Act shall take effect upon its approval.

Important Background:

Whereas, Hawai'i is noted for its strategic location from both the military and educational perspectives; the East West Center was placed here on that merit; the author James Michener wrote of Hawai'i as "*no place on earth that even began to compete with these islands in their capacity to encourage natural life to develop and radically up to its own potential best*";

Whereas, being a researcher of sustainable development, Hawai'i offers the best living laboratory of a paradise that appears to be reaching its visible carrying capacity; in other words an observable small scale Earth;

Whereas, I was also participated in the Global Youth Assembly (UNESCO) project in Edmonton, Alberta, Canada in 2007 where over 600 international youth gathered to provide a "speak out" on global issues; the proceedings of which are being incorporated into Alberta's primary school curriculum;

Whereas, Hawaiian indigenous population are well on the road to empowerment through the expanding UH Hawaiian Studies program thus offering a collaborative approach by contributing towards the transformational educational shift; and Agenda 21 recognizes the need for the integration of "traditional knowledge" (sensitive to intellectual property rights) into sustainable development practices;

Whereas, the GYC initiative dovetails with international trends as the United Nations has concluded a change in our learning will improve the quality of our life and "Education is a motor for change" (UNESCO, 2005); therefore the United Nations launched the "UN Decade of Education for Sustainable Development "C 2005-2014" and developed an International Implementation Scheme (IIS) for the decade; as with most United Nations initiatives the draft IIS was a result of extensive consultation, and the information can offer guidance to such an endeavour;

These factors are only a part of a much larger trend that the GYC can capitalize on and I hope my research of these developments will contribute to the success of the timely initiative.

--

R. Don Peel, P.Geol. Urban and Regional Planning PhD program, University of Hawai'i
Sustainable Development Practitioner/Researcher
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Testimony
by
STEPHANIE MCCANDLESS REFORD
to the
SENATE COMMITTEE on EDUCATION
Chair: Senator Norman Sakamoto
Vice-Chair: Senator Jill N. Tokuda
DATE: March 14, 2008
TIME: 2:00pm
PLACE: Conference Room 225
State Capitol, 415 South Beretania Street

In Consideration of
HB2045
toward establishing a Global Youth Center in Hawai`i

TWENTY-FOURTH LEGISLATURE, 2008, STATE OF HAWAII

Chair Norman Sakamoto, Vice Chair Jill N. Tokuda and members of the Senate Committee on Education, my great thanks for this opportunity to testify before you to strongly endorse HB 2045 establishing a Global Youth Center in Hawaii, within and in collaboration with the University of Hawaii. We are grateful to the East-West Center for providing the location and environment for its development.

As you know, swift passage of Bill HB 2045 into Hawaii law will not require any funds, but it offers three important benefits to leaders of today and tomorrow – and to the future of Hawaii.

First, Bill HB 2045 creates an opportunity for our Hawaii Global Youth Center to be the Pacific focal point for a new global youth initiative recently launched by the United Nations Secretary-General Ban Ki-moon himself — and to increase recognition for the ability of many of the best minds in Hawaii to help youth to tackle the most pressing global issues of the day, including poverty, illiteracy and the environment. Let me explain ...

In just the past months, United Nations Secretary-General Ban Ki-moon launched his own youth initiative: A Global Youth Center at the United Nations. The recently released UN World Youth Report, 2007, compiled by UN Youth Focal Point, Patience Stephens, gives vivid testimony to the progress and challenges facing youth today.

Patience Stephens and her UN Global Youth Initiative colleagues are the key. It is our hope to make our Hawaii Global Youth Center (GYC) their presence in the Pacific and the world. The goals and purposes they have stated (see link <http://www.un-gaid.org/en/node/589>) are so consistent with our own that we — and they — can only benefit by working together to achieve them.

The UN Secretary-General's new Youth Initiative calls for our investment in the best thinking of the young people around the world. Already, the GYC in Hawaii has begun providing this in collaboration with the International Student/Young Pugwash (ISYP) leadership and other groups, such as Peace Child with its World Youth Congress. We have the incentive and the means within the GYC, here in Hawaii, for the world's finest young minds to deal with the world's greatest problems: poverty, health issues, illiteracy and the environment. This would fulfill the UN Millennium Development Goals (MDGs), a leadership that the UN supports.

This is why a strong message from our State Legislature supporting the Global Youth Center in Hawaii law is vital to achieving this end. We must speak with one voice to bring about the fulfillment of Hawaii's leadership role for young people in the world. This Hawaii Global Youth Center is an initiative of leaders in our Legislature. Its early enthusiastic passage deserves our strongest priority.

The second important reason why this Bill should be swiftly passed is that it is the culmination of extensive work here in Hawaii to launch the GYC — and by others in countries around the globe who share our belief that Hawaii is the perfect place to host such an important new “global” organization that promotes ideas and leadership.

My experience with the roots of the GYC goes back to the 1960s when, as a Punahou Academy history teacher and then as Executive Director of the Pacific and Asian Affairs Council (PAAC), I was privileged to deal with an impressive legacy of experience in international education in Hawaii.

The vision initiating a Global Youth Center in Hawaii has grown to project an even greater potential for the State of Hawaii, and for the youth of Hawaii and the world. In the years that we have been preparing to establish this Global Youth Center, its potential and magnitude have grown to exceed even the original vision. The reasons are well-developed in the early legislation: HCR 153, HCR 151, and now HB 2045, as well as in supporting testimony. Hawaii is a perfect place to house such potential: Hawaii's ideal positioning in the Pacific; our multi-cultural diversity and history; the global

need for Hawaii's unique contribution — no need to elaborate further. What is clear today is that the readiness is now. It is time for launching, time for lift-off. The United Nations has seen this importance. Our vision must not be caught wanting.

The foundation and superstructure of this Center have been well-defined, developed, and thorough, over many years — almost totally by volunteer service. It is more than ready for the resources now available. This represents considerable work and endorsements from the United Nations, from thinkers and doers from all over the world — the United States, Canada, Mexico, (Pacific Rim countries too), the United Kingdom, Nigeria, Europe, from younger people and senior professionals, from individuals and well-respected organizations — all people of skill and vision (see *GYC Family Tree* attached). **All eyes are on Hawaii.** The time is right to move forward.

Governor Linda Lingle puts it powerfully. She speaks of the importance of transcending Hawaii's land and tourist-based economy to develop a new base of intellect and ideas. **The Hawaii Global Youth Center should become the single, most dynamic vehicle for coming of age in the 21st Century.** As Governor Lingle said in her 2006 Inaugural remarks: *"Our shared vision for the future is an assurance that there will always be a place here at home for our young people when they are ready to build their own lives, and that they will be a part of finding solutions to the challenges that lie ahead."*

The third and final reason why we strongly endorse the passage of HB 2045 to establish a Global Youth Center is that it has the potential to influence the lives of every high school and university student here in Hawaii — and tens of thousands more around the globe — who want to train and prepare for leadership in dealing with truly global issues. This is perhaps the most important reason for urgency.

Our traditional treatment of young people has been to care for them, nurture, educate and train them, and then to trivialize their role in our society. However, in 1970, United Nations Under-Secretary-General Simeon O. Adebo brought to his United Nations Institute for Training and Research (UNITAR) a means to apply Hawaii's successful approach to creating youth leaders (the programs of PAAC) to developing nations. I joined his UNITAR staff in New York with this direct assignment. He found, instead of receptivity at the United Nations, roadblocks of traditional disdain for the role of youth: *"What have we to do with children? This is a serious and respectable Institute"*, so I was relegated to developing training programs for baby diplomats, new delegates coming to the United Nations for the first time. I couldn't help recalling the wisdom of Elizabeth Barrett Browning,

*"Earth's crammed with heaven,
And every common bush afire with God;
But only he who sees takes off his shoes;*

The rest sit 'round it and pluck blackberries."

The tsunami of December 2005 made the reality of global citizenship apparent to every child, man and woman on this planet with the knowledge, for the first time in history, that they are global citizens. There was an outpouring of compassion, an agony of shared response, and an eagerness to help, from all over the world. It unleashed unprecedented wealth from unimaginable sources from everywhere, from all generations, and these resources remain. There are still serious lessons in management and distribution to be learned, but we cannot afford to miss this potential for our Hawaii Global Youth Center.

The Hawaii GYC will develop for youth, both in Hawaii and globally, a Center that will give our young people the means and incentive to take their place in the world, not only later when they are educated to do so, but now when many generations can benefit from their insights from new ways of thinking — from the different ways they see the world from the ways in which we do. Never in history has it been more important to develop new ways of thinking, of doing everything to save humanity and the planet from the imminent threats of nuclear suicide, the entrapment terrorism and environmental degradation. We need the new thinking of our young people now. The call of this century is expressed in the mandate of the Russell-Einstein Manifesto of 1955: "*We have to learn to think in a new way.*" and "*Remember your humanity, and forget the rest.*"

How do we do that? How do we escape the perceptions that lock us into the fear of terrorism and the realities of nuclear proliferation, and provide for real environmental sustainability? We need all the help we can get. How can we create the opportunities for our youth to unlock their potential and encourage their contributions to our mutual future now? The Hawaii Global Youth Center presents the groundwork for this new hope, not only for youth in Hawaii, but, by invitation, from members of their generations all over the world. There are tremendous efforts taking place today that would provide great partnerships within our Global Youth Center. They would give us the mandate and imperative for seeking funding that is equal to the challenge. Thousands of small efforts, related but unconnected, can be gathered in the embrace of our Global Youth Center, providing a basis for funding that is worthy of the effort required. There are mega-foundations and funds seeking projects of the magnitude we propose. We are faced with global challenges. In the Global Youth Center lies the vision that is seeking responses of global magnitude.

It is time to launch. This Bill **HB 2045** presently before the 24th State Legislature is presented for action now. All the ingredients are ready, and so are we! We support this Bill and ask for its immediate passage without reservations.

What an honor it has been for me to work with this vision since the 1960s and now to be welcomed home to Hawaii to see this fulfillment take place.

Greatest thanks to Hawaii for the privilege of gathering support for Hawaii's Global Youth Center from around the world: from the United Nations, the United States, Canada, Mexico, (Pacific Rim countries too), the United Kingdom, Nigeria, Europe. We look forward to working with youth at all economic levels, both locally and globally, in realizing the benefits of Hawaii's Global Youth Center. Bravo for this incentive, Hawaii — and IMUA.

Respectfully submitted,

Stephanie McCandless Reford
Co-founder, Global Youth Center

(from the Global Youth Center by-laws: Intent and details relevant to legislation)

SECTION 1. World peace is a major collaborative goal and youth are the key to attaining world peace, environmental sustainability and human health and well being for future generations. Hawaii's location at the center of the Pacific rim region between Asia and the Americas, its diverse culture, and its many shared languages provide an excellent strategic forum for meetings and exchanges, as demonstrated by the Millennium Youth People's Congress that was held in Hawaii in October, 1999.

This act is consistent with the vision to effectively address our global society threats from international conflict and violence, as well as social, economic, and environmental problems that put human security at increasing risk. New tools and methods need to be developed within an interdisciplinary framework in order to actively search for and realize sustainable and equitable solutions. To this end, the people of the world, particularly the youth, must learn to think and act collaboratively in new ways.

The purpose of this Act is to establish a Global Youth Center in Hawaii within and in collaboration with the University of Hawaii.

SECTION 2. Chapter 304A, Hawaii Revised Statutes, is amended by adding a new section to part IV, subpart M, to be appropriately designated to read as follows:

“SS304A- Global Youth Center; establishment. (a) There is established a Global Youth Center within and in collaboration with the University of Hawaii. This Global Youth Center is established for educational purposes, to support collaboration linking Hawaii youth with people around the world, working together to discover creative ways to develop our global future, and help shape a more peaceful and healthier Earth.

(b) The Global Youth Center shall support collaboration between Hawaii and International youth in order to empower them to accomplish the following four goals:

(1) Identify and address major global issues

(2) Develop and use their leadership potential worldwide

(3) Interact directly with policy decision makers and public opinion makers

(4) Develop and lead partnership projects that positively impact communities and people locally and world-wide.

(c) For purposes of subsections (a) and (b), the Global Youth Center shall collaborate with Hawaii's leaders in education, politics, business and appropriate international organizations.”

SECTION 3. New statutory material is underscored.

SECTION 4. This Act shall take effect upon its approval.

Important Background:

This Global Youth Center for Hawaii is the outcome of years of local effort and tradition. In 1887, King David Kalakaua knew that a modern Hawaii would need leaders to take its place among the nations of the world. He initiated a youth leadership education program to provide opportunities for future leaders to study abroad.

In the 1930s, the forerunner of the Pacific and Asian Affairs Council (PAAC) began international education activities in Hawaii's high schools. I was privileged to continue these in the 1960s as PAAC's Executive Director. In 1970, my work at the United Nations' Institute for Training and Research (UNITAR) only sharpened the clear perception of the need to build on Hawaii's experience to benefit the world's young people. The outgrowth of Hawaii's PAAC experience in Canada, called "INTRODUCING: THE WORLD", provides an excellent prototype and model for the Hawaii GYC, as well as potential software for worldwide projects like Nicholas Negroponte's One Laptop per Child (OLPC) — a proposed Space Camp for Hawaii, ongoing dialogue, and exploration across continents and cultures among young people and mentors all over the world. Today, the alumni of both PAAC and the Canadian experience that grew out of it advise us on the development of the GYC and want to be part of it. These alumni of all ages are people whose lives have been changed by their experience and these opportunities. Dr. Jeffrey Boutwell, Executive Director, International Pugwash Conferences on Science and World Affairs (Nobel Peace Prize 1995) came to Hawaii in 2007 to help launch the proposals that will put this Global Youth Center into being.

When you read the work contributed by Juan Pablo Pardo-Guerra, Chairman International Student/Young Pugwash (ISYP), Dr. Jeffrey Boutwell, my own records and those of local leaders, you will see how this experience developed. You'll also find inspiring achievement. See its history in the Summary and Talking Points presented to Hawaii's Legislature last year. This project was launched by the Hawaii Legislature after experience with the Millennium Youth Congress in 1999 and because of the vision of its leaders: Senator Suzanne Chun Oakland, Representatives Dennis Arakaki and Helene Hale and now Representatives John Mizuno and Rida Cabanilla. I was invited to join them as they launched HCR 153 and 151 bringing this into being. The Volunteer Committee that grew out of those early hearings in 2003 has already contributed valuable thought, dedication and hours of effort. Just since the last session of the Legislature, they have formed themselves into a Board with Roland Lagareta, President, Sister Joan Chatfield, Treasurer, and Teresita Bernales, Co-ordinator. During these past months, this Board, along with volunteer specialists, created and approved the mission statement, by-laws, registrations and procedures for moving forward. In 2007, the Bill presenting the Global Youth Center successfully passed every committee of the House and Senate that heard it.

However, that Bill now remains in the final Conference Committee without having been cleared by that Committee. It remains there today, waiting for passage, with the powerful testimony that caused it to clear all the committees that heard it. The present Bill, HB 2045 asks the support of the Legislature in Hawaii law without reservation and without asking for funds to make clear Hawaii's support of this vision and to enable it to move forward internationally.

Testimony
by
John H. Southworth
to the

SENATE COMMITTEE on EDUCATION
Chair: Senator Norman Sakamoto
Vice-Chair: Senator Jill N. Tokuda
DATE: March 14, 2008
TIME: 2:00pm
PLACE: Conference Room 225
State Capitol, 415 South Beretania Street

**In Consideration of
HB2045
toward establishing a Global Youth Center in Hawai'i**

TWENTY-FOURTH LEGISLATURE, 2008, STATE OF
HAWAII

Chair Norman Sakamoto, Vice Chair Jill N. Tokuda and members of the Senate Committee on Education, thank you for this opportunity to submit my testimony in favor of HB # 2045 relating to establishing a Global Youth Center in Hawaii.

It is my pleasure to add words of support to HB 2045 relating to the establishment of the Hawaii Global Youth Center. My interest goes back to the 1960's when Stephanie MacCandless Reford, was a Punahou Academy history teacher and Executive Director of the Pacific and Asian Affairs Council (PAAC). At that time I had recently returned from service in the U.S. Peace Corps in Malaysia and was beginning my graduate study in Oceanography at the University of Hawaii.

My association with global awareness had been not only my time in the Peace Corps but also having worked as a volunteer with the American Field Service International, Intercultural Programs. AFS, starting as a volunteer ambulance service in the First World War, has successfully provided international study and work experiences for thousands of young people and teachers. AFS, like other organizations, could

provide in collaboration with the Global Youth Center real-life, international experiences for young people.

It is with that in mind, I share information about AFS and other groups that could provide substantive programming opportunities for GYC.

GYC Hawaii is a non-profit organization that supports youth to help shape a better world through collaboration between young people from Hawaii and youth from around the world to take responsibility in addressing issues for a more peaceful world and a healthier Earth.

Collaboration between Hawaii youth and international youth will:

- 1) Help youth play a more active role in dealing with the issues they identify as major global issues.
- 2) Create opportunities for young people to learn about their leadership potential.
- 3) Give them chances to interact with current policy and decision makers.
- 4) Build youth-led projects that make deep, positive impacts on communities across the world.

Theme: Introduction to Distance Learning - Enrichment: DL-E

The Curriculum Research & Development Group (CRDG) in the College of Education at the University of Hawai'i is unique among educational research and development centers. With nearly 40 years of commitment to quality education. CRDG brings together teams of classroom teachers, curriculum specialists, educational designers, content scholars, editors, evaluators, media specialists, publishers, and staff developers to research and create innovative and effective solutions to today's educational problems. Expert teams draw upon their own experience as well as the relevant research and expertise of others to create effective, award winning programs for grades K-12. Distance Learning – Enrichment (DL-E). Electronic Field Trips provide global classroom experiences and were perfected at the University Laboratory School in the 1980s. Electronic Field Trips programming can provide international communication experiences for GYC activities.

Theme: Phi Delta Kappa International - Professional Association for Educators

Phi Delta Kappa's membership of 60,000 educators, many participating in local chapters, are dedicated to research, service, and leadership as we advocate for public education, a high quality teacher for the future, and ultimately a global educated citizenry. As PDK embarks on its second 100 years serving educators around the world, a priority goal set by the Board was to focus our efforts on the next generation of educators. In addition to the many services and benefits of PDK membership, PDK is deeply interested in establishing Future Educator Association (FEA) programs in urban and rural middle - high schools and higher education institutions leading into programs in colleges of education and teacher training. PDK is seeking to develop partnerships with schools and districts, colleges of education, education associations and all like minded educators, to achieve our goals. PDK - the experts in cultivating great teachers for tomorrow and ensuring high quality educators for today. Partnering with PDK FEA chapters would

provide future teachers with greater awareness of and sensitivity to global studies that could be complemented by collaboration with GYC..

Theme: Knowledge Sharing

The International Holistic Tourism Education Centre - IHTEC and its flagship program International School Peace Gardens teach Peace Education. IHTEC has developed inter-cultural teaching modules for global understanding. The peace garden supports ecological integrity by planting local bio-diversity; societal integrity; and the use of Friendship Benches for conflict resolution. It also furthers individual and community duties and values on issues and concerns to ensure sustainability of the global commons, such as water, oceans, and species loss. IHTEC has ECOSOC special status at the United Nations and is involved with Teacher Training globally using web conferencing. This includes attending meetings, speaking engagements at video conferences; dedicating peace gardens; holding Educational Round Tables with scientists and Governments using web conferencing. IHTEC has a YouTube site and is continuing to develop ideas for solving Climate Change issues. These resources could enrich GYC programming.

Theme: AsiaPacific Ed Program for Schools: Opportunities for International Experiences for Teachers and Students

East-West Center's AsiaPacificEd Program helps elementary and secondary school teachers prepare young people—our future leaders—to become global citizens, and prepares Americans to engage with the Asia Pacific region as it becomes increasingly important to the world's economy and strategic interests. The program, which ultimately aims to give students the knowledge and skills they need to succeed in today's global society:

Provides primary and secondary school educators in the United States with firsthand experience in and exposure to Asia and the Pacific region and challenges them to expand their own learning and teaching styles.

Involves an international community of educators through workshops and school visits to share “best practices” in education that will enrich and enhance all students' learning.

Prepares students and teachers to work collaboratively with their peers nationally and internationally, developing connections that give them a global perspective in their teaching and learning.

Engages the entire school community during international teacher and student visits, providing a common experience that fosters cross-cultural understanding and a greater awareness of and appreciation for our similarities and interdependence.

Supports teachers and schools with hands-on experiential programs, high-quality resources, and unsurpassed networks, which help schools to globalize their curriculum.

