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LATE TESTIMONY

TESTIMONY BEFORE THE SENATE COMMITTEE ON EDUCATION

RE: SB 2649 – RELATING TO THE UNIVERSITY OF HAWAII

January 28, 2008

ROGER TAKABAYASHI, PRESIDENT
HAWAII STATE TEACHERS ASSOCIATION

Chair Sakamoto and Members of the Committee:

The Hawaii State Teachers Association supports SB 2649. We believe this bill will aid in bettering public school education in Hawaii. The College of Education produces educators who eventually teach in many of the public schools in the state of Hawaii.

We are in support of this bill as it will assist the College of Education in improvement of their facilities. The improvements will provide a mechanism to attract, not only out of state students, but also local students aspiring to become educators to stay, be trained and teach in Hawaii.

We urge the committee to pass this bill.

Thank you for the opportunity to testify.

Personal Testimony

Testimony Presented Before the
Senate Committee on Education

LATE

January 28, 2008, 1:15 pm, Room 225

by
Kathleen F. Berg, Associate Director
Curriculum Research & Development Group
College of Education
University of Hawai'i at Mānoa

SB 2649: Relating to the University of Hawaii

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

I am Kathleen Berg, the Associate Director of the Curriculum Research & Development Group (CRDG) of the College of Education at UH Manoa. I am here today to give personal testimony in support SB 2649, which authorizes general obligation bonds for planning and design of new buildings for the College of Education (COE), including the University Laboratory School (ULS). It is most gratifying that this bill has been proposed, which addresses a priority in the University of Hawaii at Manoa's biennium budget request. Adequate facilities are desperately needed for the College and its affiliated research units for us to maintain our ability to address Hawaii's teacher workforce training and professional development needs.

I joined CRDG nearly 35 years ago as a curriculum developer and teacher, and as I have watched our research and development programs grow and our Laboratory School become a model charter school, I have seen at the same time our facilities deteriorate. I once taught in the building that burned down nearly two years ago; it was built in 1936, all wood and termite ridden by the time flames so dramatically finished it off. My office was first in University High School Building #1, built in 1943, which now has falling ceilings, termite weakened floors, and harbors rats and vermin that make it unhealthy for offices or classrooms, purposes for which it continues to be used for both College and Laboratory School personnel and classes, because we have no other choice. Later my office was in University High School Building #2, built in 1948, and famous within CRDG for the toilet that fell through the termite-weakened floor in the ladies restroom a few years ago and the old light fixtures with ballasts that would burst into flame now and then. Thankfully, the light fixtures are all replaced, but the floor continues to deteriorate and be shored up in places so we don't fall through it. Both UHS #1 and #2 are all wood and terribly vulnerable to the same fiery fate as the University Elementary School (UES) building that burned to the ground June 13, 2006.

It is vital that the 20,000 square feet of office and classroom space that burned, and the additional 20,000 square feet that are UHS #1 and #2 be replaced with modern, healthy facilities that support the vital work we do for education in Hawaii. It is testimony to the dedication of the

professionals in the College of Education and its research units that we continue to do our work the best we can under what, by all measures, are third-world conditions.

In my work I am frequently in contact with military personnel who come to Hawaii for duty and whose children then attend our public schools. I have heard their dismay at the appearance and condition of the schools; I can only imagine what their reactions would be to seeing where our school teachers are trained. They have noted the luxurious hotels and resorts in Hawaii, compared them to the school facilities, and concluded that Hawaii does not value education.

We know that is not true. Education holds the key to the future of our State. The College of Education serves over 1,500 University students at the undergraduate and graduate levels and over 400 K-12 students in the Laboratory School. The College produces over half of the new teachers who complete education programs in the State. We receive over \$20 million each year in external contracts and grants. Think how much more we could do if our productivity were not restricted by the inadequate facilities at the UH Manoa campus.

Our planning and construction request in the University of Hawaii biennium budget is to replace the building that burned and demolish UHS #1 and #2, and on the same footprint construct a 60,000 square foot, state-of-the art and "green" building for classrooms and offices. The plan is for approximately 20 classrooms and 75 to 100 offices to be shared with the Laboratory School, as was the case with UES, and is now the case with UHS #1 and #2. This plan would optimize use of the land where the College sits and even open up land in the complex for other use. Building a new College of Education facility would make a statement about the value of education in our State, and with better facilities we could substantially improve productivity.