Theme: Charter Schools and International Collaboration

In Hawaii charter schools are established through the approval of a “chartering” document: the Detailed Implementation Plan. Connections Public Charter School, in Hilo, Hawaii, was founded with the following vision and mission:

Vision - To establish and sustain a community, business, and learning ‘ohana (family). Within this framework, inquiry and project-based curricula will stress independent

thinking, development of the individual's mind and talents, cooperative learning, sense of self within the neighborhood and the world-wide community with particular attention to the precious and unique environment of Hawaii, both as an island ecology and a place where ethnic diversity is the norm.

Mission - Our mission is to create an 'ohana which is conducive to the recognition and development of individual talents. Thematic and experiential learning experiences are provided which focus on how students construct knowledge using creative and critical thinking. A forum for the development of the ability to recognize and differentiate a quality result or product is offered. Classroom experiences are connected to real life experiences so that students can grow in the understanding of themselves in relation to their community and the world.

Theme: - English as a Foreign Language and Vietnamese English Teaching

Mr. Bao M. Le, a teacher of English from Vietnam. At the University of Hawaii at Manoa he earned the Education Master degree in Curriculum Studies (EDCS) in May 2007. One of his strong professional interests is integrating educational technology into teaching English as a Foreign Language (EFL) for high schools in Vietnam. He created a professional development website that helps his colleagues including EFL teachers and EFL leaders use computers and the Internet into teaching English in an effective way. Bao represents the best in youth from countries we sorely need to develop closer times and understanding. Support for such grassroots efforts could be a meaningful project for GYCH.

Theme: AFS Vision for the Year 2010

AFS Intercultural Programs AFS Statement of Purpose AFS is an international, voluntary, non-governmental, non-profit organization that provides intercultural learning opportunities to help people develop the knowledge, skills and understanding needed to create a more just and peaceful world. The Core Values and Attributes of AFS AFS enables people to act as responsible global citizens working for peace and understanding in a diverse world. It acknowledges that peace is a dynamic concept threatened by injustice, inequity and intolerance. AFS seeks to affirm faith in the dignity and worth of every human being and of all nations and cultures. It encourages respect for human rights and fundamental freedoms without distinction as to race, sex, language, religion or social status. AFS activities are based on our core values of dignity, respect for differences, harmony, sensitivity and tolerance. Programs like AFS make possible international student and living experiences for GYCH participants.

These are just a small number of organizations and programs which could provide collaborative programming with the GYCH. My hope is they will, indeed with GYCH becoming officially recognized and supported, have that chance to benefit from and contribute to the important task of preparing our youth for study, life and work in the 21st Century.

Respectfully submitted,

John H. Southworth, Returned Peace Corps Volunteer, Malaysia

testimony

From: Helene Hale [helenehale@mac.com]
Sent: Wednesday, March 12, 2008 12:44 PM
To: testimony
Cc: Teresita Bernales
Subject: HB2045 testimony

Dear Chair Senator Norman Sakamoto and Vice Chair Senator Jill N. Tokuda
Thank you for allowing me to send you my testimony on H.B. 2045. I am in favor of this bill and request that you pass it.

Aloha,
Helene Hale

I wish I could get to your public hearing on HB2045 on 3/14/08, but I am not able to get back to the legislature. As a former legislator and the Chair of the International Affairs Committee I am still involved with the HCR151 HD1 to promote the Global Yourth Center. Your Committee supported it then. As a retired volunteer my main focus has been to continue to work for peace.

Back in 1999 it was through the efforts of former Representative Dennis Arakaki and Senator Suzanne Chun Oakland the first World Youth Conference was held in Honolulu. Their theme was "BE THE CHANGE" and it attracted almost 1000 young people from all over the world, determined to prepare themselves to lead a safer, secure and peaceful world. It started a program that was carried on through the 2nd World Youth Conference in the Kingdom of Morocco and in 2005, the 3rd World Youth Conference in Scotland, both at which I was fortunate to be an observer. I was so proud to represent Hawaii because I have always believed that Hawaii should lead the world to a more peaceful world.

As we approach the election of 2008, hopefully we can finally get rid of the Bush disastrous government. This is an oportune time for Hawaii to lead the nation to finally train our youth to be the leaders in a more peaceful world.

I urge you to continue the work of former Dennis Arakiki and Senator Suzanne Chun Oakland that started a youth world movement that is still trying to carry on their work.

Because of the interest in this idea, the East West Center has been a temporary office, manned by volunteer workers, but this bill would help put the State of Hawaii on record to lead the nation for a more peaceful world.

Aloha,
Helene H. Hale



UNIVERSITY OF HAWAII SYSTEM

Legislative Testimony

Testimony Presented Before the
Senate Committee on Education
March 14, 2008 at 2:00pm

by

Howard Todo

Vice President for Budget & Finance/CFO, University of Hawai'i

HB 2163, HD2 – RELATING TO COMPTROLLER SUPERVISION OF ACCOUNTS

Chair Sakamoto, Vice Chair Tokuda, and Members of the Committee:

This bill amends section 40-1 HRS relating to Comptroller supervision of accounts by specifying that the University shall preaudit proposed payments of \$10,000 or more. Currently, the University is required to preaudit all proposed payments, while the Comptroller (DAGS) is required to preaudit only payments of \$10,000 or more.

Presently, the University's preaudit unit must manually review each and every transaction for legality, propriety, conformity to policies, rules and regulations, and the adequacy of supporting documentation.

This requirement has become increasingly more difficult to comply with due to staffing shortages, resource constraints, and the need to process payments more quickly in order to avoid late payment penalties.

Passage of this bill will allow the University to redesign its preaudit program and use its resources more effectively through the use of risk-based sampling techniques. We believe that by selectively targeting transactions having higher risks of abuse or are more likely to contain errors; a more thorough preaudit review can be achieved thereby reducing the amount of erroneous payments. Targeted transactions may include transactions involving employee payments such as travel, worker's compensation, mileage, vacation transfers, reimbursements, meals as well as payments for professional services contracts and consultants.

The University strongly supports passage of this measure.

Thank you for the opportunity to present testimony.



UNIVERSITY OF HAWAII SYSTEM

Legislative Testimony

Testimony Presented Before the
Senate Committee on Education
March 14, 2008 at 2:00pm

by

Howard Todo

Vice President for Budget & Finance/CFO, University of Hawaii'i

HB 2245, HD1 – RELATING TO THE UNIVERSITY OF HAWAII

Chair Sakamoto, Vice Chair Tokuda, and Members of the Committee:

This bill amends section 304A-2251, HRS by reinstating language authorizing the transfer of all University funds, with the exception of general funds, into the University of Hawaii Commercial Enterprise Revolving Fund to finance the establishment of new enterprises.

Act 196 SLH2001, approved May 31, 2001, authorized the use of all University funds, except general funds, to be used to finance the establishment of new enterprises. This provision sunset in 2004 and has limited the University's ability to take advantage of opportunities to establish or participate in commercial activities. Revenues derived from commercial enterprises are used for the general benefit of the University of Hawaii. An example of a successful commercial enterprise is the Rainbowtique outlet at Victoria Ward Center.

The University strongly supports passage of this bill as it would allow the University the ability to help reduce its reliance on State funding sources. Passage of this measure will allow to university to provide start-up funding for new commercial enterprises with the goal of generating additional revenue for the common benefit of the university.

Thank you for the opportunity to testify on this measure.



UNIVERSITY OF HAWAII SYSTEM

Legislative Testimony

Testimony Presented Before the
Senate Committee on Education
March 14, 2008 at 2:00 pm

by

Sam Callejo

Vice President for Administration, University of Hawai'i

HB 2521, HD 2 - Relating to Education

Chair Sakamoto, Vice Chair Tokuda and Members of the Committee:

The University of Hawai'i supports HB 2521, HD2, that would create a University of Hawai'i repair and maintenance special account.

This dedicated account for the repair and maintenance of our ten campus system would go a long way in addressing our \$257 million backlog of deferred maintenance. Knowing we will have a definite stream of revenues for repair and maintenance will allow us to be proactive in our planning and more efficient in implementing our repair and maintenance programs. And by providing the University the discretion to identify the projects will allow the chancellors to have the flexibility for their respective campuses.

Thank you for this opportunity to testify and for your support of the University of Hawai'i.

LINDA LINGLE
GOVERNOR

JAMES R. AIONA, JR.
LT. GOVERNOR



KURT KAWAFUCHI
DIRECTOR OF TAXATION

SANDRA L. YAHIRO
DEPUTY DIRECTOR

STATE OF HAWAII
DEPARTMENT OF TAXATION
P.O. BOX 259
HONOLULU, HAWAII 96809

PHONE NO: (808) 587-1510
FAX NO: (808) 587-1560

SENATE COMMITTEE ON EDUCATION

TESTIMONY REGARDING HB 2521 HD 2 RELATING TO EDUCATION

TESTIFIER: KURT KAWAFUCHI, DIRECTOR OF TAXATION (OR DESIGNEE)

DATE: MARCH 14, 2008

TIME: 2:00PM

ROOM: 225

This bill, among other things, requires a mandatory deposit of the difference between \$50 million in general excise tax revenues and the amount of general obligation bonds authorized and appropriated for the University of Hawaii facility repair and maintenance costs.

The Department of Taxation ("Department") **opposes the general excise tax funding mechanism** contained in this legislation.

This legislation seeks to create an alternative funding system for the repair and maintenance of the University of Hawaii facilities. The Department recognizes that a proper learning environment is critical to a student's learning ability.

I. THE DEPARTMENT CANNOT SUPPORT GET REVENUE DIVERSIONS.

The Department is always cautious about policy that redirects general excise tax revenue away from the general fund and into specific special funds. The Department routinely opposes funding mechanisms such as this because the general excise tax represents over one-half of the State's overall operating revenue stream. The Department strongly prefers that a direct appropriation be the means for funding this program so that the amount may be budgeted and prioritized just as any other program.

II. REVENUE ESTIMATE.

This bill will result in a revenue loss to the general fund, assuming the general excise tax deposit triggering event occurs.

TESTIMONY BY GEORGINA K. KAWAMURA
DIRECTOR, DEPARTMENT OF BUDGET AND FINANCE
STATE OF HAWAII
TO THE SENATE COMMITTEES ON AGRICULTURE AND HAWAIIAN AFFAIRS
AND ENERGY AND ENVIRONMENT
ON
HOUSE BILL NO. 2521, H.D. 2

March 14, 2008

RELATING TO EDUCATION

House Bill No. 2521, H.D. 2, mandates the deposit of one percent of the State's general fund revenues over a six-year period into a new University of Hawaii repair and maintenance special account to fund repair and maintenance projects of the University of Hawaii. The bill also expresses the Legislature's intent to authorize and appropriate a minimum of \$50 million in general obligation bond funds annually from FYs 09 thru 14. The bill establishes the University of Hawaii repair and maintenance special account in the State general fund that will be financed by one percent of the State's general fund revenues accrued from July 1, 2008 thru June 30, 2014, and earned interest. General excise tax revenues will also be deposited into the special account to make up the difference for any shortfall of the annual \$50 million general obligation bond fund commitment. The funds in the account would be expended solely for repairs and maintenance of University of Hawaii facilities.

House Bill No. 2521, H.D. 2, appropriates \$50 million from the special account, and \$50 million in general obligation bond funds in FY 09 to finance the University of Hawaii repair and maintenance projects.

We are opposed to this bill. We believe it to be poor fiscal policy to earmark general fund and general excise tax revenues for specific purposes. While we do support the University of Hawaii facility repairs and maintenance, program funding requirements should be reviewed on a statewide basis and allocated to programs based on statewide priorities within available resources.

TAXBILLSERVICE

126 Queen Street, Suite 304

TAX FOUNDATION OF HAWAII

Honolulu, Hawaii 96813 Tel. 536-4587

SUBJECT: GENERAL EXCISE, Disposition for U.H. repair and maintenance special account

BILL NUMBER: HB 2521, HD-2

INTRODUCED BY: House Committee on Finance

BRIEF SUMMARY: Amends HRS section 237-31 to provide that if the legislature does not fulfill its legislative intent to authorize and appropriate at least \$50 million in G.O. bonds for the fiscal period of July 1, 2008 to June 30, 2014 for the repair and maintenance of University of Hawaii facilities, that an amount of general excise tax revenues that represents the difference between the \$50 million and the amount of G.O. bonds authorized and appropriated shall be deposited into the U.H. repair and maintenance special account.

Adds a new section to HRS chapter 36 to establish the University of Hawaii repair and maintenance special account into which shall be deposited: (1) 1% of general fund revenues that accrue for the fiscal period between July 1, 2008 and June 30, 2014; (2) interest earned on moneys in the special account; and (3) general excise tax revenues that represent the difference between the \$50 million and the amount of G.O. bonds authorized and appropriated for the fiscal period July 1, 2008 to June 30, 2014. No general excise tax revenues that accrue after June 30, 2014 shall be deposited in this special account and this section shall be repealed on the day following the date of the last payment of moneys from the special account.

Appropriates \$50 million out of the U.H. repair and maintenance special account for fiscal 2009 for the maintenance of U.H. facilities. Authorizes the issuance of G.O. bonds of \$50 million for the repair and maintenance of U.H. facilities.

The amendments made to HRS chapter 237-31 shall not be repealed when that section is repealed and reenacted on June 30, 2008 by Act 304, SLH 2006.

EFFECTIVE DATE: June 29, 2020

STAFF COMMENTS: This measure is proposed to address the need to repair and maintain the facilities at the University of Hawaii by diverting 1% of general fund tax revenues for a six-year period beginning on July 1, 2008. It also provides that if the legislature fails to authorize at least \$50 million in G.O. bonds during the fiscal period of July 1, 2008 to June 30, 2014, an amount that represents the difference between \$50 million and the amount appropriated shall be deposited into the newly established U.H. repair and maintenance special account.

While this measure proposes to earmark 1% of all general fund revenues for the repair and maintenance of University of Hawaii facilities, it should be noted that as with any earmarking, the legislature will be giving their stamp of approval for another "automatic funding" mechanism. Funds would be diverted to the special fund without any legislative intervention. Without legislative scrutiny, it would be difficult to

ascertain the effectiveness of the program and whether or not the fund has too little or too much revenue. More importantly, the diversion of general excise tax revenues to this special fund would mean that there would be that much less in general funds for other programs and services. This is reminiscent of the legislature's earlier folly in earmarking \$90 million in general excise tax revenues for the repair and maintenance of the state's educational facilities in 1989. As one senator called it, it was "the legislature's commitment to education." That commitment ran about three years when the fortunes of the general fund starting going south and lawmakers took back the general excise tax revenues and replaced them with bond proceeds. If nothing else, this provision violates the spirit, if not the intent, of the general fund expenditure ceiling as it would allow what has been traditionally a receipt of the general fund to be spent without being counted against the ceiling as the moneys would be spent out of yet another special fund.

In addition, the earmarked funds and the amount that would make up the difference between bond proceeds and \$50 million would result in the repair and maintenance of U.H. facilities with cash rather than G.O. bonds which are the normal financing method. Bonds allow more than the current generation of taxpayers to pay for capital improvements that are intended for several generations to be beneficiaries. This puts a greater burden than is necessary on the current generation of taxpayers and if other spending is not curtailed could mean imposing additional taxes on this generation of taxpayers if other services are to be maintained.

The danger in adopting this measure is that it may spawn additional requests for funding of other "needy" programs through the earmarking of general excise tax revenues.

How soon lawmakers have forgotten how earmarking general fund revenues can get the state into trouble. When the \$90 million in general excise tax revenues was earmarked for school facilities, instead of spurring construction and repair of classrooms, the earmarking merely created apathy as school officials knew they would receive \$90 million off the top and they didn't have to justify a request for funding. Here we are almost 20 years later and there is still a backlog of repairs and maintenance for educational facilities. Instead of proposing measures like these, lawmakers should go back and read a little of their own history and learn from their mistakes.

Rather than perpetuating the earmarking of general funds, lawmakers should repeal all earmarking and utilize the appropriation process which would be more accountable than any earmarking scheme. At least lawmakers will be able to evaluate how the program is working and whether or not the program is being fully utilized. So if lawmakers want to assure that U.H. facilities continue down their deteriorating path, just earmark revenues and hold no one accountable for this embarrassment.

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SCHULER DIVISION

March 14, 2008

Honorable Senator Norman Sakamoto, Chair and Members
COMMITTEE ON EDUCATION
State Capitol, Room 224
Honolulu, Hawaii 96813

Chair Sakamoto, and Members of the Committees:

Subject: H.B 2521 HD 2, SD 1 RELATING TO CREATIVE MEDIA.

I am Dean Uchida, Vice President—Ho'opili, D.R. Horton, Schuler Division. We have been involved in building homes for first time home buyers in Hawaii since the 1980's.

H.B. No. 2521 HD 2, SD 1 proposes to further enhance the growth of the academy for creative media, which is contributing successfully to Hawaii's economic development, as well as providing creative career and business opportunities for students from throughout the State, by establishing the academy for creative media at the University of Hawaii west Oahu campus. We understand that the proposed SD 1 is similar to S.B. No. 3168 which crossed over to the House earlier this session.

Over three decades ago, city planners set out to create a "second" or "new" city in West Oahu to provide residents an alternative to living and working in downtown Honolulu. They wisely foresaw early on that if Oahu was going to thrive and compete at a world-class level, a second major primary employment center and supporting harbor system would be vital to its success.

Efforts are now underway to complete this vision of creating a dense urban core within Ewa. The new University of Hawaii at West Oahu campus is being constructed and will serve as one of the major focal points in the region. Establishing the Creative Media Center at the University's West Oahu campus will provided much needed career opportunities to for the next generation, many of whom live in the region and have shown a propensity to excel in this digital media industry.

Finally, having a strong research/education base will surely create opportunities for commercial users and with it, a growth of quality jobs in the region.

We are in strong support of H.B. No. 2521 HD2, SD1.

Thank you for providing us with the opportunity to testify on this resolution.

**Written Testimony Presented Before the
Senate Committee on Education**

March 14, 2008 at 2:00 p.m.

by

Virginia S. Hinshaw, Chancellor
University of Hawai'i at Mānoa

HB 2521, HD2 Relating to Education

Chair Sakamoto, Vice Chair Tokuda, and Members of the Committee:

Aloha! I'm delighted to have the opportunity to discuss with you all the potential creation of a University of Hawai'i repair and maintenance account for the funding of capital renewal, deferred maintenance, repair, renovation, improvement, and replacement projects.

As you know, maintenance and repair on the University of Hawai'i at Mānoa campus is a mounting concern, and I am very grateful for the growing interest in this problem—and in particular for recent efforts by the Legislature and others to help find creative solutions to the critical state of our campus infrastructure.

It is no secret that restoring the Mānoa campus and making it a destination of choice is my top priority. Since arriving in July, I quickly recognized that facilities deterioration on campus represents our major challenge, and led me to describe our campus as a jewel in many ways—particularly intellectually—but also to note that it is badly tarnished physically. Such deterioration didn't happen overnight, but rather is the result of decades of neglected repairs and maintenance.

In this our Centennial year, we have much to celebrate. We were able to bring Hawai'i to New Orleans for the experience of a lifetime watching our very own Warriors compete in the Sugar Bowl. It was thrilling, and I am so proud of our entire institution, particularly our athletics program, for being able to accomplish that experience and to our community for their unbelievable support.

This experience generated great pride in being affiliated with UH—it was palpable and visible in New Orleans. Through athletics, folks learned a lot about Hawai'i and UH Mānoa; such recognition benefits the State and our sister UH campuses.

Along with pride, however, competition at the national level brought with it the recognition that many of our campus facilities are in need of a major overhaul. This is the case in athletics and across the campus. It will take a tremendous effort by all of our supporters to have facilities that can support our mission.

I appreciate that your job is difficult because the University is not the only institution in the state with deferred maintenance issues—and the needs are great. I'm not looking to you all to solve all of our problems, but rather to join us in leveraging the state's investment in the University and supporting projects where we do not have other revenue or private opportunities for support.

Facilities do clearly play a significant role in making UH Mānoa a destination of choice for students, faculty, staff, and community members. Thankfully our new Assistant VC for Facilities, Dave Hafner, has the expertise to analyze our facilities needs—here are a few facts:

- Our deferred maintenance backlog has been chronically underestimated, our new estimate using business standard analyses indicates upwards of \$400,000,000;
- Our current facilities workforce is only able to react to breakdowns on campus, about 950 work orders a month, with a backlog of 4,607 work orders;
- Less than 5% of our efforts are expended on preventive maintenance, making the future full of more of the same experiences. Twenty-five buildings currently have major system breakdowns, 37 have significant leaks—and that's not surprising since 36 of our buildings are over 60 years old; a top priority is to repairs the roofs to protect the programs from continual water damage;
- Costs are increasing—sewage up 82% in 6 months; construction costs at a 10% inflation rate, which makes delays vastly expensive.

So how do we address these challenges? Certainly resources play a key role but so does having nimbleness and flexibility. My goal is for us to move more rapidly and efficiently to realize the full value of investments you make. To accomplish that, we need to change the way we do business—such as pursuing public/private partnerships, restoration of our state procurement exemption, using debt, assertive licensing and more.

The Mānoa Facilities team is changing to improve and meet our needs—for example, they are participating for the first time in a process which serves as a nation-wide benchmark for campus facilities performance. Due to R&M upgrades on their part, our electricity usage is down by 6 and ½ % from last year—a potential savings of \$1.3 million annually.

We're certainly seeing positive changes due to your investments—our new dormitory Frear Hall is on time, on budget and will open this fall and is sorely needed. Our next target is renovation of the four residential towers. Campus Center is being renovated to meet student needs.

Private investments are moving us ahead as well and are critical to our future—clearly the Shidler gift to the Business School has been transformational, both intellectually and physically—and our entering MBA students are the most highly qualified to date—there is a connection.

Since Mānoa is a large enterprise, there are a number of requests within the budget important to our future and our Mānoa team members and I will seek to answer any questions you may have about those.

In closing, my hope for the future is that we can work together to realize the full potential of UH Mānoa as a beautiful, intellectually stimulating center of activity – in that way, UH Mānoa can best serve the State of Hawai'i and also be a strong partner for our sister UH campuses. I know your investment in the university generates great returns because our alumni, public service, and research advances all contribute positively to the lives of our citizens and I believe we should all be quite proud of those activities. Mahalo.

Personal Testimony Presented Before the
Senate Committee on Education

March 14, 2008, 2:00 pm, Room 225

By

Christine Sorensen
Dean, College of Education
University of Hawai'i at Mānoa

HB 2521 HD2: Relating to Education

Chair Sakamoto, Vice Chair Tokuda, and Members of the
Committee:

I would like to speak in support of HB 2521, HD2, a bill designed to provide resources for repairs and maintenance for the University of Hawai'i. The University is an important resource for the state and I agree with our Chancellor, Virginia Hinshaw, that while we have many jewels among our programs, our facilities are indeed tarnished.

I arrived as the new Dean of Education in August, 2007. I remember, as I took my first tour of the College's facilities, I was stunned to enter the science education classroom. It so clearly needed renovation and repair. That was just before I walked down the hallway in the same building and my foot went through the rotted floor. That particular portion of the floor was later repaired by simply nailing a piece of wood over the hole. There are still portions of that hallway where one can see the ground through the holes and where visitors are warned to be careful where they walk.

I wish I could say that that building is the only one among the College's facilities in need of repair. But such is not the case. We have walls so badly damaged by termites that I fear the windows may fall out, or possibly the wall simply collapse. We have tarps hung in some areas to catch the water leaking through the roof. We have windows that no longer open in un-air conditioned rooms, creating a stifling environment on warm days. We have broken fixtures, damaged doors, inadequate cooling systems, and walls in desperate need of a new coat of paint. Not to mention the fact that we have faculty working from home because we have no offices for them following a fire that destroyed one of our buildings, a building that has yet to be replaced.

While I realize that this state of affairs did not occur over night, nor will it be addressed over night, this bill is at least a step in the direction of providing some resources to begin the process. It is difficult to attract talented new faculty and students with the current state of our classrooms, offices, and laboratories. When I compare our facilities with those of mainland university campuses of the same status as UH-Mānoa, I am frankly embarrassed. We

have wonderful faculty and top-notch students, who deserve to work and learn in facilities that support and promote the teaching and learning process.

Thank you for the opportunity to testify.

**Testimony Presented Before the
Committee on Education**

March 14, 2008
2:00 p.m.
State Capitol, Conference Room 225

by

Peter E. Crouch, Dean
College of Engineering
University of Hawai'i at Mānoa

HB 2521, HD2 – RELATING TO EDUCATION

Chair Norman Sakamoto, Vice Chair Jill Tokuda and Members of the Committee on Education

My name is Peter Crouch, Dean of the University of Hawaii College Of Engineering.

I appreciate the opportunity to provide testimony in support of HB 2521, HD2 which established a UH Repair and Maintenance Special Account as a dedicated funding source for the repair and maintenance of UH facilities and earmarking one percent of general revenues, until June 30, 2014.

I have been Dean at the College for just over a year and a half. It has been a challenging time as we have been collaborating with Hawaii's engineering stakeholders and aggressively working to re-position the State's only school of engineering by developing a viable and relevant focus and corresponding bold strategies.

It has been my underlying vision to facilitate and create a contemporary engineering, science and technology campus. While that continues to be our vision, we understand that there continue to be critical R&M issues for the UH. The College of Engineering is no exception and I will take this opportunity to share impact specific to the College:

- ▶ The roof of Holmes Hall has been leaking for about 5 years despite attempts at repair. The worst leak is into the Physical Electronics Lab where micro/nano electronic circuits are supposed to be fabricated in a clean environment. This technology is the backbone of modern electrical engineering and most devices that the public now enjoy. It is essential to give all our EE students some exposure to this technology.
- ▶ Maintenance and upkeep of Laboratories in general. As new faculty are hired, and technologies change, all laboratories need to be refurbished and maintained. UH engineering has had a long list of faculty leave the College because the University cannot support the upkeep, maintenance and refurbishment of existing

laboratories. The laboratories become unusable and then they become an inefficient usage of space.

- ▶ Energy efficiency of Buildings. The College of Engineering at UHM is situated in Holmes Hall and POST buildings. These are two of the most energy inefficient buildings on the Manoa campus. They have large numbers of laboratories. The technology to light and air condition these two buildings is outdated (Even POST building) and is a prime example of the need for buildings to be retrofitted with modern, energy efficient lighting and air conditioning.
- ▶ Most states are helping their engineering colleges keep abreast of modern technology and the need to educate the next generation of engineers by providing modern buildings where new technologies are most easily accommodated. Engineering at UH is in special need of new building space to help attract new faculty who are increasingly selective in their selection of institutions, based on the availability of facilities suitable for cutting edge research and development.

The College of Engineering at UH today plays a key role in supplying engineers to the construction industry, the naval shipyards, and many state agencies such as the Department of Transportation. It also supplies a number of students to defense contractors that have a presence in Hawaii to supply the military represented in Hawaii. It has established a 100 year old tradition for this function beginning at UH in 1908. The College is integral to the State's work force in critical areas of Hawaii's economy.

Functional engineering facilities and state-of-the-art equipment provide the crucial infrastructure to every school of engineering. Such functionality is imperative for the only accredited school of engineering in the State of Hawaii.

We support the UH system in its efforts to address much of its facilities needs

Thank you very much for the opportunity to provide testimony on HB2521, HD2.

- Committee on Education
- Edward J. Shultz, Interim Dean, School of Pacific and Asian Studies, University of Hawai'i
- March 14, 2008; 2 PM
- House Bill 2521

March 12, 2008

98-1627 Hoolauae Street
Aiea, HI 96701

Dear Senators,

Aloha, aloha mai kakou. I am testifying in favor of HB 2521 to increase the amount of funding allocated to repairs and maintenance for the University of Hawai'i. Currently I am Interim Dean of the School of Pacific and Asian Studies. But even more importantly I am a graduate of the University of Hawai'i at Mānoa having received my masters in 1970 and PhD in 1976.

The conditions in many of our classrooms and offices are unacceptable. The campus was in better shape in terms of its physical structure when I was a student here in the late 60s and early 70s. Just to give you one example, Moore Hall was completed while I was a student here. It was new, clean and well-functioning. I do not deny there have been limited attempts to address some of the more serious problems of Moore Hall, but they have not amounted to much. If you visit, for example, our rest rooms, toilets are frequently broken, sinks are in disrepair, and tile is falling off. These conditions are not caused by vandalism, but rather wear and tear and deteriorating conditions. The elevators are safety hazards. They malfunction over and over again. Doors do not open, or they slam shut. In one elevator, in order to go from the first to the third floor, it takes you first to the fourth floor.

Wheelchair access to Moore is absurdly difficult. Of the four access points to the building, only one is wheelchair accessible, the one closest to the street. The others are steps. Being that most student traffic comes from the other side facing the center of campus, wheelchair-bound students must not only go around Moore, but must also go around neighboring Henke Hall, following a rough and cracked asphalt path, which would be three times the distance for someone who walked. Faculty and staff carting equipment to and from Moore face the same difficulties.

Classrooms fare little better. Last year I was a Fulbright Professor at a Korean university. I was truly surprised to learn that every classroom in this institution was better equipped with the latest technology to enhance instruction than most of our classrooms at Mānoa. We all want quality instruction and a quality environment for the best and brightest minds in our state, our future leaders, but we have short-changed them by allowing instruction to continue in a campus with this decaying infrastructure.

I urge you to approve HB 2521, and give student learning a real boost. Thank you.

Sincerely,

Edward J. Shultz
Interim Dean

testimony

From: Joel Fischer [jfischer@hawaii.edu]
Sent: Wednesday, March 12, 2008 11:46 AM
To: testimony
Cc: musto@uhpa.org
Subject: HB2521; EDU; 3/14; 2PM; Rm 225

Importance: High

Attachments: Card for Joel Fischer <jfischer@hawaii.edu>



jfischer.vcf (343 B)

HB2521, HD2, Relating to the University of Hawai'i EDU; Chair, Sen Sakamoto

BE CAREFUL WHAT YOU WISH FOR.

I am not exactly opposed to the appropriation of funds for UH because we sorely need them. However, an ongoing appropriation of 1% of general funds is particularly worrisome, though it would be far less so with competent administrators and BOR members using it. What I am concerned about is ongoing, automatic appropriations for the UH under the current BOR and President. Both entities have clearly displayed their incompetence at correcting problems at UH, and especially their incompetence at handling large amounts of money. Please review the latest findings of the State Auditor if you need external verification of these points.

Therefore, I am urging the committee to have external, financial watchdogs evaluating all aspects of the use of any large amounts of money appropriated for the UH. In fact, we may have to make this legislation effective in 2010 instead of right away to evaluate whether UH can handle the money from the general obligation bonds BEFORE we release the annual 1%.

We all want the improvements. But we all have to be very careful that these funds are not misused.

Thank you.

Aloha, joel

Dr. Joel Fischer, ACSW
President, 19-3, Democratic Party

Professor
University of Hawai'i, School of Social Work Henke Hall Honolulu, HI 96822

"It is reasonable that everyone who asks justice should DO justice."
Thomas Jefferson

"There comes a time when one must take a position that is neither safe, nor politic, nor popular, but one must take it because one's conscience tells one that it is right."
Dr. Martin Luther King, Jr.

"Never, never, never quit."
Winston Churchill

Testimony sent via e-mail to: testimony@Capitol.hawaii.gov on 3/12/08 at 10:48am HST

Bill title: HB 2521, HD2 (HSCR779-08) "Relating to Education"

To: Senate Committee on Education
Chair, Senator Norman Sakamoto
Vice-Chair, Senator Jili N. Tokuda

From: Garret Okamoto
12581 Carmel Canyon Road
San Diego, CA 92130

Representing: University of Hawaii Warrior Fan

Hearing Date: March 14, 2008
Hearing Time: 2:00 pm
Hearing Location: Conference Room 225 State Capitol

Dear Chair Sakamoto, Vice-Chair Tokuda, and distinguished members of the committee:

I am writing to give my strong support to HB 2521, HD2 (HSCR779-08), which I believe is needed by the University of Hawaii system for critical, necessary facility repairs. Years of neglect and deferred maintenance has resulted in the deterioration of University of Hawaii facilities, which has become an embarrassment across the country after it was picked up by the national media. The University of Hawaii system is a public and invaluable representative of the State of Hawaii to the rest of the world and we cannot allow its reputation and educational mission to decline due to poor maintenance of its facilities.

I am a resident of California now, but I was born and raised in Kaneohe and my parents and sister's family are still living in Kaneohe. I have never stopped being a fan of the University of Hawaii Warriors and would hate for the positive momentum from their historical journey to the Sugar Bowl be ended because the Legislature could not find the funds to take care of the necessary facility maintenance.

I traveled to the Sugar Bowl with my parents, and have attended numerous UH football (and UH basketball/volleyball) games in Las Vegas, San Jose, and Reno. In fact, my family paid for two season tickets to UH football games (next to the 2 that my parents own) for 13 years after I left Hawaii, until we realized that I would not be able to go back to Hawaii for work. While the crowds from Hawaii were bigger this year at the games on the mainland, there were always thousands of passionate UH fans attending each game in the past that were an indication of how UH fans living on the mainland never forget their roots in Hawaii. Many of the people I talked with at those games have become significant sponsors of the UH Foundation, Koa Anuenue, and Na Koa. As is the case from studies taken on other colleges, I believe that donations and student applications for UH in general are significantly affected by the success of its athletic teams, especially football. Whether or not that should be the case, that is the reality of why some high school

students apply to a certain school or why a wealthy alumnus may decide to give back to the University.

The poor maintenance of UH football facilities is notable to me because the football team is a big profit-making machine that helps fund the rest of the Athletic Department. It would seem to make poor economic sense to cut corners with the facility budget that could negatively affect the success of the team, from the poor locker rooms or offices turning off a big recruit to a computer lab that cannot be used that could hurt the player's grades. The entire state saw how having an extremely successful season can result in a \$4.5 million BCS payout (with UH probably netting between \$2 and \$3 million) and hundreds of thousands of dollars to the University from merchandise licensing. Continuing to have success requires an investment by the State, one that could return many times the investment in the future.

The non-football related money is also critical for the University because the entire University of Hawaii system needs an incredible amount of money just to get its facilities to be at an almost acceptable level. We have tens of thousands of students in the University system, the majority from Hawaii families, and they cannot learn to the best of their ability with the state of the facilities.

This issue is one that is very close to my heart because I saw the conditions first-hand while giving a seminar at UH-Manoa and years before that while I was considering becoming a professor at UH-Manoa. When I visited a professor at UH-Manoa, I was shocked to see how his office and those of his Department were in a building that was only partially completed. There was rubble in the entry level of the building because UH ran out of money and could not complete the construction. When several professors told me about the poor state of the facilities (this was a decade ago, before this issue became spotlighted), and how frustrated they were by the lack of resources at the University, that helped cement my decision to take a faculty position at a California University. I just visited with a retired UH professor (who was Chair of his department for at least two stretches of time) who talked about how the roof leaked in his building for years.

Please consider my testimony a strong recommendation for the passage of this bill and I hope that the Legislature and University never let its facilities deteriorate to the point where things are as desperate as they are now.

Sincerely,

Garret Okamoto

testimony

From: Roger Reynolds [simpleroggie@yahoo.com]
Sent: Wednesday, March 12, 2008 10:19 AM
To: testimony; HEDtestimony
Subject: House Bill 2521 Testimony

Hi, my name is Roger Reynolds and I'm sending this email in support of House Bill 2521. I am a former UH student and I remember how bad the facilities were in upper and lower campus. With the University of Hawaii being our flagship university, it is an embarrassment to see how bad things have gotten. This bill needs to get passed so that the funds can get to the Athletic department as well as Upper Campus so we can finally take OUR university to the next level and longer be ashamed of how bad things have gotten there.

Thanks,
Roger

Never miss a thing. Make Yahoo your home page.
<http://www.yahoo.com/r/hs>

testimony

From: Edward Yasuda [yasudae002@hawaii.rr.com]
Sent: Wednesday, March 12, 2008 12:04 PM
To: testimony
Subject: Fw: HB2521 HD2 Testimony

TO: COMMITTEE ON EDUCATION
DATE: Friday, March 14, 2008
TIME: 2:00 p.m.
RE: HB2521 HD2
SUBJ: Testimony

The University of Hawaii (UH) recent fiasco with football coach June Jones leaving was a debacle that could have been avoided if wiser minds were at work. In fact the incident may hint that a *laissez faire* approach needs to be tempered in a collaborative way with legislative quality control to ensure facility improvements are strategically planned and implemented.

Therefore request your consideration to support House Bill 2521 HD2 when it gets Senate consideration. As a taxpayer and UH football program advocate, I support this bill, which represents the state's commitment to sustain the university administration in addressing much of the facility needs for academics and athletics. Further, I place UH's facility upkeep equal to the taxpayers infrastructure obligation to support the state's employees pension and medical benefits program. The passage of this bill shall provide the **MOMENTUM** for positive change for an institution that has been too long neglected and inspire innovative leadership for the university administration to resolve its long neglected upkeep of university facilities.

Sincerely,

Edward Yasuda
1511 Nuuanu Avenue Apt 731
Honolulu, HI 96817
Phone #537-1902

testimony

From: Michael Lum [mlum@mlpacific.com]

Sent: Wednesday, March 12, 2008 1:17 PM

To: testimony

Subject: Testimony for Committee on Education Hearing on March 14, 2008 at 2:00PM regarding HB 2521, HD2

Chairman Norman Sakamoto and members of the Senate Committee on Education:

I **support HB 2521 HD2** which would create a University of Hawaii Repair and Maintenance Special Account to be funded with at least \$50,000,000 per fiscal year from July 1, 2008 to June 30, 2014 for the repair and maintenance of UH facilities. The University of Hawaii is the flagship institution of higher education in the State of Hawaii, but the physical plant has suffered from years of neglect which ultimately affects the quality of the education of our students and the ability to attract and retain high quality faculty. The University's facilities must be brought up to acceptable standards and HB 2521, HD2 will help do this. An important component of the bill should be that deferred maintenance of the athletic department at Manoa be also addressed. The athletic department's facilities must be brought up to par to allow the University's athletic teams to continue to be successful, a source of pride for the community and a strong economic stimulus to the State of Hawaii.

Please contact me if you have any questions.

Michael Y.W. Lum
President, ML Pacific Inc.

testimony

From: Mr thomas KITAGUCHI [tomkitaguchi@yahoo.com]
Sent: Thursday, March 13, 2008 4:37 AM
To: testimony
Subject: Subject: Testimony for Committee on Education Hearing on March 14, 2008 at 2:00 PM regarding HB 2521, HD2

Chairman Norman Sakamoto and members of the Senate Committee on Education:

I support HB 2521 HD2 which would create a University of Hawaii Repair and Maintenance Special Account to be funded with at least \$50,000,000 per fiscal year from July 1, 2008 to June 30, 2014 for the repair and maintenance of UH facilities. The University of Hawaii is the flagship institution of higher education in the State of Hawaii, but the physical plant has suffered from years of neglect which ultimately affects the quality of the education of our students and the ability to attract and retain high quality faculty. The University's facilities must be brought up to acceptable standards and HB 2521, HD2 will help do this. An important component of the bill should be that deferred maintenance of the athletic department at Manoa be also addressed. The athletic department's facilities must be brought up to par to allow the University's athletic teams to continue to be successful, a source of pride for the community and a strong economic stimulus to the State of Hawaii.

Sincerely,

Thomas Kitaguchi

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testimony

From: Marcom Leonillo [mleonillo@hawaii.rr.com]
Sent: Wednesday, March 12, 2008 9:28 PM
To: testimony
Subject: HB 2521, HD2 (HSCR779-08) RELATING TO EDUCATION

To: COMMITTEE ON EDUCATION
Senator Norman Sakamoto, Chair
Senator Jill N. Tokuda, Vice Chair

From: Mr. Chuck Leonillo

Subj: HB 2521, HD2 (HSCR779-08) RELATING TO EDUCATION APPROXIMATELY \$50M FOR UH PER YEAR UNTIL 2014

1) As you already know our University of Hawaii Football Warriors have done wonders recently for the entire State of Hawaii. I simply can not remember when our State has had so much pride and UH graduates like me are beaming with school and State pride. To mention a few of the Football's teams accomplishments this year 1) Undefeated 12-0 Regular Season, 2) WAC Championship, 3) 3rd Place Heisman Quarterback, and 4) BCS Game. The reason I'm writing to you is I'm extremely concerned about the University's and the State's ability to properly repair and upgrade existing facilities to sustain our Football Warrior Program excellence in hopes of sustaining excellence for the long-term.