I urge your support for SB 2649 authorizing general obligation bonds that the University can use to move forward with planning and construction of the new College of Education building.

Thank you for the opportunity to testify.

Personal Testimony **LATE TESTIMONY**

Testimony Presented Before the
Senate Committee on Education

January 28, 2008, 1:15 pm, Room 225

by

Morris K. Lai, Educational Associate
Curriculum Research & Development Group
College of Education
University of Hawai'i at Mānoa

SB 2649: Relating to the University of Hawaii

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

My name is Morris Lai, and I work in UHS Building 2, which was built in 1948 and which is just Diamond Head of the building that burned on June 13, 2006.

Since 2000, I have been the principal investigator of more than \$20 million in externally funded grants to the University of Hawai'i. Over the five-year period October 1, 2000 – September 30, 2005 (the most recent period for which such data are available), I was in the top 25 of University of Hawai'i principal investigators in terms of funding for grants and contracts.

Despite my bringing so much in grant money to the University and the State of Hawai'i, my office and the building it is in is notably substandard by any measure.

1. Because my office is not air conditioned, my research references and many of my files are covered with grime despite my vacuuming and cleaning on a regular basis. There is inadequate electrical power coming into the building, so air conditioning is not an option.
2. Because there are cracks and holes all over the building, roaches, rats, and insects infest the place on a regular basis. At times we can hear the rats scurrying near the roof above us. Even when the windows are shut, termites swarm in through cracks in the window frames. The termite damage that is visible is frightening.
3. When the floor near the building entrance started sagging and showed signs of imminent breaking, the area was fixed after several weeks, but now there is an ugly piece of unfinished wood where there used to be carpet. Undoubtedly many other parts of the hallway are also in danger of breaking soon.

4. Some of parts of the rooms in the building become so hot at times that no equipment or desks can be used in those areas. Where computers are usable, they have a relatively short life because of the grime that gets into them on a daily basis.

5. We have noticed health problems of staff and see a possible connection to the environment in UHS Building 2. For example, when I told my physician that I had a dry cough that would last for months at a time, he said he suspected, as a major cause, dusty office conditions.

6. The building is clearly a fire hazard. Many of us in the building feel we are under a constant stress of (1) possible destruction of our lifetime's worth of work-related documents and (2) fearing we will soon have to make a hasty life-saving exit as we had to do when the very nearby University Elementary School building burned in 2006.

In summary, despite being among the top UH principal investigators in terms of external funding obtained, I am forced to work in substandard office conditions. My office/building is a fire hazard, in poor condition, infested, and likely a health hazard. In the recent past, similar situations on the UHM campus have been addressed by providing funding for new buildings to replace ones that are sorely inadequate. SB 2649 represents an essential early step in ensuring that the College of Education eventually gets the new building that it needs and deserves.

Thank you for the opportunity to testify.

Morris Lai

Curriculum Research & Development Group
College of Education
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808-956-7900
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Personal Testimony

Presented Before the
Senate Committee on Education

January 28, 2008
1:15 pm Conference Room 225

By

Kathleen T. Kuroda, Faculty Member
University Laboratory School
University of Hawai'i at Mānoa

LATE TESTIMONY

S.B. No. 2649: Relating to Educational Standards

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

I am the Drama Teacher at the University Laboratory School. In all, I have taught 16 years at the Lab School. I have been deeply affected by the fire last summer which destroyed many personal belongings, costumes, props, and other "treasures," but most importantly our little theatre that was a humble temple of creativity, personal courage, and self-awareness was razed.

Starting all over and re-establishing the drama program has been extremely challenging. I have accepted the challenge; however, not having a proper theatre has seriously limited my ability to expose my students to the full impact of the dramatic arts. I have employed many creative and innovation work-around solutions to try to give my students a more complete experience of theatre. But, without an acting space, all of my efforts fall short of the mark because we are not able to put to all technical aspects into the actual practical exercise of staging a production for a live audience.

Too often, many people place the performing arts at the bottom of the list with regard to what they believe important in developing curricula. In my experience, exposure to the performing arts, such as that received by the students of the Lab School, plays a vital role in developing successful as well as caring and sensitive adults. So many of my former students, now parents (even grandparents) of my current students come to our performances and tell me how much they appreciate having had the experience of live performance. Many tell me that it helped them overcome their shyness and helped them in their communication skills.

A new performing arts facility, which would serve as classroom, rehearsal space, and performing space, would definitely be put to good use. I also believe that, in time, the theatre will pay for itself as it could be rented by touring groups and to the community in general.

I urge your support for the planning and construction of the new performing arts facility.

Thank you for the opportunity to testify.

UNIVERSITY OF HAWAII AT MĀNOA

Center on Disability Studies

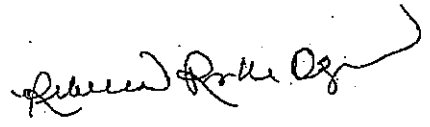
University Center on Excellence in Education, Research and Service

LATE TESTIMONY

To: Senate Committee on Ways and Means
Senator Sakamoto, and Members of the Committee

Date: January 28, 2008
1:15pm, Conference Room 225

From: Rebecca Rude Ozaki, Ph.D., Associate Professor
University of Hawaii – College of Education – Center on Disability Studies



Subject: **SB 2649: Relating to the State Budget**

Position: The Center on Disability Studies Strongly Supports SB 2649 for funding for UHM College of Education.

I am in strong support of SB 2649 for funding of planning (\$1,000) and design & construction (\$4,109,000) for a new building for the UHM College of Education. Plans and design for new facility for the College of Education to include ground and site improvement, development of new facility, equipment and appurtenances, and all related project costs.

As you know our College suffered a devastating fire on June 13, 2006, which destroyed the building known as University Elementary School (UES). Students and faculty of the College of Education and the University Laboratory School (ULS) shared UES. This building had a welcoming Hawaiian architecture that made students and staff comfortable while learning and teaching.

However, the foundation and supports of UES were riddled with termite damage, it was infested with rats and cockroaches, had holes in walls and floors, and generally was an unhealthy place to conduct school and business. It is not surprising that the building burned to the ground quickly as it was impossible to sustain adequate maintenance of the building. Unfortunately, the surrounding buildings are in similar disrepair and put all that work in those building at risk.

My office was located in this building for three years. There were nine staff that worked full-time in the same room with other part-time personnel and our team lost years of research data and was displaced for months.

We have an opportunity to build a state-of-the-art facility at a relatively low cost that will support our teachers of tomorrow. The investment in the future of Hawai'i goes beyond the building and will have far reaching positive outcomes for the economy of our State.

I strongly request your support for the planning and design & construction of the new College of Education building.

Thank you for your consideration of this request.

LATE TESTIMONY

Testimony for Committee on Education
Monday, January 28, 2008
1:15 p.m.
Conference Room 225
State Capitol
415 South Beretania Street

My name is Francis M. Pottenger III. My experience in education in Hawai'i flows out of 42 years of work in the Curriculum Research & Development Group (CRDG) and the University Laboratory School (ULS) as a member of faculty of the College of Education (COE) of the University of Hawai'i, Manoa. I'm writing this to support the College of Education New Building initiative as outlined in Senate S.B. NO. 2649. Need for a new building was elevated to public attention at the time of the fire that destroyed the 70-year old wooden elementary building used jointly by the ULS and the COE.

In the time since the fire, the college has been able to make several other major infrastructure deficiencies apparent to planners. These include the dilapidated, rat infested, termite-ridden Buildings 1 and 2, two WWII wooden structures, now housing classes and offices for CRDG, ULS, COE personnel; the desperate need for additional office space for CRDG and the Center on Disability Studies (CDS) staff; and the need for appropriate facilities for ULS and COE science and arts classes. Though temporary structures have been placed on the site of the fire, these structures can only marginally serve to replace the original structure and provide no relief for the listed collateral deficiencies. The new buildings needing designed will handle needs of the COE, the CDS, the CRDG, and the ULS. Full funding of needs of these institutions will greatly enhance their services to the larger State of Hawai'i educational system. In the light of these considerations, I ask that you support the initiating stages of this project as provided in this bill.