2) There was been many reports that our football facilities require critical facility repairs and improvements long over due. I know this is true because very little has been done between 1980 when I started attending UH School of Engineering and today. I've heard Coach Jones and Coach Mac, Colt and other players, and many more say we need to repair and upgrade our University's facilities so our student athletes are better cared for and better recruits join the Warrior Nation. I believe this is a priority because our University of Hawaii is the most visible State institution that represents our educational values and the Warrior Football Program is the brightest beacon that draws global attention to it. While the Warrior's recent outstanding achievements has brought great pride to our entire state it has enlighten the world that our University's facilities are in shambles leaving a lasting perception that we do not value education and our football program very much. This of course is not true however, for us begin to correct the poor global perception we need to correct the facility problems quickly. I strongly support the full funding of HB 2521, HD2 to begin the repairs that will restore our university and State's pride as well as the worlds belief that we have very strong educational values. I believe our Warriors will continue to be a bright positive beacon drawing global attention to our University and State but this time, the world will also see that we learned from our past mistakes with respect to caring for its facilities and student athletes.

3) The entire State is positively or negatively affected by the Warriors every year. The entire State's morale and pride is affected by their success and how they represent us. The world continues to watch if we have learned from global shame towards proper repairs and upgrades of our athletic facilities. Like any large institution of higher learning our University of Hawaii athletic program deserves a strategy and like any strategy it must have funding to back it or its leadership is simply hallucinating its the future. Your complete support to apply tax payers funding toward HB 2521, HD2 is required. The world is watching us and your time to lead is now by funding HD 2521, HD2.

3/12/2008

Very Respectfully,

Chuck Leonillo

testimony

From: David Chin [chin@hawaii.edu]
Sent: Wednesday, March 12, 2008 6:16 PM
To: testimony
Subject: testimony on HB2521 HD2 for the EDU hearing 3/14

Please accept the following written testimony concerning HB2521 HD2, a hearing for which is scheduled for Friday March 14, 2008 in the Committee on Education, Chair: Senator Norman Sakamoto, Vice Chair: Senator Jill N. Tokuka.

The Honorable Norman Sakamoto, Chair of the Committee on Education

Dear Senator Sakamoto,

I would like to testify in favor of HB2521 HD2 relating to funding of repair and maintenance of UH facilities. As the Associate Chair of the Department of Information and Computer Sciences at Manoa, I have to fight every semester to schedule my department's classes in classrooms with necessary equipment like a projector connected to a computer that is connected to the Internet. For us, such equipment is not merely instructional technology for improved delivery, but essential equipment for teaching computer science. It would be even better if our students could have wireless access to the Internet in the classrooms. Unfortunately even our most modern classrooms lack any wireless access. Our students have to go to the few special wireless access areas on campus to connect. Even worse, many of our buildings don't have enough electrical capacity to run computers. In one of my former labs, we had to unplug the copier if we wanted to plug in the printer and vice-versa, or risk blowing a fuse. This was a pain-in-the-neck because we had to find the custodian to unlock the fuse box to reset it. A few buildings have electrical systems that are so old that they are just plain unsafe as the recent electrical fire in Edmondson Hall demonstrated. As the Chair of the Manoa Faculty Senate, I have the opportunity to talk to many of my colleagues across the campus and I find the same story everywhere: the sorry state of facilities is hampering both education and research at Manoa. So I strongly urge you to support HB2521 HD2 to improve funding of UH repairs and maintenance so that UH can properly perform its educational and research mission.

Aloha,
David N. Chin
concerned voter, taxpayer, and educator

To: Hon. Norman Sakamoto, Chair Committee on Education
Hon. Jill Tokuda, Vice Chair

Re: Testimony on HB 2521, HD 2

Dear Sen. Sakamoto and committee members:

Thank you for the opportunity to submit comments on HB 2521, HD 2. I humbly request that this committee consider amending this measure to include funding for a creative media academy at the University of Hawaii-West Oahu (UHWO).

As a member of the Honolulu City Council in the 1980's and a State Senator in the 1990's I have initiated or strongly supported efforts to create a permanent campus for the UH West Oahu. The effort has been a long one, but significant strides were made during my years in the Senate, particularly enacting legislation to secure land from Campbell Estate for a permanent campus in the "Second City" of Kapolei.

I have always believed that good land use planning for the island of Oahu involved the establishment of a "second city" on the Ewa plains. I further believed that a UH West Oahu campus was a critical component to the success of a second city – a campus teeming with students was an anchor institution to attract businesses and jobs to the second city so that it was a place where people not only lived, but worked.

I also believed that having an institution of higher learning on Oahu's Leeward Coast would inspire our young students to go to college and could provide much needed outreach activity to those in need on the Leeward Coast.

A functioning, vibrant, and meaningful UH West Oahu will not arise merely because land has been secured and buildings are built. What is critical are the programs which are offered to students at this "new" campus. For UH West Oahu, an academy for creative media is a perfect fit. As noted in another Senate measure, "Waianae Searider Productions has demonstrated the transformational power of multi-media literacy to engage our most at-risk students." It is my understanding that creative media programs are the "happening" thing in West Oahu high schools. Waianae H.S. is the most notable but I'm told that high schools like Campbell and Kapolei have programs as well.

Obviously, the University of Hawaii's priority mission is to provide excellent post secondary education to our young adults. But I also believe that it has another mission as well - as a member of our community, to contribute to the proper planning and growth in this State. A permanent UH West Oahu campus in Kapolei, and establishing an academy for creative media at the campus fulfills both goals.

Thank you for the opportunity to testify. I ask for your favorable consideration of this request to amend this measure..

Aloha,
RANDY IWASE

testimony

From: Cesar Valeron [valeronjc001@hawaii.rr.com]
Sent: Thursday, March 13, 2008 9:49 PM
To: testimony
Subject: HB 2521 for Friday, March 14, 2:00 p.m. Conference Rm 225

I am in support of House Bill 2521 to fund the repair and maintenance of the UH colleges.

I am particularly requesting the state join me and other Koa Anuenue fans in supporting UH football and provide the money needed to repair their dishevelled sport's facilities. Every year for the last 12 seasons I've donated hundreds of dollars to help our boys produce a winning team to proudly represent Hawaii to the rest of the nation. This last season was a dream come true!

Thank you for your time, and mahalo for your consideration to vote in support of HB 2521.

Mahalo nui loa,

Cesar A. Valeron Jr.
672-6049



UNIVERSITY OF HAWAII SYSTEM

Legislative Testimony

Testimony Presented Before the
Senate Committee on Education
March 14, 2008 at 2:00 pm

By

Linda Johnsrud, Vice President for Academic Planning and Policy,
and

Howard Todo, Vice President for Budget & Finance/CFO,
University of Hawai'i

HB 2978 HD1 – RELATING TO EDUCATION

Chair Sakamoto, Vice Chair Tokuda, and Members of the Committee on Education:

I am Howard Todo, Vice President for Budget and Finance and Chief Financial Officer of the University of Hawai'i System. On behalf of the University System, I am testifying on House Bill 2978 House Draft 1, which establishes a funding formula task force for the distribution of fiscal resources throughout the UH system with the assistance of an independent consultant, and makes a one-time appropriation of funds to supplement the base operational budgets of UH campuses that have demonstrated a significant increase in enrollment.

The University appreciates the legislature's efforts to rethink the funding model for our campuses as we consider equitable, consistent, and responsive funds distribution. As you know, we are working on several efforts along these lines.

During the 2007 Session the legislature requested in SCR 79 that the University report on the linking of funding for individual campuses to performance goals, and in SCR 137 that the University develop a comprehensive long-term financial plan that would include a linking of resources to program objectives such as increasing the number of college graduates and reducing the shortage of teachers and nurses. This session SB 3250, SD2 requires the University to develop an incentive and performance outcome funding component for a long-range financial plan that would include base operating funds and capital improvement funding as well.

Reconsidering the base operating budget, as described in HB 2978 HD1, and linking it to student FTE enrollment is worthwhile to examine and pursue, and seems particularly relevant as we establish a long-term financial plan. However, due to the overlapping effort with SB 3250 SD2 and SCR 137 we would recommend that HB 2978 HD1 not stand as a separate initiative. Rather, we feel that in developing the reports and proposals required by these other measures, we will address the issue of base funding and enrollment based formula funding as well as other options. Having separate bills

requiring potentially different approaches and mechanisms may be confusing and counterproductive.

Also, while we welcome the opportunity for a one-time supplement to funding for any of our campuses, we must caution against using the past ten year's enrollment growth as the sole basis for calculation. Annual historical enrollment growth should be examined in tandem with state appropriations during the same period, with current enrollment and current levels of base funding to determine the amount of any one-time adjustment to the base that may be appropriate. In other words, we need to make sure that a historically under-funded campus is not disadvantaged with a new formula funding system, especially if its mission and programs target today's urgent state needs, for example the need to serve underserved regions.

HB2978 HD1 concerning formula funding fits well within the context of the long term financial plan that the legislature has requested that the UH develop to reach its strategic goals and help meet State higher education needs. The long term financial plan will incorporate base operating, capital improvement, as well as incentive and performance outcome funding. The University is now in the process of developing this plan, and requests that HB2978 HD1, which addresses the base operational needs of UH campuses, be incorporated as part of the broader scope of this long-term financial plan.

In summary, we recommend that other legislative initiatives that address the broader scope of a long-term financial plan for the University of Hawai'i be supported instead, which would encompass consideration of funding formulas and base funding related to enrollment.

Lastly, we respectfully request that if a formula funding task force is appointed, a UH System representative be included on the task force, in keeping with the University's governance processes.

Thank you for the opportunity to testify.

OFFICE OF INFORMATION PRACTICES

STATE OF HAWAII
NO. 1 CAPITOL DISTRICT BUILDING
250 SOUTH HOTEL STREET, SUITE 107
HONOLULU, HAWAII 96813
TELEPHONE: 808-586-1400 FAX: 808-586-1412
EMAIL: oip@hawaii.gov

To: Senate Committee on Education
From: Paul T. Tsukiyama, Director
Date: March 14, 2008, 2:00 p.m.
State Capitol, Room 225
Re: Testimony on H.B. 2978, H.D. 1
Relating to Education

Thank you for the opportunity to submit testimony on H.B. 2978, H.D. 1.

The Office of Information Practices ("OIP") takes no position on the substance of this bill, which would establish a Funding Formula Task Force, but seeks clarification of a provision on page 6 of the bill, lines 16-21, which states that

The funding formula task force shall be exempt from chapter 92, Hawaii Revised Statutes; provided that the task force shall make a good faith effort to make its proceedings and work products accessible and available to the general public in a manner consistent with the intent of chapter 92, Hawaii Revised Statutes.

The Sunshine Law is only part I of chapter 92. Parts II through IV of chapter 92 relate to non-Sunshine Law issues, such as boards' general powers and quorum requirements, copy charges for public records, and publication of legal notices. If the intent of this provision is to exempt the Task Force from the Sunshine Law, OIP recommends that the bill state that the Task Force "shall be exempt from part I of chapter 92."

OIP would, however, recommend that this Committee carefully consider whether it is good policy to exempt the Task Force from the Sunshine Law in light of the express policy and intent of the statute.

In a democracy, the people are vested with the ultimate decision-making power. Governmental agencies exist to aid the people in the formation and conduct of public policy. Opening up the governmental processes to public scrutiny and participation is the only viable and reasonable method of protecting the public's interest. Therefore, the legislature declares that it is the policy of this State that the formation and conduct of public policy - the discussions, deliberations, decisions, and actions of government agencies - shall be conducted as openly as possible.

Haw. Rev. Stat. §92-1 (1993).

The issues on the issue on which the Task Force is charged with making recommendations are important to and will directly affect the entire University community, and indirectly the public at large. Although the bill calls for the Task Force to make a good faith effort to make its proceedings accessible to the public, the way in which it chooses to do so will be entirely within the Task Force's discretion and members of the public will have no recourse if they feel shut out of the proceedings. For instance, if it is exempt from the Sunshine Law, the Task Force will not be required to post notice of its meetings or allow the public to testify at its meetings.

Thank you for the opportunity to testify.



2007-2008

March 12, 2008

To: Senator Norman Sakamoto

From: The University of Hawai'i at Hilo Student Association

RE: Support for HB 2978 and UH Formula Funding

Dear Senator Sakamoto,

As the University of Hawai'i at Hilo Student Association (UHHSA) Legislative Committee, we strongly support House Bill 2978 Relating to Education formula funding. Formula Funding is implemented through out schools in Hawai'i from grades K through 12. UH Hilo receives roughly 7% of the University System budget. This allotment of funds is hindering the progress and functioning of UH Hilo development and its programs. UHHSA supports House Bill 2978 Relating to Education because it will provide equally distributed and much needed fiduciary support in order to continue to give UH Hilo students the best higher education experience they can have.

Mahalo Nui,

University of Hawai'i Hilo Student Association

Lani Auw-Tine
President

University of Hawai'i
Regents Candidate Advisory Council

Roy Takeyama, Chair
Karl Fujii, Vice Chair
Dr. L. Thomas Ramsey, Secretary
Nelson Befitel, Member
Neil Bellingier, Member
James T. Koshiba, Member
Ginger Takeshita, Member

WRITTEN TESTIMONY PRESENTED BEFORE THE
SENATE COMMITTEE ON EDUCATION
IN SUPPORT OF HB 3226, H.D. 3, RELATING TO THE UNIVERSITY OF HAWAII
March 14, 2008
2:00 p.m., State Capitol, Conference Room 225

Chairman Sakamoto, Vice Chair Tokuda and Members of the Senate Education Committee

Thank you for the opportunity to provide this written testimony.

We are concerned with the confidentiality language cited in HB 3226, H.D. 3, Section 4(l). During recent interviews, some candidates expressed their serious concerns about the potential public disclosure of personal information that the Regents Candidate Advisory Council may become aware of during the candidate review and screening process.

We would appreciate the substitution of the confidentiality language cited in HB 3226, H.D. 3, with the confidentiality language cited in SB 2668, S.D. 2.

We respectfully request an appropriation of \$120,000 to support the operations of the Council to fund an administrative position to conduct the day-to-day operations and to cover expenditures including the costs for publication of ads, background searches, travel, office supplies, office equipment, and miscellaneous expenses. Should the requested funding be included in the University's budget, the Council requests that the appropriation be assigned a separate Program ID as is the practice in the case of appropriations for the Aquarium, e.g., UOH 881, Aquaria.

With the modification in the confidentiality language and the requested appropriation, we are in strong support of HB 3226, H.D. 3.

Thank you for your time.

Respectfully submitted,



Roy Y. Takeyama, Chair
Regents Candidate Advisory Council



UNIVERSITY OF HAWAII SYSTEM

Legislative Testimony

Written Testimony Presented Before the
Senate Committee on Education
March 14, 2008 at 2:00 pm

By
Linda Johnsrud, Vice President for Academic Planning and Policy,

HB 3398, HD3 – RELATING TO FOREIGN LANGUAGE PROGRAMS

Chair Sakamoto, Vice Chair Tokuda, and Members of the Committee on Education:

I am Linda Johnsrud, Vice President for Academic Planning and Policy, University of Hawai'i System. On behalf of the University System, I am testifying on House Bill 3398 House Draft 3, which provides funding to the vice chancellors for student affairs at University of Hawai'i campuses for shared resources for Philippine language and culture programs.

House Bill 3398 HD3 presents data about the representation of Filipinos in higher education and makes a compelling case for increasing the availability of Philippine language and culture programs and supporting recruitment and retention at the UH campuses.

While we agree with its intent, the University System cannot support HB3398 HD3 which appropriates funds to campus vice chancellors for student affairs for curriculum development and student services. As a general practice, chancellors are charged with the responsibility on their campuses for a process of establishing priorities and allocating resources, and we would prefer to honor this process of review and priority-setting at the campus level.

Thank you for the opportunity to testify.

Hawaii Interpreter Action Network
c/o Hawaii Newspaper Guild
888 Mililani Street, Room 303, Honolulu, Hawaii 96813

TO: Senator Norman Sakamoto, Chair; Rep. Senator Jill N. Tokuda, Vice-chair
Senate Committee on Education

RE: **Support, HB 3398**, Relating to Foreign Language Programs

FROM: M. Alohalani Boido, M. A., Chair
Legislative Action Committee, Hawaii Interpreter Action Network
Tel.: 946-2558, E-mail: boido@hawaii.edu

HEARING: Friday, 3-14-08 at 2:00 pm, Conference Room 225

RE: **STRONG SUPPORT, HB 3398 HD 3**, Relating to Foreign Language Programs

I am Marcella Alohalani Boido, M. A., a Hawaii Judiciary Certified court interpreter (Spanish & English) and a founding member of Hawaii Interpreter Action Network (HIAN). HIAN is dedicated to representing Hawaii's court interpreters. We work to elevate professional standards of competence and ethics, and to improve working conditions.

The bill itself states the reasons why it should be enacted. We are in strong support because a major part of demand for language services in Hawaii is for Filipino languages.

Bilingual workers, and interpreters and translators, are drawn from one of three groups: 1) immigrants who were highly educated in their home country before arriving in the U.S., 2) immigrant children and children of immigrants who largely learn their Language Other Than English (LOTE) at home ("heritage speakers"), and 3) speakers who learn their LOTE at school in the USA.

For all three groups, formal study in school is needed to develop the high level of language knowledge necessary to provide competent bilingual services. Groups 2 and 3, above, rely on the American school system for the necessary formal study. The very expensive alternative is to travel for study to the country where the language is spoken.

To create high-level Hawaii-raised and/or Hawaii-educated speakers in Filipino languages, we need these formal opportunities for schooling. The majority of Hawaii's Filipinos are Ilokanos. The only Ilokano Language and Literature Program in the USA is at UH-Manoa.

Hawaii-raised and Hawaii-educated people are among those most likely to go on to provide very needed bilingual services in government and non-profit offices as staff, as well as interpreter and translator services to government offices, the community, and business. Such services are essential to providing language access to government services and linguistic due process in the courts, as well as facilitating international commerce.

HB 3398 HD 3 provides an economical and sensible way to educate people in languages essential to Hawaii's provision of government services and the development of international commerce. It also serves to give people a source of pride and joy in their culture and identity for Filipinos, and the joy of learning and sharing for all of us.

Please support HB 3398 HD 3. Hawaii needs this bill. Thank you.



Unit Organizations

Alliance of Residential
Carehome Administrators
Aloha Saguisib Cultural
Foundation, Inc.
Annac ti Bado iti Hawaii
Annac ti Batac
Annac ti Caoayan 2002
Annac ti Kailokuan iti
America
Annac ti Sinaiti Hawaii
Asingan Organization of
Hawaii
Badoc-Pinili Aid
Association of Hawaii
Banna Association of
Hawaii
Bannatiran Association of
Hawaii
Batangas Association of
Hawaii
Bulacan Circle of Hawaii
Caballeros de Dimasalang
Cabugao Sons & Daughters
of Hawaii
Candonians of Hawaii
Caoayan ISAH
Cavitenians of Hawaii
Dingras Association of
Hawaii
Divine Word College
Alumni Association
FilAm Sports USA
Fil American Citizens
League
Filipino Business Women's
Club
Filipino Nurses Organization
of Hawaii
Filipino Women's Civic
Club
GUMIL Hawaii
GUMIL Oahu
Hawaii Filipino Women's
Club
Hawaii Council of Bilingual
Educators
ILAH
Ilocos Nortenians of
America
INCAT Alumni Association
of Hawaii
International Filipino
Society of Hawaii
Kalayaan Phil.-Hi. Int.
La Union Circle of
Hawaii
Lingayen Gulf Club of
Hawaii

TESTIMONY IN STRONG SUPPORT OF HB 3398 HD3 RELATING TO FOREIGN LANGUAGE PROGRAMS

Senate Education Committee
Honorable Norman Sakamoto, Chair
Honorable Jill Tokuda, Vice-Chair
Honorable Senate Education Committee Members

March 14, 2008, 3 p.m.
Hawai'i State Capitol Conference Room 225

To: Hon. Norman Sakamoto, Chair; Hon. Jill Tokuda, Vice-Chair; Hon.
Senate Education Committee Members
From: Helena Manzano, Board Member
National Federation of Filipino American Associations Region XII

My name is Helena Manzano. National Federation of Filipino American Associations Region XII (NaFFAA) is in strong support of this bill. I serve on the Board of NaFFAA Region XII, which represents the interests of Filipinos in Hawai'i, Guam, and the Commonwealth of Northern Marianas Islands. NaFFAA Region XII is an affiliate of the National NaFFAA. Washington policy-makers, private industry and national advocacy groups recognize NaFFAA as the Voice of Filipinos and Filipino Americans throughout the United States. We are a non-partisan, non-profit national affiliation of more than five hundred Filipino-American institutions and umbrella organizations that span twelve regions throughout the continental United States and U.S. Pacific territories.

The Ethnic Studies movement nationwide has played a critical role in producing topnotch thinkers and doers, who have advanced civil rights and socially responsible economic empowerment initiatives in the United States. This bill supports Hawai'i's institutions of secondary and higher education to carry out its mission to prepare students to turn around the demands of a complex and troubled world into opportunities of peace and prosperity for all. Philippine languages and ethnic studies programs are essential to move forward.

Thank you for this opportunity to provide testimony to support this bill. Please vote yes to its passage.

Sincerely,

Helena Manzano, Board Member, NaFFAA Region XII

Filipino American Citizens League

Jake Manegdeg, President
P. O. Box 270126 * Honolulu, Hawai'i 96827

TESTIMONY IN STRONG SUPPORT OF HB 3398 HD3 RELATING TO FOREIGN LANGUAGE PROGRAMS

Senate Education Committee
Honorable Norman Sakamoto, Chair
Honorable Jill Tokuda, Vice-Chair
Honorable Senate Education Committee Members

March 14, 2008, 2:00pm
Hawai'i State Capitol Conference Room 225

Title: Philippine Language and Filipino-American Studies

Description: Appropriates funds to the University of Hawaii system to provide Philippine language and Filipino-American studies courses systemwide. Appropriates funds. (HB3398 HD3)

To: Hon. Norman Sakamoto, Chair; Hon., Jill Tokuda Vice-Chair
Hon. Senate Education Committee Members
From: Jake Manegdeg, President, Filipino American Citizens League

My name is Jake Manegdeg. As president of the Filipino American Citizens League, I am proud to submit our full support of this bill. The Filipino American Citizens League was formed over ten years ago to contribute to the advancement of civil rights and social justice for minority groups, underserved populations, and vulnerable communities through education, advocacy, and social action.

I served as Chair of the 75th Anniversary Commission of Filipinos in Hawai'i, as well as a commissioner on the Filipino Centennial Celebration Commission. The achievements and contributions of Filipinos in Hawai'i since 1906 have been well documented. But the untold stories of alarming disparities are emerging in public health issues of domestic violence, incarceration, cancer, diabetes, cardio vascular diseases, unemployment, workers rights, and more.

After a hundred years, it is time to bring healing to Hawai'i's educational system that has failed our underserved communities, including Filipinos, by denying them the right to learn who they are, and where they came from. In so doing, Hawai'i's multi-ethnic students will also benefit from knowledge that will transform ignorance, fear, and racial strife into universal virtues. Provisions of this bill can foster the spirit of inquiry, self awareness, sense of belonging, empathy, compassion, unity and reciprocity for the greater good. Thank you for the opportunity to support this bill. Your help in its passage will bring about the type of profound change that is needed. Hawai'i cannot afford not to.

Very Sincerely,

Jake Manegdeg,
President, Filipino American Citizens League

Filipino Coalition for Solidarity

A HAWAII RIGHTS ADVOCACY GROUP • FOUNDED IN 1990

c/o 728 Nunu St. • Kailua, HI 96734 • <http://www.philippinesonline.org/thecoalition/>

TESTIMONY IN STRONG SUPPORT OF HB 3398 HD3 RELATING TO FOREIGN LANGUAGE PROGRAMS

Senate Education Committee
Sen. Norman Sakamoto, Chair
Sen. Jill Tokuda, Vice-Chair
Respective Senate Education Committee Members

March 14, 2008, 2:00pm * • Hawai'i State Capitol Conference Room 225

To: Sen. Norman Sakamoto, Chair; Sen. Jill Tokuda, Vice-Chair
Respective Senate Education Committee Members
From: Charlene Cuaresma, MPH, President, Filipino Coalition For Solidarity

My name is Charlene Cuaresma. As president of the Filipino Coalition for Solidarity, I am submitting testimony in strong support of this bill. Since its inception in 1990, the Coalition has represented more than 50 Filipino community leaders whose aim is to work for social justice issues to empower Filipinos to make socially responsible contributions to Hawai'i and our global neighbors through education, advocacy, and social action.

As a third generation descendant of sakadas, or sugarcane contract workers, and as a product of Hawai'i's public schools during its territorial days, I never learned my Philippine language of Ilo-kano, nor Philippine history, although my school and community were comprised predominantly of Filipinos. Instead, German, French, Spanish and Japanese were offered. My education and purpose in life crystallized during student protests and civil disobedience to save the University of Hawai'i Ethnic Studies program, and to denounce the naming of the social science building after Australian psychologist Stanley Porteus. His research promoted the superior intelligence quotients (IQs) of Caucasians, beginning with comparisons to Australian Aborigines, then with Hawai'i's plantation labor force of Hawaiians, Chinese, Japanese, and Filipinos. These conclusions justified racist, institutional policies by the Hawai'i Board of Education, which tracked minority students into vocational classes to meet the labor needs of low paying jobs with poor working conditions in the agricultural and service industries.

Ethnic Studies and Philippine languages are the keys to unlock historical truths and relevance to a child's life by reclaiming a people's integrity, developing an ethical and compassionate character, and building critical thinking skills for civic engagement in democracy to uphold civil rights.

The Coalition has passed resolutions to address disparities related to health, education, labor issues affecting the hotel and caregiver industries, immigration, Filipino WWII veterans equity, language access, and more. This bill will foster diversity competency for all of Hawai'i's people. Community empowerment for progressive collaborations to meet the challenges of local and global opportunities in the 21st century will follow.

Thank you for this opportunity to present our support of this bill from the Filipino community. Your consideration for its passage is greatly appreciated.

Respectfully,

Charlene Cuaresma, President, Filipino Coalition for Solidarity



OAHU FILIPINO COMMUNITY COUNCIL

P.O. Box 17531 • Honolulu • Hawaii 96817

TESTIMONY IN STRONG SUPPORT OF HB 3398 HD3

Unit Organizations

Alliance of Residential
Carehome Administrators
Aloha Saguibsib Cultural
Foundation, Inc.
Annac ti Bado iti Hawaii
Annac ti Batac
Annac ti Caoayan 2002
Annak ti Kailokuan iti
America
Annak ti Sinait iti Hawaii
Asingan Organization of
Hawaii
Badoc-Pinili Aid
Association of Hawaii
Banna Association of
Hawaii
Bannatiran Association of
Hawaii
Batangas Association of
Hawaii
Bulacan Circle of Hawaii
Caballeros de Dimasalang
Cabugao Sons & Daughters
of Hawaii
Candonians of Hawaii
Caoayan ISAH
Cavitenians of Hawaii
Dingras Association of
Hawaii
Divine Word College
Alumni Association
FilAm Sports USA
Fil American Citizens
League
Filipino Business Women's
Club
Filipino Nurses Organization
of Hawaii
Filipino Women's Civic
Club
GUMIL Hawaii
GUMIL Oahu
Hawaii Filipino Women's
Club
Hawaii Council of Bilingual
Educators
ILAH
Ilocos Norteniens of
America
INCAT Alumni Association
of Hawaii
International Filipino
Society of Hawaii
Kalayaan Phil.-Hi. Int.
La Union Circle of
Hawaii
Lingayen Gulf Club of
Hawaii

Senate Committee on Education
Honorable Norman Sakamoto, Chair
Honorable Jill Tokuda, Vice-Chair
Honorable Senate Education Committee Members

March 14, 2008, 2:00pm ❖ Conference Room 225

RELATING TO FOREIGN LANGUAGE PROGRAMS

Description: Appropriates funds to the University of Hawaii system to provide Philippine language and Filipino-American studies courses systemwide.

To: Hon. Norman Sakamoto, Chair, Hon. Jill Tokuda,
Vice-Chair; Hon. Senate Education Committee
Members Members of International Affairs
From: Franklin Borromeo, President, Oahu Filipino
Community Council

My name is Franklin Borromeo. I am very proud to provide strong support of HB 3398 HD3. I serve as President of the Oahu Filipino Community Council (OFCC). Our Council is an umbrella organization comprised of sixty-two members (62) that represent a network of non-profit civic groups with a unified vision to improve the lives of our Filipino communities.

Providing Philippine languages and ethnic studies throughout the University of Hawaii's community college system and Hawaii's public high schools is an important measure toward community empowerment for the benefit of all. It becomes a social justice issue when students, especially in schools with large numbers of Filipinos, are denied the right to learn their history, languages, and culture. OFCC supports education that will lead to greater collaborations and equity among Hawaii's diverse people to address the pressing needs of our global society.

Thank you for the opportunity to present this testimony.
Please enact HB 3398 HD3.

Sincerely,

Franklin Borromeo
President, Oahu Filipino Community Council

Unit Organizations

Magsingal Association of
Hawaii
Narvacan/San Antonio Club of
Hawaii
Nueva Vizcaya Association of
Hawaii
Pasuquinos Association of
Hawaii
Philippine Cultural Foundation
Philippine Nurses
Association of Hawaii
Piddig Association of Hawaii
Sanchez Mira Association of
Hawaii
San Manuel Pangasinan
Association of Hawaii
San Nicolaneos USA
San Nicolas Goodwill
Foundation
San Nicolas Teachers of
Hawaii
Santa Lucia Association of
Hawaii
Sarrat Association of Hawaii
Sarrat International Inc.
Sinait Nt. High School Alumni
of Hawaii
Solsona of Hawaii
Tarlac Mutual Club of Hawaii
TPCP
Kalihii Ballroom, Inc.
Sadiri ti San Nicolas iti Hawaii
Samar Leyte Association of
Hawaii
Sampaguaita/Sunflower Club of
Hawaii
San Juan Association of
Hawaii
San Nicolas Nat. High
Santa Marians of Hawaii
School Alumni
Santa Nicolas Nat. High
School Bingao Annex
Tagalog Association of Oahu
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United Group of Home
Operators
United Pangasinan of Hawaii
United Urdaneta Club of
Hawaii
United Vintarinians of Hawaii
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Funtanilla • Jake Manegdeg • Estrella Pada-Taong • Danny Villaruz • Amado Yoroi Legal Counsel: Alfredo Evangelista |



Tessie Oculito, RN, President
Philippine Nurses Association-Hawaii
92-1269 Umana St. | Kapolei, HI 96707
E-Mail: toculto@hawaii.rr.com | Phone: (808) 457-1066

TESTIMONY IN STRONG SUPPORT OF HB 3398 HD3 RELATING TO FOREIGN LANGUAGE PROGRAMS

Senate Education Committee
Honorable Norman Sakamoto, Chair
Honorable Jill Tokuda, Vice-Chair
Honorable Senate Education Committee Members

March 14, 2008, 2:00pm
Conference Room 225

To: Hon. Norman Sakamoto, Chair; Hon. Jill Tokuda, Vice-Chair;
Hon. Senate Education Committee Members
From: Tessie Oculito, President, Philippine Nurses Association Hawaii

My name is Tessie Oculito. I am the president of the Philippine Nurses Association-Hawaii (PNAH). We are in strong support of this bill. As a national affiliate of the Philippine Nurses Association of America, our shared mission is to uphold and foster the positive image and welfare of our constituent members; to promote professional excellence and contribute to significant outcomes to healthcare and society. Our vision is to be an organization responsive to its constituent needs, and to be a force in the world arena of nursing.

Most of our members are first generation Filipinos, who immigrated to the United States because of the global nursing shortage. We see the harmful effects of the extinction of heritage language among generations of Hawai'i's multi-ethnic groups, including Filipinos. American families and the U.S. labor force are at an economic disadvantage because of insufficient cultural and linguistic competencies for critical transactions ranging from inter-generation family discord, to patients with health care providers, to brokering and closing socially responsible and mutually prosperous business deals.

We support this bill because students from diverse backgrounds in public schools and higher education will become informed of each other's historical lessons and worldview through their languages. This type of cutting edge education provides a strategic vantage point for an enlightened society to champion global challenges.

Sincerely,

Tessie Oculito, RN
President, Philippine Nurses Association-Hawaii

TESTIMONY IN SUPPORT OF HB3398 HD3

Relating to Foreign Language Program

Description: Appropriates funds to the University of Hawaii system to provide Philippine language and Filipino-American studies courses systemwide.

Senate Committee on Education

March 14, 2008, 2:00 pm

Conference Room 225

Honorable Norman Sakamoto, Chair

Honorable Jill Tokuda, Vice-Chair

Members of the Senate Education Committee

By

Agnes Malate

P.O. Box 61501; Honolulu, Hawai'i 96839

armalate@yahoo.com/383-9318

My name is Agnes Malate and I am in strong support of HB 3398 HD3. I am speaking to you today as someone who has greatly benefited from taking an Ethnic Studies course in high school and Ilokano language and Philippine literature courses in college. Taking these courses reconnected me to my Filipino heritage and instilled an appreciation for Hawai'i's multicultural society that provided me with the foundation to better serve the community.

I belong to the National Federation of Filipino-American Associations (NaFFAA) and Filipino Coalition for Solidarity; serve as the Vice-President for the Friends of Imi Ho'ola (a non-profit organization to help support disadvantaged/underrepresented students participating in the UH School of Medicine's post-baccalaureate, pre-medical program); and a member of the Advisory Council for the Pilipina Rural Project of the Domestic Violence Action Center.

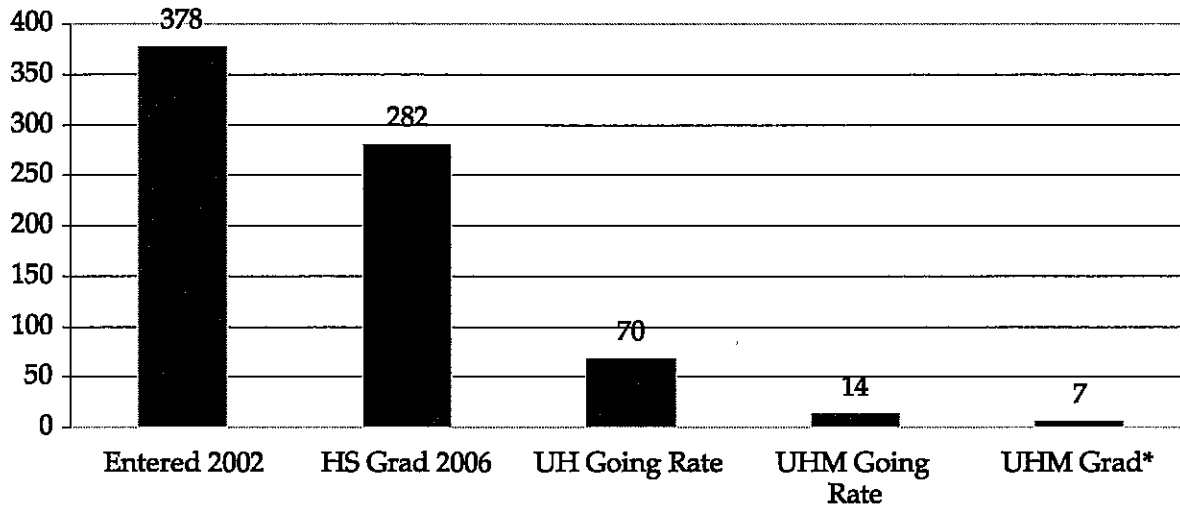
When I arrived in Hawai'i at the age of seven, I knew only a few words of English. In order to facilitate my transition into school and my new home, my teacher instructed for my parents to refrain from speaking Ilokano, my first language, and speak to me only in English. My parents had the foresight to recognize the value of being bilingual and continued to communicate with me in both languages. Despite their lack of hesitancy in keeping the language alive in our home, I found it more desirable to distance myself from it in order to fully be accepted by my peers and teachers. I made a decision to think, speak, and even dream only in English in order to gain more proficiency in my second language. Eventually I became ashamed to speak Ilokano in public and began to call my parents "Mom" and "Dad" instead of the Ilokano forms of "Nanang" and "Tatang". With it came an ethnic identity crises that began to be quelled in the ninth grade when I took an Ethnic Studies class and learned about the experiences of Filipinos and other ethnic groups in Hawai'i. Having a forum dedicated to understanding the peoples and cultures of Hawai'i was liberating and informed me on the significant figures and contributions made by the various ethnic groups.

Today, I observe the children of relatives and friends go through the same experiences that I did as they start formal schooling and begin to measure the worthiness of the culture in which they were raised. I believe it persists because there is no ongoing institutional recognition and support for including material in curriculum that validates the importance of groups that have been historically considered on the periphery. Offering Philippine languages and Filipino-American/Ethnic Studies is one of necessity and a way to ensure that the diverse cultures of Hawai'i have access to quality

education, health, and social services.

Studies have shown that students have a greater chance of success if there is a match between the cultures of their home and school. Having Philippine language and Ethnic Studies courses will help to bridge the gap that exists and facilitate school completion rate that remains dismally low at the high school and college levels.

WAIPAHU HIGH SCHOOL EDUCATIONAL PIPELINE (2002-03 COHORT).



*Projected number to graduate from UH-Manoa in 2012. It is based on past UH trends of 50-55% graduation rate after 6 years in college.

Source: Waipahu High School, Preliminary Status and Improvement Report, School Year 2006-07. High School Background of First-Time Students, Institutional Research Office, University of Hawai'i, Fall 2006

Of the 378 students in the Waipahu High School 2002-03 cohort, only 70 enrolled in the University of Hawaii system in 2006, with only seven projected to graduate from UH-Manoa after six years in college. Clearly, there is a need to provide instruction that engages students in their learning and provides them with the knowledge and skills to meet the growing need in Hawai'i's community for a culturally competent workforce. A similar trend is found in a number of high schools with a high percentage of Filipinos.

I would like to reiterate my wholehearted support of HB 3398 with minor amendment to change **Philippine**-American back to **Filipino**-American as stated in original draft of the bill to reflect the inclusion of the Filipino-American experience in ethnic studies courses. I appreciate the opportunity to provide testimony and I ask for you to fund the Philippine language and Ethnic Studies courses at the University of Hawaii system.

Sincerely,
Agnes Malate



Nursing Advocates & Mentors, Inc.

... a non-profit organization with a mission to address the global nursing shortage by providing guidance and assistance for nursing colleagues to obtain their professional license in nursing.

P.O. Box 2034 Aiea, HI 96701
E-mail: namihonolulu@yahoo.com

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FACDONA
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Tina Salvador, RN, BSN, CNN

Linnette Takenaka, RN, DON

TESTIMONY IN STRONG SUPPORT OF HB 3398 HD3

RELATING TO FOREIGN LANGUAGE PROGRAMS

Senate Education Committee

Honorable Norman Sakamoto, Chair

Honorable Jill Tokuda, Vice-Chair

Honorable Senate Education Committee Members

March 14, 2008, 2:00 p.m.

Hawai'i State Capitol Conference Room 225

To: Hon. Norman Sakamoto, Chair; Hon. Jill Tokuda, Vice-Chair;
Hon. Senate Education Committee Members
From: Beatrice Ramos-Razon, President, NAMI
(Nursing, Advocates & Mentors, Inc.)

My name is Beatrice Ramos Razon. I am in strong support of this bill. As the founder and president of NAMI (Nursing, Advocates & Mentors, Inc.). NAMI's membership is comprised of over 75 nurses, allied health care professionals, and Filipino leaders, who are dedicated to improve the health of Hawaii's people by addressing the global issues of a worldwide nursing shortage through the training and mentoring of foreign medical graduate nurses to pass Hawai'i's nurses board exams.

Language access to government services is of grave importance to Hawai'i's diverse immigrant groups. Filipinos comprise 61 percent of immigrants, which is larger than all the other immigrant groups combined. Offering Philippine languages and Filipino American studies will perpetuate and promote heritage language speakers, who are at risk for losing their language skills, if they are not used. These emerging leaders are an overlooked resource that not only have tremendous potential for success, but are essential to Hawai'i's vibrant economic future.

Thank you for the opportunity to provide support for this bill. NAMI appreciates consideration of your support.

Sincerely,

Beatrice Ramos Razon, RN,
FACDA
President, Nursing Advocates
and Mentors, Inc.

TESTIMONY IN STRONG SUPPORT OF HB 3398 HD 3

**March 14, 2008, 2:00 PM
Conference Room 225**

RELATING TO PHILIPPINE LANGUAGES AND FILIPINO-AMERICAN ETHNIC STUDIES

**To: Committee on Education
 SENATE**

**Senator Norman Sakamoto, Chair
 Senator Jill Tokuda, Vice Chair**

**From: Aurelio S. Agcaoili, PhD
 Program Coordinator
 Ilokano Language and Literature
 University of Hawai'i at Manoa**

I am Aurelio S. Agcaoili, currently program coordinator and assistant professor for Ilokano Language and Literature of the University of Hawai'i at Manoa. My testimony does not reflect the official position of the University of Hawai'i but I am testifying as member of a heritage community and as a heritage language instructor; likewise, I am testifying because of the realization that there is an urgent need for the Philippine heritage languages to be taught in this State if only to do justice to the reality of diversity and cultural pluralism that we must sustain and nurture. I am thus testifying in strong support of this HB 3389 HD 3.