LATE TESTIMONY

TESTIMONY ON SB2649: 1/28/08, 1:30

As a Professor of Literacy Education, I regularly teach my undergraduate courses in the outdated portable, UHS1. Located on the edge of the parking lot, traffic noise and dust distract students from learning. The technology is unreliable, sometimes causing me to abandon important learning goals for the day.

Attending classes in these old portables gives Hawaii's future teachers the message that their chosen profession is not valued. If it were, they would have well-equipped facilities where they could concentrate on their studies.

The lack of classrooms also forces me to teach my graduate courses at various locations around campus. These classrooms are far from the COE Curriculum Resource Center and other facilities that would help the teachers in my courses improve their literacy teaching.

I was present at the blessing of the planned education building some 15 years ago. Following through on these plans would help the College of Education provide much needed and effective teachers for Hawaii's future.

Professor Andrea Bartlett, Department of Curriculum Studies, Everly 224, University of Hawaii at Manoa

LATE TESTIMONY

Dear Senator Sakamoto,

I am writing in support of Senate Bill 2649, which will be heard today, Monday, January 28 at 1:15 pm. I wrote last year as well. What's different this year is the ESPN coverage of the University's facilities. The only other thing that's different is that it's a year later, and therefore our buildings are a year older-but not better! I work in an office with 2 other people. It would be a good sized office for 1; but it's not for 3. I have to meet with students elsewhere, because I don't have privacy in my office. In addition, I'm in one of the "temporary" trailers that I think was built before I was born--and I'm not that young--in my mid-50s!

A year or two ago, the ramp that led up to our offices had a huge hole in it. For several days, anyone who needed that ramp could not get to our offices--and we're the Center on Disability Studies. I could go on and on, but I will only say one final thing and that is to go to the bathroom I literally have to go into another building. There are no bathrooms where we are. To say the Center on Disability Studies and the College of Education need a new building is a gross understatement, we are desperate for a new building. Last year I chaired the College of Education Diversity Committee and we conducted a survey of some of the most crucial needs for the College from the perspective of gender and ethnic equality and the need for our own space came up over and over again. Thank you for your support for this issue. I hope your colleagues will also realize how desperate we are for this action.

Sincerely,

Steven E. Brown, Ph.D., Assistant Professor
Center on Disability Studies, www.cds.hawaii.edu
1776 University Ave., UA4-6
University of Hawai'i
Honolulu, HI 96822
808-956-0996
808-956-7878 (fax)

Personal Testimony

Testimony Presented to the
Senate Committee on Education

January 28, 2008, 1:15 pm, Room 225

by
A. Kuulei Serna, Assistant Professor
College of Education
University of Hawai'i at Mānoa

LATE TESTIMONY

SB 2649: Relating to the University of Hawaii

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

My name is Ku`ulei Serna. I am an assistant professor in the elementary and early childhood program in the College of Education, University of Hawaii at Manoa. Today I am providing personal testimony in support SB 2649, which authorizes general obligation bonds for planning and design of new buildings for the College of Education (COE), including the University Laboratory School (ULS).

The College of Education serves over 1,500 University students at the undergraduate and graduate levels. We produce over 50% of the teacher education program completers in the State. The College also receives over \$20 million each year in external contracts and grants. Our productivity is restricted by the inadequate facilities at the UH Manoa campus.

As an instructor of elementary pre-service teachers, I have had to teach in these old buildings that are not safe. The electrical outlets are old, we often need to clear items that may attract rodents to our supplies, and have had to supply our own AC unit, because university students complained of heat in the summer months. In fact, students have complained about the heat in classrooms via instructor course evaluations. Last semester, our AV equipment was stolen, because these buildings could easily be entered into because of aged conditions. It is also difficult to conduct technological presentations and feats in some of these older buildings.