The University's Ilokano Language and Literature Program is the only one in the State of Hawai'i and in the whole of the United States. As a full program that offers a Bachelor of Arts with a concentration in Ilokano, it is so unique that there is no other program in the world except our own. The University of Hawai'i System thus can claim this pride of offering the only B. A. program, with concentration in Ilokano in the entire educational system anywhere else in the world. This has put our program at the center of everything including providing directions to Ilokano Studies that we have critically begun at our Program.

One of the strengths of our Ilokano Language and Literature Program is that aside from its academic commitment to offer the best training there is in any University setting, it is involved as well with various Ilokano and culture-oriented programs and services in various state and government agencies, and in many civic and literary organizations in Hawai'i, the United States Mainland, and abroad. Today, the program has entered into a working partnership with many universities in the Philippines through the Nakem Conferences, and writers associations in Hawai'i, the United States Mainland, the Philippines, and Australia. This could only mean the kind of contribution the Ilokano

Language and Literature Program has in the production of critical knowledge not only on the Ilokano wherever they are but on the contribution they give in creating a just and fair community for the many even as they pursue their dream of the good life in this State or elsewhere. For indeed, the Ilokano and his language and culture are everywhere, whether that presence is visible (for reasons that can only be political, economic, or cultural) or invisible (for reasons that are, more often than not, political and cultural).

The foregoing, thus, serves, as the premise of my statement in support of the intents and purposes of House Bill 3389. Please consider my support as one that is **strong**, convinced of the vision of this Bill, and the kind of results it wants to pursue. In short, I find this Bill meritorious, just and fair, and sensitive to the requisites of cultural and linguistic pluralism, the kind of work that we also do at the Ilokano Language and Literature Program of the University of Hawai'i.

This Bill will help us expand what we have and bring to the students of community colleges outside Manoa the access they need in terms of language and multicultural competency training.

In addition, this Bill will give a directly response to the long-time need of Ilokano to have their voice in this State considering that they, and those descended from them, constitute about 85% of the Philippine population in this State. In addition, this Bill will be instrumental to the access the new Ilokano immigrants to their own language, with about 4500 of them coming to Hawai'i (or about 85% of the total new Filipino immigrants every year according to the Philippine Consulate data) each year.

However, I would like to submit **a qualification** for this strong support: that the description shall be "**Philippine languages**" instead of simply, "Philippine language". This is to give due recognition to the variety and diversity of the ethnolinguistic groups of people in the Philippines who are in Hawai'i.

Thank you for the opportunity to give you this testimony.

Aurelio S. Agcaoili

TESTIMONY IN STRONG SUPPORT OF HB 3398 HD 3

**March 14, 2:00 PM
Conference Room 229
State Capitol, 415 South Beretania Street**

**RELATING TO PHILIPPINE LANGUAGES AND
PHILIPPINE-AMERICAN ETHNIC STUDIES**

**To: COMMITTEE ON HIGHER EDUCATION
SENATE
testimony@Capitol.hawaii.gov**

**Senator Norman Sakamoto, chair
Senator Jill Tokuda, vice chair**

**From: Rachelle Aurellano
President, Timpuyog: Ilokano Student Organization
Ilokano Language and Literature Program
University of Hawai'i at Manoa**

I am Rachelle Aurellano, President of Timpuyog: Ilokano Student Organization, an organization of all students enrolled in the various courses of the Ilokano Language and Literature Program of the University of Hawai'i at Manoa. Likewise, I am a student enrolled in the Bachelor of Arts Program with concentration in Ilokano.

I am personally aware of the need to revisit our heritage languages in the State and the need for these to be taught in the State's educational system, preferably starting in basic education and culminating in the colleges and universities. This is to fulfill the requisites of multiculturalism and diversity in this State.

I am in strong support of this Bill because I know it will realize the many goals towards cultural pluralism, a virtue, indeed, in our political life.

My statement does not reflect the official position of the University but is premised on the realization, as student of Ilokano, and as President of the student organization, that we need more and more heritage course in Ilokano, not only at this University campus in Manoa, but also in the various campuses of this University.

I am pretty much aware of the facts: That more than 85% of the people of the Philippines, or those people descending from them in this State are Ilokanos and that about the same rate come to this State as new immigrants each year.

In this light, this Bill would be very relevant because:

- (a) it guarantees language access to the majority of the Ilokans in this State, and
- (b) it equips our Ilokano people and the Sebuanos and Tagalogs, with the necessary language skills in the pursuit of linguistic justice and cultural democracy in this State.

Given the above, may I be permitted to give my testimony in full and strong support of HB 3398 HD 3?

Thank you so much for this rare opportunity to be heard.

Rachelle Aurellano

Testimony in Support of HB3398 HD3
Relating to Foreign Language Programs

Description: Appropriates funds to the University of Hawai'i system to provide Philippine language and Filipino American studies courses systemwide.

Senate Committee on Higher Education
March 14, 2008, 2:00 p.m.
Conference Room 225

Senator Norman Sakamoto, Chair
Senator Jill Tokuda, Vice Chair
Members of the Senate Committee on Education

Dr. Jonathan Y. Okamura
Department of Ethnic Studies, UH Manoa
okamuraj@hawaii.edu, 956-4632

My name is Jon Okamura. I am a UH faculty member, and my testimony does not represent the official position of the University. I am an associate professor in the Department of Ethnic Studies at UH Manoa where I teach courses on ethnicity and ethnic relations in Hawai'i, including our course on Filipinos in Hawai'i.

I fully support Bill HB 3398 HD3 that will fund Philippine language and Filipino American studies courses in the UH system. Passage of this bill is very important because offering courses on Filipino Americans and Philippine languages can serve as a means for the much needed recruitment and retention of Filipino American students in the UH system. Compared to their 21 percent of public school students, Filipino Americans are greatly underrepresented in the UH system at less than 13 percent and among UH Mānoa undergraduates at about 9 percent.

Filipino Americans became even more underrepresented after substantial tuition hikes were implemented throughout the UH system in 1996 and 1997. Enrollment dropped from about 7,500 to 6,000 students after six years, and there are still 1,100 fewer Filipino American students than previously. At UH Mānoa, Filipino American undergraduates also declined for six consecutive years before finally starting to increase once again. The university is currently in the second year of six consecutive years of annual tuition increases of \$816 per year that will raise resident undergraduate tuition by 140 percent. Based on previous experience, Filipino American enrollment may very likely decline once again.

Given the considerable underrepresentation of Filipino Americans in the UH system, providing Filipino American studies and Philippine language courses can serve to increase their enrollment, transfer from the community colleges where they tend to be better represented to the baccalaureate degree-granting campuses, and eventual graduation with bachelor's degrees.

Offering these language and ethnic studies courses also may be a way to increase the number of Filipino American faculty in the UH system because they are even more

underrepresented than are students. There are currently no Filipino American faculty at UH Hilo and UH West O'ahu and that has been the case for the past twenty years. Besides being instructors, these faculty can serve as professional role models, informal advisers, and advocates for students and thereby enhance Filipino American recruitment and retention in the UH system.

Testimony in Support of HB3398 HD3

Relating to Foreign Language Program

Description: Appropriates funds to the University of Hawaii System to provide Philippine language and Filipino-American Studies courses systemwide. Appropriates funds. (H83398 HD3)

Senate Committee on Education

March 14, 2008, 2:00pm

Conference Room 225

Senator Norman Sakamoto, Chair

Senator Jill Tokuda, Vice-Chair

Members of the Senate Committee on Education

Jovanie de la Cruz 94-391 Hokuahiahi St. Mililani, HI. 96789 Tel: (808) 728-7653

I am in vehement support of BILL HB3398 HD3, Relating to Foreign Language Programs to fund Philippine language and Filipino-American studies courses.

My name is Jovanie de la Cruz, Editor-in-Chief of the Katipunan Magazine, the official publication of the Filipino Language and Philippine Literature Program at University of Hawai'i at Manoa, and majoring in Filipino and Philippine Literature.

The population of Filipino community had significantly increased overtime and this will most likely to continue based from the trend that we are on. Increased on the Filipino population can be attributed to constant influx of immigrants and birth of Filipino-Americans from immigrant parents. This situation emphasized the need of having a well-develop curriculum on Philippine languages and ethnic studies courses in the community colleges in the University of Hawai'i System.

These courses, if funded, will offer feasible venue for Filipino and Filipino-Americans to learn and appreciate their heritage culture that seems to disappear due to the lack of program(s) that addresses this needs. We need to start Philippine languages and ethnic studies in the public schools and community colleges to enhance the Filipino and Filipino-American students' knowledge of their heritage and thus raise their self-esteem. Also, these students can become future prospect employees for home security institutions in the United States like CIA, Foreign Service Institute, the Defense Language Institute, the military and etc., upon earning their degree; thus becoming a gargantuan asset for this country especially in time of need.

In behalf of the Katipunan Magazine editorial board, we thank you for this opportunity to present this testimony. Your support for HB 3398 HD3 is greatly needed for the offering of Philippine languages and Filipino-American studies in the community colleges of the University of Hawaii System.

testimony

From: Elena C. [meclariza@yahoo.com]
Sent: Friday, March 14, 2008 7:58 AM
To: testimony
Cc: armalate@yahoo.com
Subject: Support for HB 3398 HD3

Norman Sakamoto, Chair
Senate Committee on Education

Dear Mr. Sakamoto:

My name is Elena Clariza. I am a graduate student in the Library and Information Science Program at the University of Hawaii at Manoa. I support Bill HB 3398 HD3 to offer Philippine languages and Philippine-American ethnic studies courses at all UH campuses. I believe that these courses are important not only for Filipino students who would like to know about their cultural heritage, but also for those people who are interested in the Philippines.

The interest for these courses and for Philippine information in general goes beyond the Filipino community. For instance, one of my professors in Library Science, who is also an eminent member of this field, was disappointed to know that two Philippine Newspaper databases has been discontinued at Hamilton Library at UH-Manoa. He was dismayed because of the lack of funding for Philippine resources especially in a state with a large Filipino population.

What I do not understand, is that there are more course offerings for subjects such as French and Spanish in Hawaii Universities even though we do not have many French or Spanish speakers in the state. Granted, they are also important subjects, but **just as Philippine languages and Philippine-American ethnic studies.**

In addition, it also makes sense that there are many course offerings for Japanese language, not only for tourism, but for the local Japanese in Hawaii as well. In this sense, **Filipinos in Hawaii MUST have equal access to knowledge about their languages and culture in their own state university.** It is only fair. They are one of the largest contributors in terms of tax dollars because of their population size, and not to mention, their contribution to the tourism industry. They are definitely not asking much. **The state MUST take heed to the needs of the Filipino community.** Please do not disappoint them.

Sincerely,

Elena Clariza

testimony

From: Agnes Malate [armalate@yahoo.com]
Sent: Friday, March 14, 2008 5:49 AM
To: Jovanie De La Cruz; testimony
Cc: mabanglo@hawaii.edu; agbayani@hawaii.edu; ccuaresma@hawaiiantel.net;
helenam@stoptheviolence.org
Subject: Re: Testimony for HB3398 HD3

Aloha Jovanie,

Thank you for taking the time to express your support of the bill. I know you are really busy preparing for the conference.

Agnes
383-9318

--- Jovanie De La Cruz <jovanie@hawaii.edu> wrote:

Aloha and Mabuhay,

I'm Jovanie de la Cruz, editor-in-chief of the Katipunan Magazine here at the University of Hawaii at Manoa. Attached is a transmittal cover and my testimony in support for HB3398 HD3. Thank for your concern on this matter.

Sincerely,
Jovanie

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CONGRESS OF VISAYAN ORGANIZATIONS

99-1325 Aiea Heights Drive, Aiea, HI 96701

Founded 1985

TO: Sen. Norman Sakamoto
Chair, Senate Committee on Education

DATE OF HEARING: Friday, March 14, 2008
2:00 p.m., Conference Room 225

SUBJECT: Testimony in strong support of HB3398 HD2

Mr. Chair, Vice-Chair, and members of the Senate Committee on Education. My name is Margarita L. Hopkins, president of the Congress of Visayan Organizations, the statewide umbrella of Visayan organizations in Hawaii.

I am testifying in strong support of HB3398 HD2, Relating to Foreign Language Programs, which appropriates funds to the University of Hawaii system for the offering of Philippine languages and Philippine-American studies in the UH system and high schools. We believe that this bill, if adopted, will help promote and heighten interest in Philippine languages and culture, will provide a solid grounding for Filipino-Americans who are in search of their Philippine roots, and also improve representation of the Filipino-American student population in the University of Hawaii system.

We therefore urge your committee to approve this bill.

We thank you for the opportunity to testify.

Very truly yours,

MARGARITA HOPKINS
President

Testimony In Support of HB3398 HD3
Relating to Foreign Language Program

Description: Appropriates funds to the University of Hawaii system to provide Philippine language and Filipino American studies courses systemwide. Appropriates funds. (H83398 HD3)

Senate Committee on Education
March 14, 2008, 2:00PM
Conference Room 225

Senator Norman Sakamoto, Chair
Senator Jill Tokuda, Vice Chair
Members of the Senate Committee on Education

Maria Jo Farina,
President of the Tagalog Association of Oahu (TAO) Inc.,
Waipahu, Hawaii PH# 671 8218

I am in support of Bill HB 3398 HD3, Relating to Foreign Language Programs to fund Philippine language and Filipino American studies courses.

TAO, Inc. of which I am the President, is an organization of immigrants from the Tagalog Region of the Philippines. These immigrants have children who were born and raised in Hawaii, most of them of school age who are eager to learn Philippine languages and ethnic studies courses. It will be a major encouragement for them to go for higher education if given the chance to study the language and culture of their parents' country of origin. If these children are happy going to school, it will also help solve the problem of juvenile delinquency in Hawaii. It is like shooting two birds with one stone.

Therefore, please consider my testimony supporting HB 3398 HD3 to help encourage Filipino youths and other ethnic groups to aspire for higher education, not only for their own good but for the community in general and the State of Hawaii in particular.

Thank you for the opportunity to testify.



UNIVERSITY OF HAWAII SYSTEM

Legislative Testimony

Testimony Presented Before the
Senate Committee on Education
March 14, 2008 at 2:00 pm

By

Linda Johnsrud, Vice President for Academic Planning and Policy,

SCR 75 – REQUESTING THE UNIVERSITY OF HAWAII TO CONDUCT A STUDY ON THE FEASIBILITY OF REMOVING ENROLLMENT CAPS AT CAMPUSES WITHIN THE UNIVERSITY OF HAWAII SYSTEM.

Chair Sakamoto, Vice Chair Tokuda, and Members of the Committee on Education:

I am Linda Johnsrud, Vice President for Academic Planning and Policy, University of Hawai'i System. On behalf of the University System, I am testifying on Senate Concurrent Resolution 75 which requests the University of Hawai'i to conduct a study on the feasibility of removing enrollment caps at campuses with the University of Hawai'i System.

The University welcomes the intent of SCR 75. Earlier this year the UH Board of Regents asked the UH System to examine the current Board of Regents policy that sets nonresident enrollment ceilings. Work is currently underway in the Office of the Vice President for Academic Planning and Policy to evaluate the ceilings. We are pleased that the timing of this effort coincides with the request in SCR 75, and would be pleased to share with the legislature the results of the evaluation and the recommendation for change in Board policy.

The current Board of Regents Policy, in Chapter 5-11b, speaks to issues that are raised in SCR 75. In setting general principles for the setting of admissions policies, current Board policy recognizes that, "a public university's first responsibility is to provide higher education opportunities for qualified students from the community that supports it." It also informs campuses that they must establish educational and training programs to meet state workforce needs and that qualified nonresidents do enhance the mix in professional and graduate level programs. Chapter 5-11b(7) sets nonresident enrollment ceilings by campus mission, currently 30% for the four year and research campuses and 15% for the open door community colleges, excluding active duty military personnel stationed in Hawai'i and their dependents. The current policy does not differentiate between graduate and undergraduate students.

I would like to share with you a number of factors that we are taking into account as we review changes to current policy. To give a few examples:

- o Campus enrollment capacity, given existing resources such as faculty and facilities;
- o Campus mission, and whether or not a differentiation should be made between graduate and undergraduate resident and non resident ceilings;
- o Access of Hawai'i residents to higher education, and UH's critical responsibility, as the only public university in Hawai'i, to improve the educational capital of the state;

- Non resident tuition rates compared to the cost to the state of educating non residents (i.e., what is the actual revenue brought in to the state by non resident students paying tuition on the current schedule?);
- If there is a gap between non resident tuition realized and the cost of education, the public policy considerations when Hawai'i taxpayers subsidize non resident students;
- Campus expenditures for recruiting and retaining non resident students;
- Financial aid sources available for non residents;
- Availability of housing and related costs to the state;
- The retention and graduation rates of non resident students, and the number who remain in Hawai'i to contribute to the economy;
- Balancing the value of having non resident students in our UH system with the need to ensure access and opportunity to higher education for students who reside in remote parts of the state or who are considered at risk; and
- Preparing more of Hawai'i's residents for a diverse and globally integrated and competitive environment.

Strategic enrollment planning for public universities must take into account public policy matters such as access and opportunity for students, as well as analyze who pays for the cost of education. If higher non resident tuition rates are to enhance income streams for institutions, we must first ensure that these tuition rates do indeed provide gainful revenue rather than cost for Hawai'i's taxpayers. Second, we must ensure that pursuing these income streams does not weaken educational opportunity for those Hawai'i's students most in need of support in pursuing higher education. To reap the benefits of diversity and the economic returns from non residents is a matter of coordinated planning and public policy, and not a matter of competition among campuses for revenue.

Unlike many other states, Hawai'i is far away from neighboring states, and students cannot simply drive across a border and choose a higher education option in another state. As we all know, Hawai'i students who go out of state for their higher education must travel at the very least 2,500 miles for an alternative to our Hawai'i institutions. For this reason, we are very seriously examining this policy to consider the changes that might be most beneficial for Hawai'i's residents and for non residents who come to our state and contribute in many ways to our communities. We thank the legislature for your generous support of the University of Hawai'i throughout its history, and we look forward to sharing the results of our policy review with you.

Thank you for the opportunity to testify.

Unofficial Comments & Suggestions
Senate Committee on Education
March 14, 2008 2:00 p.m. CR 225

University of Hawai'i at Hilo

SCR 75 REQUESTING THE UNIVERSITY OF HAWAI'I TO CONDUCT A STUDY ON THE FEASIBILITY OF REMOVING ENROLLMENT CAPS AT CAMPUSES WITHIN THE UNIVERSITY OF HAWAI'I SYSTEM

Chair Sakamoto, Vice Chair Tokuda and Members of the Committee:

UH Hilo supports the intent of SCR 75 to request that the UH Board of Regents study the feasibility and benefits of allowing this enrollment ceiling to vary from campus to campus. The four-year campuses within the UH system are limited in the numbers of non-resident students they may enroll. The UH Board of Regents has set the enrollment ceiling on each campus at 30 per cent of total enrollment. . Currently, both the University of Hawai'i at Mānoa and the University of Hawai'i at Hilo are slightly exceeding the 30 per cent cap on non-resident enrollment. From the standpoint of UH Hilo, it would be advantageous to lift the 30 per cent ceiling. The following are reasons to support this position:

Qualified residents will not be denied admission.

UH Hilo is a public university that enrolls approximately 3,600 and strives to serve students from Hawai'i as its first and highest priority. *No resident student from Hawai'i who met the admission requirements has ever been rejected for admission.*

Higher tuition paid by non-residents helps resident students.

Revenues from non-resident students enable UH Hilo to offer a wider range of programs to resident students and reduce the net cost of operations to the state.

Non-resident students enable smaller public universities like UH Hilo to fill classes that otherwise would not attract sufficient resident enrollment. Rather than squeezing resident students out of classes, non-resident enrollments actually enable UH Hilo to offer more classes and degree programs to all students. Ultimately, out-of-state enrollment helps resident students to graduate in a timely manner because required classes can be offered more frequently because of greater demand.

Lifting the 30 percent ceiling would enhance the income stream for UH Hilo. Non-residents' higher tuition produces income to advance campus priorities, including admitting and educating more Hawai'i residents. Non-resident tuition in Hawai'i has risen considerably since 2005 and continues to rise. Yearly tuition at UH Hilo for non-residents will top \$17,000 in 2012. UH Hilo studies show that by 2010-2011 when the last tuition increases kicks in, every two nonresident students will fund the marginal cost of themselves plus three additional resident students.