In the most recent year, it has been strongly suggested that we need to recruit and prepare quality teachers for the workforce here in Hawaii. In the media there seems to be a dire urgency for increasing the teacher population and providing quality public education for the keiki of Hawaii. However, the lack of facilities and the conditions of the existing facilities at the College of Education indicate that we, as a state, don't deem teacher preparation important enough. I believe that when we create learning environments including the physical plant that express how we as a teacher preparation institution value education, then our pre-service teachers will feel valued. I believe that our UH students

will not only be academically prepared for the teacher workforce, but will also have a high sense of value and validation as a new teacher. A new teacher will be able to walk into their classroom feeling proud of whom he or she is as an educator and feel proud of the education system and institutions of Hawaii. This pride will hopefully translate into the classroom amongst their students. The keiki of Hawaii will have a teacher who feels valued and can transfer that sense of value to his or her students. Most importantly, the keiki of Hawaii will be taught by a highly qualified teacher who has successfully completed the academic rigor of a valued, high quality, and well equipped teacher education program at the College of Education, University of Hawaii at Manoa.

I would like to repeat and fully agree with Donald Young, Acting Dean for the College of Education when he states that,

“The benefits of constructing a new College of Education facility include:

- Providing healthy, safe, and comfortable work and learning spaces to replace destroyed and old buildings;
- Increasing classroom and office space for the College, Laboratory School, and others;
- More efficiently using available land;
- Increased ability to attract excellent students, faculty, and staff;
- Increased number of highly qualified teachers;
- Strengthening research and training functions within the College and throughout the State;
- Fostering a sense of place and pride among students, staff, and the community;
- Maximizing the use of technology in education;
- Providing a model, energy efficient building for others to emulate.”

I am urging your committee to recommend that monies be allotted to fund the planning and construction of a new building for the College of Education, University of Hawaii at Manoa.

Mahalo for considering my testimony.

LATE TESTIMONY

Personal Testimony

Testimony Presented Before the
Senate Committee on Education

January 28, 2008, 1:15 pm, Room 225

by

Tom Speitel, Chair

Budget & Facilities Committee of the College of Education Faculty Senate University of Hawai'i at
Mānoa

SB 2649: Relating to the University of Hawaii
Chair Sakamoto, Vice Chair Tokuda, and Members of the Committees:

My name is Tom Speitel. I am serving as the Budget & Facilities Committee Chairperson of the College of Education Faculty Senate at the UH Manoa. Today I am providing personal testimony in support SB 2649, which authorizes general obligation bonds for planning and design of new buildings for the College of Education (COE), including the University Laboratory School (ULS). Thank you for hearing testimony on this bill, which addresses a priority in the University of Hawaii at Manoa's biennium budget request, and is vital to our ability to address the State's teacher workforce development needs.

As you know our University suffered a devastating fire on June 13, 2006, which destroyed the building known as University Elementary School (UES), a 20,000 gsf facility built in 1936. The January 2008 issue of Honolulu magazine shows a 1948 picture of students in a classroom in the facility. This is testimony in itself that the College of Education has been operating in seventy-year old fire trap.

Students and faculty of the College of Education and the University Laboratory School (ULS) shared UES. The Laboratory School, an essential part of the College of Education, has been a part of the College since 1931, serving as a site for education research and development. In 2001 it became a public charter school, but continues to be operated by the Curriculum Research & Development Group in the College. Much of the research and curriculum development work of the College is done within the Laboratory School setting.

Two of the remaining buildings on the site, University High School building 1 (UHS1) and University High School building 2 (UHS2) were built in 1943 and 1948 respectively. Together, these two buildings occupy approximately 20,000 gsf. They are of the same wood construction as UES, completely termite eaten, rat and cockroach infested, and generally unhealthy places to work, and certainly not enjoyable and conducive places to learn. While the useful life of public school buildings are estimated at 30 years, these buildings already are double that figure and are beyond repair.

Yet these buildings house approximately 50 faculty and staff and 5 classrooms that are of third-world quality. For example, the only classroom available to train future science teachers was last remodeled in the 1960s and does not have any of the features of a modern science classroom at the high-school level. These are the classrooms in which we prepare the elementary and secondary teachers for Hawaii's schools. They are fire hazards that would be destroyed as quickly and completely as UES if a fire should occur.

Our planning and construction request in the University of Hawaii biennium budget is to replace UES and demolish UHS1 and UHS2, and on the same footprint construct a 60,000 gsf, state-of-

the art, LEED compliant classroom and office building. The proposed building will contain approximately 20 classroom and 75-100 offices to be shared with the Laboratory School, as was the case with UES, and is now the case with UHS1 and UHS2.

Constructing a new building on a smaller footprint will optimize use of existing land in the education complex and open currently occupied land for other future development. It will provide state-of-the art classrooms in which to prepare tomorrow's teachers for Hawaii, and house the faculty and staff displaced by the fire and proposed UHS1 and UHS2 demolition. In addition, it will provide space for future growth and/or use by other UH Manoa units.

The benefits of constructing a new College of Education facility include:

Providing healthy, safe, and comfortable work and learning spaces to replace destroyed and old buildings; Increasing classroom and office space for the College, Laboratory School, and others; More efficiently using available land; Increased ability to attract excellent students, faculty, and staff; Increased number of highly qualified teachers; Strengthening research and training functions within the College and throughout the State; Fostering a sense of place and pride among students, staff, and the community; Maximizing the use of technology in education; Providing a model, energy efficient building for others to emulate.

With improved facilities, we can increase both the quantity and the quality of our productivity significantly. I urge your support for issuing general obligation bonds that will enable the University to move forward with planning and construction of the new College of Education building.

Thank you for the opportunity to testify.

Personal Testimony

LATE TESTIMONY

Testimony Presented Before the
Senate Committee on Education

January 28, 2008, 1:15 pm, Room 225

by
Pauline Chinn, Professor
College of Education
University of Hawai'i at Mānoa

SB 2649: Relating to the University of Hawaii

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

My name is Pauline Chinn. I am a Professor of Curriculum Studies for the College of Education at UH Manoa. I am providing personal testimony in support SB 2649, which authorizes general obligation bonds for planning and design of new buildings for the College of Education (COE), including the University Laboratory School (ULS). I personally want to thank you for visiting the facilities and for hearing testimony on a bill which is vital to our ability to address the State's teacher workforce development needs. I would like to focus on science education and the facilities necessary to support a chronic teacher shortage area that is critical to the state's economic wellbeing.

The College provides over 50% of the teacher education program completers in the State. Its Secondary Science program prepares students in 6 areas: Physics, Chemistry, Biology, Earth Science, Life Science, Physical Science, and General Science. I am a product of that program. As an NSF Undergraduate Fellow, I carried out chemistry research in Bilger Hall while I completed my B.Ed. in Secondary Science. In the ensuing decades, additions to Bilger Hall doubled the Chemistry Department's size, enabling students and researchers to stay current with and contribute to new knowledge and technology. But there were no changes to UHS1-107 that has housed the science program since 1943. The wood structure lacks basic science facilities that would enable teachers to conduct laboratory activities in a minimally safe environment: these include such essentials such as secure storage cabinets, fume hoods, safety shower, even safety goggles.

The College also receives over \$20 million each year in external contracts and grants. I have been the principal investigator of grants for science education exceeding \$2 million. My awards have contributed science supplies, but this cannot address basic improvements in facilities or the range of needs of a K-12 science teacher program. Our productivity, particularly in science is restricted by inadequate facilities. As a long-time science teacher at Kawanakoa, Kaiser, and Roosevelt prior to becoming a professor in 1996, I taught in classrooms that met increasingly higher standards of safety and science instruction than those we prepare our teachers in at the College of Education. I applaud the Legislature's support of school facilities improvements,

particularly in the specialized area of science, and would like to see a similar commitment to science teacher education.

Visiting legislators clearly have seen the College's inability to prepare science teachers with the hands-on, inquiry-based lessons they will be teaching in their science classrooms. My students and I see rats running across the floor, up the shelves, and into open ducts in the ceiling of UHS1-107. The termite-eaten, rat and cockroach-infested rooms are unhealthy and demoralizing places to work and learn. The buildings speak silently of the low value that society places on teacher education.

It bears repeating that the only classroom for preparing science teachers was last remodeled in the 1960s, lacks standard features of a modern science classroom, and would be destroyed quickly and completely in a fire, leaving the College with no facilities for science teacher preparation.

Thus I strongly support the planning and construction request in the University of Hawaii biennium budget to replace UES and demolish UHS1 and UHS2, and on the same footprint construct a 60,000 gsf, state-of-the art, LEED compliant classroom and office building of approximately 20 classroom and 75-100 offices.