Non-resident tuition revenues help UH Hilo weather downturns.

As a management strategy, it is very desirable to expand enrollment options in anticipation of budget rescissions and demographic fluctuations. The enrollment of non-resident students actually creates budget efficiencies that allow the institution to achieve economies of scale when funding levels are reduced.

Lifting the 30 percent ceiling also would allow UH Hilo to admit more non-resident students to compensate for the demographic shortfalls of resident students. Census data show that the number of high school seniors nationwide will peak in 2010 and begin to decline for a half-decade or more. Admitting higher numbers of non-resident students would help to stabilize enrollments and ensure continued growth through the next decade.

Exposure to mainland and international students is educationally advantageous.

We live in an increasingly global society, where social and academic interaction between students from Hawai'i and mainland and international students has a significantly positive educational impact on both groups.

This interaction creates a more enriched learning environment, where students from Hawai'i have the opportunity to educationally and socially learn from international and mainland students. Resident students thus emerge from the university better able to play leadership roles in their communities and professions in a competitive global society.

Non-resident student spending also contributes to the local economy. But more importantly, "edu-tourism" helps to change Hawai'i's reputation from sun and surf to sun and surf and SCIENCE.

Non-resident students are good for the state of Hawai'i and for the island.

Many small states nationwide that are tourist destinations—for example, in New England—routinely attract student bodies that are more than 50 per cent non-resident students. For example, the University System of New Hampshire

includes four institutions of higher education. At the flagship campus, the University of New Hampshire, more than 50 per cent of the freshman class is composed of non-resident students. Overall, non-residents make up 43 per cent of undergraduates.

These non-resident students contribute revenues through tuition, fees, and room and board charges that are spent within the state. In addition, these students and their visitors spend considerable sums in the community: shops, restaurants, services, etc.

UH Hilo's non-resident students volunteer for community service projects and serve as a resource for the community as part-time, casual-hire employees in an area with a relatively low unemployment rate.

To support an aging population in the coming years, Hawai'i must attract educated, working-age adults to its workforce. Students who have studied at UH institutions are well prepared to be leaders and innovators. They are natural candidates for local recruitment.

After graduation, non-resident students may be expected to enter the Hawai'i's professional workforce. Nearly one in six workers in the state is 55 or older. With so many workers nearing retirement age, the University of Hawai'i system should be viewed as a magnet to attract potential additions to our professional workforce.



UNIVERSITY OF HAWAII SYSTEM

Legislative Testimony

**Written Testimony Presented Before the
Senate Committee on Education and
Senate Committee on Energy and Environment
March 14, 2008 at 2:00 p.m.**

by

Virginia S. Hinshaw, Chancellor
and
Richard Dubanoski, Dean
College of Social Sciences
University of Hawai'i at Mānoa

HB 2166 HD1– RELATING TO THE UNIVERSITY OF HAWAII

Chair Sakamoto, Chair Menor, and Members of the Committees:

Thank you for the opportunity to testify today. Unfortunately, the University of Hawai'i at Mānoa can only support the intent of the bill at this time because of our pressing priorities, such as our tremendous need for repairs and maintenance and health and safety issues, which are critical to our ability to perform our core mission for the State of Hawai'i. We recognize that you have many priorities and issues to weigh for the state, so the following information on this program is provided to assist you in your decision-making process.

Sustainability is clearly a critically important effort for the entire State of Hawai'i. The University is committed to reducing its energy consumption and the Saunders Project has been leading a strong effort to accomplish that outcome. Our goal is to develop models for energy savings at the campus to benefit the entire university community and the people of Hawai'i. Currently repairs and maintenance projects are yielding substantial savings for the campus, so that has to be our major focus at this time, but there is certainly great respect and appreciation for the Saunders Project.

Thank you for the opportunity to testify, we appreciate all interest in the University, and want to emphasize that we will be able to perform better in all arenas and best serve the state with support of the current campus priorities and restoration of our infrastructure.



COLLEGE OF SOCIAL SCIENCES
HAWAII ENERGY POLICY FORUM
UNIVERSITY OF HAWAII AT MĀNOA

Hawai'i Energy Policy Forum

Mr. Robbie Alm, HECO
Ms. Amy Asselbayer, Ofc of US Rep.
Neil Abercrombie
Ms. Madeleine Austin, World Business
Academy
Ms. Catherine Awakuni, Div. of
Consumer Advocacy
Mr. Warren Bollmeier
Hi Renewable Energy Alliance
Mr. Carlito Caliboso, PUC (Observer)
Mr. Albert Chee, Chevron
Mr. Kyle Datta, U.S. Biofuels
Sen. Kalani English, HI State Senate
Mr. Mitch Ewan, UH HNEI
Mr. Carl Freedman
Haiku Design and Analysis
Mr. Mark Glick, OHA
Mr. Steve Golden, The Gas Company
Dr. Michael Hammett, RCUH
Ms. Paula Helfrich, EDAH
Mr. William Kaneke, HI Institute for
Public Affairs
Mr. Darren Kimura, Energy Industries
Holdings
Mr. Mike Kitamura, Ofc of US Sen.
Daniel K. Akaka
Mr. Kai Kobayashi, Maui County
Mr. Laurence Lau, DOH
Ms. Yvonne Lau, Ofc of US Rep.
Mazie Hirono
Mr. Allyn Lee, C&C of HNL
Mr. Aaron Leong, Ofc of US Senator
Daniel K. Inouye
Dr. Stephen Meder, AIA-Honolulu
Sen. Ron Menor, HI State Senate
Mr. Jeff Mikulina, Sierra Club
Dr. Bruce Miller, UH Ofc of
Sustainability
Dr. Sharon Miyashiro, Social
Sciences Public Policy Ctr.
Rep. Hermina Morita, HI State
House of Representatives
Mr. Tim O'Connell, USDA/Rural
Development
Mr. Richard Paglinawan
Pa Ku'i A Lua
Ms. Melissa Pavlicek, Western States
Petroleum Assn
Mr. Randy Pereira, HI State AFL-CIO
Mr. Rick Reed, Inter-Island
Solar Supply
Dr. Rick Rocheleau, UH HNEI
Mr. Peter Rosegg, HECO
Mr. Steven Rymsha, KIUC
Mr. Riley Saito, PowerLight Corp.
Mr. Glenn Sato, Kauai County OED
Mr. Bill Short, BIA of Hawaii
Ms. Carilyn Shon, DBEDT
Mr. Ray Starling, HI Energy Grp
Mr. Lance Tanaka, Tesoro HI Corp
Dr. Don Thomas, UH Center for the
Study of Active Volcanoes
Mr. Murray Towill, Hawai'i
Hotel Assn
Ms. Joan White, Hon Community
Action Program

Testimony of
Darren Kimura
Co-Chair, Energy Efficiency Working Group

Senate Committee on Education
Senate Committee on Energy & Environment
Friday, March 14, 2008
2:00 pm
Conference Room 225

IN SUPPORT OF HB 2166, HD 1 – Relating to the University of Hawaii

I am Darren Kimura, Co-Chair of the Energy Efficiency Working Group of the Hawaii Energy Policy Forum ("Forum"). The Forum has been meeting since 2002 and has adopted a common vision and mission, and a comprehensive "10 Point Action Plan," which serves as a framework and guide for meeting our preferred energy vision and goals. The Forum supports the passage of HB 2166, HD 1 that achieves the goal of Point Two to promote conservation and energy efficiency.

The "Sustainable Saunders" initiative was originally proposed in Fall 2006 by the UH Legislators in Residence, Representative Barbara Marumoto and Senator Suzanne Chun Oakland. The initiative has been supported by the Forum and the efforts to date are to be commended.

The Forum became involved with the Sustainable Saunders initiative, which sought to become a model of sustainability on campus and for the state, beginning with energy conservation measures at the Saunders Hall building.

In 2006, the Forum, through its "Energy by Example" program, sponsored five \$20,000 professional Preliminary Energy Assessments, which were awarded to various organizations to demonstrate the cost-effectiveness of building and/or retrofitting buildings with energy efficiency measures. Saunders Hall, the focus of the "Sustainable Saunders" initiative, was awarded one of the assessments because of the interest by the University and the residents of the building as well as its potential for showcasing resulting savings through energy efficiency actions.

More specifically, the Forum's engineering assessment was used to identify Energy Conservation and Renewable Energy Measures that would save energy, promote sustainable form and function, and save taxpayer money. Opportunities for cost effectively installing technologies such as new air conditioning chillers, lighting upgrades and energy management controls were found. Additionally, renewable energy opportunities were identified to produce green power from a solar photovoltaic system and reduce thermal gain by the installation of a green roof. These would constitute a landmark project for the University and for the State.

Since the initiation of the Sustainable Saunders proposal, and as a result of the Forum's Energy by Example energy assessment, the UHM administration, in partnership with HECO and students and faculty from the campus, has installed an electrical sub-meter in the building to monitor energy use, and performed a lighting assessment of the building. Building occupants have also made impressive energy conserving behavioral changes.

These are important first steps; however, more is needed in supporting the UHM administration to move forward in demonstrating energy and dollar savings and an improved quality of life in the campus facilities.

HB 2166, HD 1 provides a blank appropriation to fund the energy conservation measures and tests two renewable energy technologies – wind and solar. It is estimated that an appropriation of \$1,024,000 will be needed to fund these measures and tests. If implemented, these measures will provide Saunders Hall a savings of \$167,350 per year and save over a million kilowatt hours/year. This is the roughly the equivalent of:

- Offsetting the energy consumed from approximately 90 households per year
- Planting approximately 958 trees per year
- Eliminating approximately 504,000 lbs of carbon dioxide per year

These energy efficient, sustainable initiatives would support the efforts of the UHM administration to demonstrate how existing buildings can showcase the energy goals of the University and of Act 96 passed by this Legislature in 2006, by demonstrating the benefits of energy, cost and greenhouse gas reductions and improved campus facilities as a result of collaborative work among numerous Hawaii stakeholders ranging from government to the private sector.

We strongly support the Sustainable Saunders initiative and HB 2166, HD 1 as they advance efforts to achieve the energy conservation and efficiency goals of our 10 Point Plan.

Thank you for the opportunity to testify.

TO: Senator Norman Sakamoto, Chair, Committee on Education
Senator Ron Menor, Chair, Committee on Energy & Environment

FROM: David Nixon, Associate Professor, Social Sciences Public Policy Center
University of Hawaii at Manoa

RE: Expression of Support for HB 2166
scheduled for testimony 3.14.2008 at 2:00pm, Conference Room 225

Thank you for the opportunity to express my support of HB2166.

The Sustainable Saunders initiative was originally proposed in Fall 2006 by the UH Legislators in Residence, Representative **Marumoto** and Senator **Chun Oakland**, and it is rapidly emerging as the focal point for sustainability on the UH Manoa campus. It is designated by the Chancellor and the Sustainability Council as one of the primary pilot projects for energy conservation. The initiative is spearheaded by the Social Sciences Public Policy Center, and is augmented in a significant way by a fantastic bunch of students who work tirelessly, effectively, and passionately through their independent student organization - the Sustainable Saunders HUB. Sustainable Saunders is being operated as a service learning experiment, and we have the dedicated and passionate contributions of many UH undergraduate and graduate students.. We're doing all this in a way to ensure that Saunders can serve as a model or template for public office buildings across the UH and the islands of Hawaii. I firmly believe that in the process, we are training the future leaders of Hawaii.

Saunders Hall is a tangible focal point for sustainability on the UH Manoa campus, and we have some dramatic and impressive accomplishments and projects underway. We launched a new deposit-bottle recycling program that achieved an 87% overall recycling rate, and reduced the number of bottles going into the dumpster by 70%. We launched an interactive Earth Day event that brought thousands of visitors to Saunders Hall to explore the possibilities and limits of workplace sustainability. Saunders Hall is home to most of the social science departments on campus. Naturally, then, we are in the process of doing some important scientific studies of human behaviors, and we have several very serious and carefully researched conservation programs underway that, together, can reduce the energy use of the building by a minimum of 20% with little or no resource investment. We have secured valuable equipment donations and commitments for installation assistance from several private sector renewable energy companies sufficient to install both the **FIRST WIND TURBINE** on the Manoa campus and the **FIRST SOLAR PV ARRAY** on the Manoa campus. These are to be small research and demonstration projects that are vital, in my view, to move UH to the forefront of research and education in these fields.

Sustainable Saunders is working in cooperation with many campus and private sector partners. Our solar PV project is a collaborative effort between the Public Policy Center, HNEI, and four private sector companies who will be donating valuable equipment . Our bathroom retrofit

demonstration is in cooperation with UH Facilities, the Board of Water Supply, and two private sector donors. We have received some important seed money from the Dean of the College of Social Sciences, the Vice Chancellor for Facilities, the UH Manoa Sustainability Council, and our own fundraising efforts. Our submeter project has benefitted from some tremendous and selfless contributions from HECO. We are working in close cooperation with Facilities for the AC management plan

While many of the research and conservation projects of the Sustainable Saunders initiative focus on small scale human behaviors, conservation can only take us so far, and there are some very important technology investments that could emphatically bolster Saunders Hall as the focal point for energy conservation on the Manoa campus. UH Manoa Facilities management has long included the antiquated air conditioning system in its 'deferred maintenance list'. A professional energy and resource audit of Saunders Hall conducted by Energy Industries and sponsored by the Hawaii Energy Policy Forum echoed those plans in recommending an air conditioning retrofit and a large renewable energy and green roof installation on the Saunders rooftop as very cost-effective efforts. The AC upgrades will **pay for themselves in reduced energy and water costs** - for some items, the payback period is **less than three years**.

All told, EI recommended investments totaling \$1.7 million for Saunders. However, I don't support all of their recommendations.

- We are not prepared to go forward with a green roof installation, yet.
- We much prefer that the renewable energy systems be set up as *demonstration and research* test-beds, rather than a large utility installation (and we have most of the necessary equipment for such projects already donated).
- EI failed to include a VAV system in their recommendations, which makes it unwise and unproductive to install variable motors for the Air Handling Units in isolation.

The table on the following page describes what I think would be an ideal budget for the money proposed in HB2166. Most of the AC upgrades are identical to those identified in the EI audit and proposed by UH Manoa Facilities for many many years. The renewable energy budget is a minimal investment in jump starting the also long overdue move of UH to take the lead in Hawaii's renewable energy. It will pay for some additional monitoring equipment and will leverage the donated equipment and installation assistance that is valued in the tens of thousands of dollars.

item	Cost	Annual resource savings (in kWh)	Annual financial savings	Estimated Payback Period (in years)
Chiller Replacement (to a variable speed motor)	\$480,000	310,600	\$49,700	9.3
Variable Primary Flow on Chill Water Pumps	\$118,000	112,200	\$18,000	6.3
Variable Frequency Drives on Condenser Water Pumps	\$46,000	91,000	\$14,600	2.8
Variable Frequency Drives for Cooling Towers	\$62,000	97,600	\$15,700	3.7
Occupancy Sensors for Office Fan Coils	\$118,000	135,700	\$21,800	5.2
Energy Management System	\$80,000	78,700	\$12,600	6.3
Renewable Solar/Wind Demonstration Project	\$44,000	26,000		
Totals	\$948,000	902,400	\$144,700	5.7

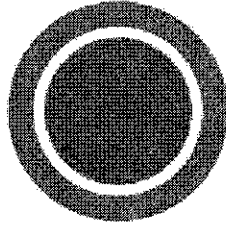
We are the beneficiaries of lots of moral support, some important logistical support, and we have become a focal point for private sector donor support. But we could use your help with these long overdue efforts. Blessed with abundant resources, the University of Hawaii can be a leader for the state and the world in solar and wind energy, and we're playing catch-up. I urge you to support the Sustainable Saunders effort to bring these crucially important technology investments to the University.

UH has set as a 30% energy reduction goal by 2012, and I know of no other place on campus as promising as Saunders to blaze the trail towards meeting that goal. I urge you to support this initiative.

I am writing to you as a citizen and as the UH faculty most intimately connected to the **Sustainable Saunders initiative**. Please note that I am not writing to you as a spokesperson for the University of Hawaii, and I do not want this bill to supplant any other essential funds in the University of Hawaii budget.

Thank you for the opportunity to express my support for this important legislation.

SUSTAINABLE SAUNDERS
Help Us Bridge (HUB) Student Sustainability Team



LIVE CONNECT CREATE

March.11, 2008

TO: COMMITTEE ON EDUCATION AND COMMITTEE ON ENERGY AND ENVIRONMENT

Senator Norman Sakamoto, Chair and Senator Jill N. Tokuda, Vice Chair

Senator Ron Menor, Chair Senator and Gary L. Hooser, Vice Chair

FROM: Shanah Trevenna
Student Sustainability Coordinator
UHM Sustainable Saunders

RE: Expression of Support for HB 2166, scheduled for testimony 3.14.2008 at 2pm

Senators on the Committee on Education and the Committee on Energy and Environment,

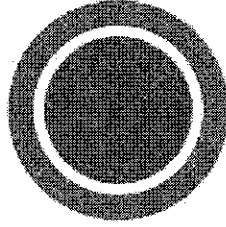
The student team working on the Sustainable Saunders Hall project at the University of Hawaii at Manoa is very appreciative of the opportunity to testify in support of HB 2166.

Our team is comprised of passionate, committed students who have made the Saunders Hall project a top priority in our lives. Calling ourselves the HUB standing for Help Us Bridge our mission is two-fold: to demonstrate a sustainable community evolution and connect with the campus and extended community so that our united efforts can magnify and accelerate change. We have designed a web site to make transparent every detail of our progress such that what we learn, everyone learns (sustainablesaunders.hawaii.edu).

It has been a dream come true to coordinate this project. Previously, students devoted toward sustainability felt alone in their efforts. Sustainable Saunders gives everyone a tangible place to plug in and feel supported. Together we help each other brainstorm ideas, raise funds and remain very inspired. Through our community outreach and inclusive principles we aim to inspire and unite the community toward tangible change. The whole is truly greater than the sum of its parts.

Sustainable Saunders is also a unique opportunity to apply the UN's proven, whole-system approach which explores how improvement efforts in one area affect all other areas. And by working with the community throughout the entire process not only does this project evaluate the environmental and economic impact of sustainable solutions, it emphasizes the impact on an often overlooked asset, the people who live, breathe and

SUSTAINABLE SAUNDERS
Help Us Bridge (HUB) Student Sustainability Team



LIVE CONNECT CREATE

work here. We are exploring the effects on behavior, health, productivity and perhaps most importantly, hope.

While we have been able to accomplish much with donated time and equipment from the community, we are approaching the time when additional resources are needed to invest in equipment that will pay itself back within a few years through the energy savings. Air conditioning repairs and retrofits would be top of the list. We also hope to invest in an energy management system that would help us manage the energy use resulting in conservation, but would also serve as an on-line portal for the community. UH should also be taking the lead in renewable energy for Hawaii. Saunders is the ideal site to have the first wind and solar demonstrations, especially since we've designed the plan with facilities and experts in the field. We just need some additional capital to make it happen.

Thank you once again for the opportunity to testify in support of Sustainable Saunders, a project we are very passionate about and which is been the source of much inspiration, collaboration and tangible action.

Shanah Trevenna
Student Sustainability Coordinator

**THE UNIVERSITY OF HAWAII ENVIRONMENTAL CENTER IS PLEASED
TO SUBMIT THIS TESTIMONY IN ACCORDANCE WITH ACT 132 OF
1970 WHICH CREATED THE CENTER. AUTHORS ARE MEMBERS OF
THE UNIVERSITY COMMUNITY.**

RL: 2188

**HB 2166 HD1
RELATING TO THE UNIVERSITY OF HAWAII**

**Senate Committee on Education
Senate Committee on Energy and Environment**

**Joint Public Hearing – March 14, 2008
2:00 p.m., State Capitol, Conference Room 225**

by

**Denise Eby Konan, Department of Economics
Mary Tiles, Department of Philosophy and Chair of the Sustainability Council
Peter Rappa, Environmental Center**

HB 2166 HD1 appropriates an unspecified amount of funds to the University of Hawaii to finance energy conservation and renewable energy matters to make Saunders Hall a campus and community model of sustainability and energy conservation. We emphasize that our testimony on this measure does not represent an official position of the University of Hawaii.

The Environmental Center supports the intent of this bill. We strongly support the student initiative to reduce the amount of energy used by Saunders Hall on the UH Manoa (UHM) campus. Sustainable Saunders is a wonderful model for individual behavioral modification and is a project that has the full support and enthusiasm of those students, faculty and staff who are involved. In an ideal world, they would get all the necessary funds needed for retrofits. We applaud the Legislature for its interest in Sustainable Saunders.