A new building on a smaller footprint optimizes use of existing land and frees up currently occupied land for future development. It will provide state-of-the art classrooms in which to prepare Hawaii's teachers, house faculty and staff displaced by the fire and proposed UHS1 and UHS2 demolition, and provide space for future growth and/or use by other UH Manoa units.

Improved facilities will support a significant increase in the quantity and the quality of our productivity. The benefits of constructing a new College of Education facility include:

- Replacing destroyed and inadequate buildings with healthy, safe spaces to work and learn;
- Increasing classroom and office space for the College, Laboratory School, and others;
- Using available land more efficiently;
- Providing facilities that attract excellent students, faculty, and staff;
- Increasing the capacity to prepare highly qualified teachers, especially in science;
- Strengthening research and training functions within the College and the State;
- Fostering a sense of place and pride among students, staff, and the community;
- Maximizing the use of technology in education;
- Providing a model, energy efficient building for others to emulate.

I urge your support for issuing general obligation bonds that will enable the University to move forward with planning and construction of the new College of Education building.

Thank you for the opportunity to testify.

From: Valerie Hashimoto [mailto:valerieh@hawaii.edu]
Sent: Monday, January 28, 2008 12:15 PM
To: testimony
Subject: SB 2649

LATE TESTIMONY

Dear Honorable Senators Norman Sakamoto and Jill Tokuda:

My name is Valerie Hashimoto. I am a RCUH employee who has worked at CRDG since 1993. The past 14 years I have worked in a wooden one-story wooden building built in the 1940s looking out onto an asphalt parking lot. Despite our broken double-hung windows whose termite eaten frames cling tenuously to their glass panes, spongy Masonite floors, and rat/roach/termite infested structure we have managed to provide award winning curriculum, tested professional development, teacher support, consultation to educational entities throughout the world. Better surroundings would certainly make my work a lot easier. I would not need to spend time thinking of how to fix/repair things that cannot truly be fixed. I would not need to spend time trapping ants, roaches, and rats. I would not need to deal with the extermination of their bodies. I would probably have the luxury of air conditioning when the thermometer hits 93 degrees. I could probaby do my work.

I have truly lost faith in our Legislative process when it comes to education and the University of Hawaii. I watch the news and see the "spin" politicians put on their numerous tours of our campus. I watch as each new Legislative year we spend our precious time pressing our case for new facilities to Senators and Representatives who are not really interested in the Lab School, not interested in education, not interested in the education of children in the State of Hawaii. The charade continues year after year. It is depressing and a waste of my time.

This year, when I vote I will remember this feeling. It is time to rid our Legislature of people who really do not care about the education of our children, just in their reelection.

Sincerely,
Valerie Hashimoto

Personal Testimony

Testimony Presented Before the
Senate Committee on Education

January 28, 2008. 1:15 pm, Room 225

by

Frederick A. Birkett, Principal
University Laboratory School

LATE

SB 2649: Relating to the University of Hawaii

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

My name is Frederick Birkett, I am serving as the Principal of the University Laboratory School at UH Manoa. Today I am providing personal testimony in support of SB 2649, which authorizes general obligation bonds for planning and design for new buildings for the College of Education (COE), including the University Laboratory School (ULS).

Dr. Donald Young has already made you aware of the fire that devastated the elementary school part of our campus on June 13, 2006. And although both students and staff were able to recover and make the best of the situation, there is a continued need for space that will enable us to more than adequately meet the needs of students and staff.

In the last few weeks we've all been painfully made aware of the condition of facilities of the university, which has a direct affect on the Laboratory school. Having been a school administrator for the past 15 years in Boston and Cambridge, Massachusetts, as well as in Harlem, New York City. I have never had to educate students under the conditions that I am faced with at the Laboratory school.

We have one building that leaks when it rains, as well as another building with holes in the wall. We've been forced to move students into the cafeteria, which lacks the acoustics necessary for learning and good classroom management. Also, the building with holes in wall enables rats to enter from the outside. Over the holiday break we caught 12 rats.

I am sure you'll agree that this is not an environment that is conducive to learning. I encourage your support for this bill that will have a positive affect on the lives of young students now and in the future. I urge your support for issuing general obligation bonds that will enable the University to move forward with planning and construction of the new College of Education building.