Saunders Hall, however, is not the largest energy user among campus buildings though it is perhaps the best documented. We would not like to see the funding of retrofits for Saunders Hall come at the expense of the repair and maintenance of other more energy intensive buildings on the UHM campus. We ask the committees to keep in mind that UHM is currently devising a strategy to address energy use on campus; a strategy that attends to the need to stick to campus priorities and the plan for tackling big ticket energy reduction measures. We further suggest that the language be made flexible to include Saunders "and other high impact energy retrofits on the Manoa campus." This flexibility will allow campus energy planners to include Saunders among other energy saving projects.

Thank you for the opportunity to comment on this bill.

testimony

From: Keith Blake [kblake@mac.com]
Sent: Thursday, March 13, 2008 11:45 PM
To: testimony
Subject: In support of House Bill no: HB 2166, HD1

In support of House Bill no: HB 2166, HD1

NOTICE OF HEARING

DATE: Friday, March 14, 2008
TIME: 2:00p.m.
PLACE: Conference Room 225

State Capitol

415 South Beretania Street

COMMITTEE ON EDUCATION
Senator Norman Sakamoto, Chair
Senator Jill N. Tokuda, Vice Chair

COMMITTEE ON ENERGY AND ENVIRONMENT
Senator Ron Menor, Chair
Senator Gary L. Hooser, Vice Chair

Aloha

My name is Keith Blake, I am an Undergraduate Architecture student at University of Hawai'i at Mānoa. I am expressing support for HB 2166. This bill will adequately supports the current and future accomplishments of Sustainable Saunders. We our in the process of picking the "low hanging fruit" of energy efficiency. Our next step is the replacement of the AC drive motors. When we conducted our initial survey to gauge occupancy satisfaction, the number one complaint was the building was too cold. Saunders Hall was designed by the premier Hawaiian architect Vladimir Ossipoff. Ossipoff also designed the state capital as well. His main focus was on designing open-air passively cooled structures. As a result, he never gave much attention to AC, in addition the AC technology in the 60's and 70's was also much less advanced. Sustainable Saunders is a data centric group, everything we do we gather extensive data. We also right thorough reports before and after any task we want to accomplish. These academic level reports are like nothing else being created, and can be great justification and data resources for other building managers. For example the State Capital was designed in the same era and by the same architect, our data could allow your building managers to easily justify upgrades that will save energy and increase your comfort.

Aloha and mahalo
Keith Blake

3/14/2008



UNIVERSITY OF HAWAII SYSTEM

Legislative Testimony

Written Testimony Presented Before the Senate Committee on Energy and Environment and Senate Committee on Education

March 14, 2008 at 2:00 pm

by

Virginia S. Hinshaw, Chancellor

and

Richard Dubanoski, Dean

College of Social Sciences

University of Hawai'i at Mānoa

HB 2510, HD2 – RELATING TO THE ENVIRONMENT

Thank you for the opportunity to testify today. Unfortunately, the University of Hawai'i at Mānoa can only support the intent of the bill at this time because of our pressing priorities, such as our tremendous need for repairs and maintenance and health and safety issues, which are critical to our ability to perform our core mission for the State of Hawai'i. We are grateful to the Legislature's attention to these needs. We recognize that you have many priorities and issues to weigh for the state, so the following substantive information on this program is provided to assist you in your decision-making process.

Having an appropriate environmental review system is clearly a critically important effort for the entire State of Hawai'i. Act 294, Session Laws of Hawai'i 2006 appropriated funds to the University of Hawai'i Environmental Center to perform a comprehensive review of the State's current environmental impact statement process under chapter 343, Hawai'i Revised Statutes. The commenced study had to be terminated due to a premature lapse of appropriated funds.

The impetus for this bill is to conduct a review of the environmental process, look at best practices in other places, and modernize the review process in light of changes that have occurred since Chapter 343 was adopted.

Many faculty at the University of Hawai'i at Mānoa have been deeply involved in the environmental impact assessment system for many years as reviewers or participants in the process. It complements the University's research and activities on environmental management, sustainable development, climate change and hazard mitigation, and other topics involving the balancing of the environment and economy.

Thank you for the opportunity to testify, we appreciate all interest in the University, and want to emphasize that we will be able to perform better in all arenas and best serve the state with support of the current campus priorities approved by the Board of Regents.

Ken H. Takayama
Acting Director

Research (808) 587-0666
Revisor (808) 587-0670
Fax (808) 587-0681



LEGISLATIVE REFERENCE BUREAU
State of Hawaii
State Capitol
Honolulu, Hawaii 96813

Written Testimony Only

HB2510, HD2
RELATING TO THE ENVIRONMENT

Testimony by the Legislative Reference Bureau
Ken H. Takayama, Acting Director
Charlotte A. Carter-Yamauchi, Assistant Director

Presented to the Senate Committees on Energy and Environment and Education

Friday, March 14, 2008, 2:00 p.m.
Conference Room 225

Chairs Menor and Sakamoto and Members of the Committees:

Thank you for this opportunity to testify on H.B. No. 2510, H.D. 2. The Legislative Reference Bureau (Bureau) takes no position for or against this measure, but submits the following comments:

- This measure directs the Bureau to contract with the University of Hawaii through the Research Corporation of the University of Hawaii to conduct a study on various aspects of the State's environmental laws.
- Funding for the study has been appropriated through the legislative budget bill, Act 1, Session Laws of Hawaii 2008.
- We understand that this measure establishes the parameters of the study to be performed by the University of Hawaii.
- We note that the bill's effective date is July 1, 2020.

Thank you very much for this opportunity to testify.

Emailed to: testimony@capitol.hawaii.gov
Mar. 13, 2008

Denise Antolini 59-463 Alapi`o Road Pūpūkea, O`ahu 96712
(808) 638-5594

Senate Committees on Energy and Environment, and
Education

Joint Hearing Mar. 14, 2008
2:00 p.m. Conference Room 225

HB2510 HD2 – EIS Study

Dear Chairs Menor and Sakamoto, Vice-Chairs Hooser and Tokuda, and Members:

I write in **SUPPORT of HB2510 HD2**, which would further support the Legislative Reference Bureau's ability to contract with the University of Hawaii to conduct a comprehensive study of Hawaii's EIS system.

Recognizing the importance of the study, the Legislature has wisely already appropriated sufficient funds for the study to LRB through HB2688 HD1 (Act 001, signed by the Governor Feb. 13, 2008, GM444). Nonetheless, **passage of HB2510 HD2 is still important to convey the intent of the Legislature regarding the importance, scope, and stakeholder process for the study.**

It is anticipated that LRB would work with UH Manoa's Department of Urban and Regional Planning, as well as the Law School's Environmental Law Program, and the Environmental Center to complete this large two-year study.

As the Director of the Environmental Law Program, I would be honored to be a part of the UH Manoa team responding to the Legislature's request for a review of our EIS law. We are eager to re-start this important project in collaboration with the multitude of communities in Hawaii that interact with the EIS system.

I appreciate your committee's continuing support for the bill and the study.

Thank you.

Denise Antolini

John T Harrison, PhD
3232 Kaohinani Drive
Honolulu, Hawai'i 96817

March 13, 2008

Emailed to: testimony@capitol.hawaii.gov
Mar. 13, 2008

**Senate Committees on Energy and Environment, and
Education**

Joint Hearing Mar. 14, 2008
2:00 p.m. Conference Room 225

HB2510 HD2 – EIS Study

Dear Chairs Menor and Sakamoto, Vice-Chairs Hooser and Tokuda, and Members:

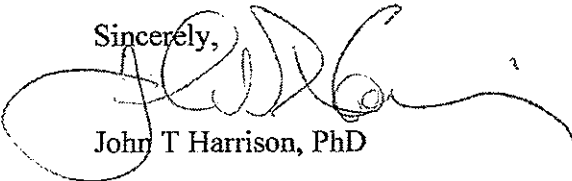
My prior testimonies on earlier versions of HB 2510 are on record, and their substantive elements remain applicable to the draft before your respective committees.

This measure has received almost unanimous support from a wide cross-section of the community, including government agencies, professional organizations, community groups, and individuals. All agree with the findings and intent of the legislature as expressed in the measure, and there also is virtually unanimous agreement that the central necessity of Hawai'i's environmental quality management system remains intact despite concerns regarding recent events.

Having been a participant and component of this environmental quality system for the past 30 years, I hold a particular interest in ensuring that the spirit in which the laws implementing environmental quality management in Hawai'i were enacted and the underlying principles of public disclosure, decision making transparency, and judicious and far-reaching planning are both sustained and advanced through the concerted efforts of the academic community and the extended body of stakeholders.

I look forward to the challenge and opportunity to continue contributing to a future for Hawai'i that honors and validates the efforts of our predecessors.

Sincerely,



John T Harrison, PhD



**Testimony to the Senate Committees on Energy and Environment
and Education**

**Friday, March 14, 2008 at 2:00 p.m.
Conference Room 225, State Capitol**

RE: HOUSE BILL NO. 2510 HD2 RELATING TO THE ENVIRONMENT

Chairs Menor and Sakamoto, Vice Chairs Hooser and Tokuda, and Members of the Committees:

My name is Jim Tollefson and I am the President and CEO of The Chamber of Commerce of Hawaii ("The Chamber"). The Chamber supports HB 2510 HD2, with a proposed amendment.

The Chamber is the largest business organization in Hawaii, representing 1100 businesses. Approximately 80% of our members are small businesses with less than 20 employees. The organization works on behalf of members and the entire business community to improve the state's economic climate and to foster positive action on issues of common concern.

H.B. No. 2510 HD 2, provides an appropriation to the Legislative Reference Bureau to contract with the UH for a study to modernize Hawaii's EIS process.

We understand that the 2006 legislature passed Act 294 which appropriating money to the University of Hawaii environmental center to perform a comprehensive review of the State's current environmental impact statement process under chapter 343, Hawaii Revised Statutes.

The study was initiated but never completed due to internal errors in procurement of the contract by the department of health. Therefore, the intent of this Act is to revive this study, provide it stronger support, and to focus it more specifically on developing a strategy for modernizing Hawaii's environmental review system

The Chamber, along with a number of other organizations, has become aware of the need for a comprehensive review of Chapter 343, HRS based on the "unintended consequences" of recent court decisions. The Chamber is advocating legislation to address the immediate problems created by the recent court decisions, while working on the comprehensive review of Chapter 343. The legislation to address the immediate problems should have a sunset to coincide with the comprehensive review.

The bill presently requires the Legislative Reference Bureau to contract with UH to conduct a study that:

1. Examine the effectiveness of the current environmental review system created by chapters 341,

- 343, and 344, Hawaii Revised Statutes;
2. Assess the unique environmental, economic, social, and cultural issues in Hawaii that should be incorporated into an environmental review system;
 3. Address larger concerns and interests related to sustainable development, global environmental change, and disaster risk reduction; and
 4. Develop a strategy, including recommendations for proposed legislation, for modernizing Hawaii's environmental review system so that it meets international and national best practices standards.

The Chamber strongly supports the need for a comprehensive review of Chapter 343 that includes as part of environmental impacts, economic impacts as well. We strongly recommend that the bill be amended to include a statement on the legislative intent, which is that the revised environmental review process will continue to be a "public disclosure" process that identifies impacts and a range of mitigation measures for proposed actions. It should not become another layer of government ministerial or discretionary permitting.

Thank you for this opportunity to express our views.

**COALITION OF HAWAII ENGINEERING AND ARCHITECTURAL
PROFESSIONALS**

Email to: Testimony@capitol.hawaii.gov

Hearing Date: Wednesday, March 14, 2008 2:00pm, CR 225

Honorable Senators Ron Menor, Chair and Members of the Senate Committee
on Energy and Environment

Honorable Senators Norman Sakamoto, Chair and Members of the Senate
Committee on Education

Subject: HB 2510, HD-2 - Relating to the Environment

Coalition of Hawaii Engineering & Architectural Professionals represents several professional Engineering and Architectural organizations including American Council of Engineering Companies Hawaii; American Institute of Architects; Hawaii Chapter of the American Society of Civil Engineers; American Public Works Association Hawaii Chapter; Structural Engineering Association of Hawaii; and the Hawaii Society of Professional Engineers.

Our coalition is in support (with comments) of HB 2510, HD-2 Relating to the Environment. This bill proposes to assess the current Chapter 343 environmental laws that affect our Hawaiian environment. Recent court decisions have expanded the requirements for environmental assessments (EA's) well beyond the reasonable intent of the Law so we are in favor of a comprehensive review of the overall environmental laws and rules. The bill as currently drafted proposed to utilize the University of Hawaii, however, we would like to see other stakeholders involved in the review process that are involved in Hawaii's environment. We recommend that design professionals (ACECH environmental engineers & AIA) be added to the study group.

The entire construction industry is currently affected by the Supreme Court decision with utility connections or utility crossings, single driveway connections to existing state or county highways currently on hold for the new requirement to conduct an environmental assessment. The current position taken by SDOT is critically holding up public and private projects and forcing un-necessary expenditures for EA's and possibly jeopardizing the viability of the project or funding sources.

We recommend that you Support (with comments) to HB 2510, HD-2 - Relating to the Environment. Mahalo for this opportunity to express our concerns.

Sincerely,

Coalition of Hawaii Engineering & Architectural Professionals

Lester H. Fukuda, P.E., FACEC





Legislative Testimony

HB 2510, HD 2, RELATING TO THE ENVIRONMENT

Senate Committees on Education; Agriculture and Hawaiian
Affairs;

and Energy and Environment

March 14, 2008

2:00 p.m.

Room: 225

The Office of Hawaiian Affairs (OHA) **SUPPORTS** H.B. 2510, H.D. 2, which would appropriate funds for the Legislative Reference Bureau to contract with the University of Hawai'i (UH) to revive a 2006 Environmental Center study to advise the State on how to improve upon our existing environmental review process.

OHA agrees with the Legislature that the existing Environmental Impact Statement section in Hawaii Revised Statutes (HRS) Chapter 343 has provided the State with a good, balanced baseline. We also agree that it warrants review to assure that it continues to meet the State's current environmental, cultural and human health needs. The existing statutes could use some clarification and amendments, and any such changes should be implemented in a comprehensive, thorough and coordinated manner, instead of in a piecemeal, reactionary one.

Hawai'i's environmental review process strives to create a balanced decision-making arena for developers and managing agencies: balancing development/economic needs with environmental/health needs. This balanced approach, with ample public participation, provides government agencies with enough information to make informed decisions on development proposals. OHA, the sole public agency responsible to assess the policies and practices of other agencies impacting on Native Hawaiians, supports this bill because it should have a positive effect on various State agencies' abilities to properly assess the environmental, cultural and aesthetic impacts of all proposed developments that trigger Chapter 343, HRS.

OHA looks forward to receiving a copy of this report, and hopes that we would be involved in any discussions of the current Cultural Impact Assessment (CIA) requirement under Chapter 343, HRS. We continue to applaud the inclusion of this important element in impact analysis and hope that the CIA will continue to be included, with more guidance offered to applicants on the requirements of a cultural analysis.

OHA compliments the Legislature on this bill's list of UH programs that would be included on the panel. We question,

however, whether the contract should be with the Department of Urban and Regional Planning. We would suggest contracting instead with the William S. Richardson School of Law, which, through their nationally ranked Environmental Law Program, would likely have more expertise in this arena.

OHA urges the Committee to PASS H.B. 2510, H.D. 2, taking the above concerns into account. Thank you for the opportunity to testify.



Conservation Council for Hawai'i

Testimony Submitted to the Senate Committee on Energy & Environmental and
Senate Committee on Education
Hearing: Friday, March 14, 2008
2 pm
Conference Room 225

Support for HB 2510 Relating to the Environment

Aloha. The Conservation Council for Hawai'i supports HB 2510 HD 2, which requests the Legislative Reference Bureau to contract the University of Hawai'i for a study to modernize Hawai'i's EIS process.

We do not support amending the EIS law, HRS Chapter 343, on a case-by-case basis to exempt projects from the EIS process. We suspect businesses and agencies are attempting to do this after the Superferry fiasco.

Please support this bill for a comprehensive review of HRS Chapter 343. Mahalo nui loa for the opportunity to testify.

Sincerely,

Marjorie Ziegler
Marjorie Ziegler



Working Today for the Nature of Tomorrow!

Telephone/Fax 808.593.0266 • email: info@conservahi.org • web: www@conservahi.org
P.O. Box 2923 • Honolulu, HI 96802 • Office: 250 Ward Ave., Suite 212 • Honolulu, HI 96814

Hawai'i Affiliate of the National Wildlife Federation

President: Julie Leleioha • Vice-President: Nelson Ho • Secretary/Treasurer: Kim Ramos • Directors: Fred Kraus, Ph.D. • Douglas Lamerson, George Robertson • Claire Shimabukuro • Helene Takemoto • Mashuri Waite • Executive Director: Marjorie Ziegler



Sierra Club Hawai'i Chapter

PO Box 2577, Honolulu, HI 96803
808.537.9019 hawaii.chapter@sierraclub.org

SENATE COMMITTEE ON ENERGY AND ENVIRONMENT SENATE COMMITTEE ON EDUCATION

March 14th, 2008, 2:00 P.M.

(Testimony is 2 pages long)

TESTIMONY IN SUPPORT OF HB 2510 HD2

Chairs Menor and Sakamoto and members of the committees:

The Sierra Club, Hawai'i Chapter, with 5500 dues paying members statewide, supports HB 2510 HD2, providing funds for study to modernize Hawaii's environmental review law. While we believe that Hawaii's environmental review law has served our state well for the past three decades, we support the idea of an objective, thorough analysis of the law and recommendations of how it can be improved to increase the sustainability of the projects it is used to assess.

While a number of measures currently pending before the legislature call for various amendments to Hawaii's three-decade old environmental review law, we believe it is unwise to make any changes to the law until a thorough and objective analysis of the law is complete. This measure would provide needed funding and direction for such a study to be completed.

The eloquent mandate of Chapter 343 is simple: it requires agencies and developers to tell the truth. The intent of our environmental review law is quite clear—to ask tough questions and disclose impacts of actions using state land or money. Please remember: the environmental review law is not about permitting; it is about disclosure. The law requires that environmental, cultural, and socio-economic impacts are fully disclosed so that decision makers can make informed decisions about permitted activities.

Hawaii's Environmental Protection Act was passed over three decades ago by legislators with the foresight to recognize the need for proactive planning to protect communities and increase sustainability. It has served Hawaii's environment and communities well – when it is followed. When a company chooses to ignore the environmental review law, they must go back and comply with its requirements before their proposed project can begin.

The intent behind HRS Chapter 343, Hawaii's Environmental Impact Statement statute ("HEPA"), is clear and broad:

§343-1 Findings and purpose. The legislature finds that the quality of humanity's environment is critical to humanity's well being, that humanity's activities have broad and profound effects upon the interrelations of all components of the environment, and that an environmental review process will integrate the review of environmental concerns with existing planning processes of the State and counties and alert decision makers to significant environmental effects which may result from the implementation

of certain actions. The legislature further finds that the process of reviewing environmental effects is desirable because environmental consciousness is enhanced, cooperation and coordination are encouraged, and public participation during the review process benefits all parties involved and society as a whole. It is the purpose of this chapter to establish a system of environmental review which will ensure that environmental concerns are given appropriate consideration in decision making along with economic and technical considerations. (emphasis added)

The lawmakers who enacted HEPA (which was a parallel to the National Environmental Policy Act) had the foresight to provide a mechanism to disclose environmental, economic, and social impacts of government actions. The purpose of the environmental review law was to ensure adequate disclosure of impacts from activities using state funds or land. The law provides for comments from the public and serves as a tool for decision makers to use in selecting the optimal choice for public resources. Public oversight of public resources is essential in a democracy. It provides for checks and balances between government and the public at large. HEPA ensures some form of accountability of our agencies—if they plan to take action that may diminish the quality of life or adversely impact the environment that everyone shares, HEPA discloses those impacts before they occur. Without such a disclosure, the state would blindly take actions without knowing what the future costs or benefits would be. The essence of our environmental review process is used to understand and fix problems *before they occur*.

Hawai'i has had its environmental review law for nearly 30 years. It is a process that has been tested time and time again—and it works. Because of the law, Hawai'i is better planned, cleaner, and more beautiful. We support funding a comprehensive, objective study of Hawaii's environmental review law through HB 2510 HD2 as a means to further improve planning for a sustainable future.

Thank you for the opportunity to testify.