



An Independent Licensee of the Blue Cross and Blue Shield Association

February 8, 2017

Honorable Josh Green, Chair
Honorable Stanley Chang, Vice Chair
Senate Committee on Human Services

Honorable Michelle N. Kidani, Chair
Honorable Kaiali'i Kahele, Vice Chair
Senate Committee on Education

Re: SB 500 – Relating to After-School Programs

Dear Chair Green, Chair Kidani, Vice Chair Chang, Vice Chair Kahele, and Members of the Committee:

The Hawaii Medical Service Association (HMSA) appreciates the opportunity to testify in support of SB 500, establishing the Resources for Enrichment, Athletics, Culture, and Health (REACH) program in the Office of Youth Services.

HMSA's mission is to ensure the health and wellbeing of our members, particularly children. We support programs that promote a healthier lifestyle, and we have engaged in multiple levels of partnerships to accomplish this. One example of this being HMSA's work to implement Blue Zones Communities across the state (most recently on Maui, West Hawaii Island, and Oahu – Manoa, Wahiawa, and Kapolei/Ewa Beach); these are neighborhood organizations, businesses, and schools that have committed to redesigning their community so that it facilitates neighbors engaging in their own healthier lifestyle.

Children remain a critical focus of our drive to community wellbeing. HMSA has partnered with REACH, the Lieutenant Governor's Office, and the U.S. Soccer Foundation on the "Soccer for Success" program. This is an afterschool program that uses soccer as a tool to address children's health issues. Three schools currently are engaged in the Soccer for Success program, providing free afterschool programming three times per week for the entire school year.

Through our participation in the Soccer for Success program, we can attest to REACH being a valuable partner in helping us meet our goal of healthy children, healthy families, and a healthy community.

Thank you for allowing us to testify in support of SB 500.

Sincerely,

Mark K. Oto
Director, Government Relations



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

Date: 02/08/2017

Time: 02:45 PM

Location: 016

Committee: Senate Human Services
Senate Education

Department: Education

Person Testifying: Kathryn S. Matayoshi, Superintendent of Education

Title of Bill: SB 0500 RELATING TO AFTER-SCHOOL PROGRAMS.

Purpose of Bill: Establishes the R.E.A.C.H (resources for enrichment, athletics, culture, and health) program in the office of youth services to provide a standardized framework and funding for after-school programs in public middle and intermediate schools. Establishes that the R.E.A.C.H. program will be run by a program specialist to be appointed by the governor. Establishes a special fund to receive fees and other moneys to supplement the costs of administering and operating the R.E.A.C.H. program. Requires the office of youth services to report to the legislature.

Department's Position:

The Hawaii Department of Education supports SB 500, which seeks to establish R.E.A.C.H. (Resources for Enrichment, Athletics, Culture, and Health) as the instrument that standardizes framework and funding for after-school programs for middle and intermediate school students throughout the state.

The Hawaii Department of Education convened and facilitated the working group for HCR137 between June and December 2016. The recommendations of the group align with SB 500 [https://drive.google.com/file/d/0B18ESQ73l_iKUHo5TkRwU1FicWc/view?usp=sharing]. In evaluating the landscape of middle and intermediate afterschool, the working group found the hours after school from 3:00 p.m. to 6:00 p.m. for this age group are potentially the most vulnerable if youth are not in an after-school program (Fight Crime: Invest in Kids, 2002). According to the Hawaii Department of Human Services report, 51% of first time juvenile arrests occur with this age group and that the cost of incarceration is \$200,000 per year, per child (E. Coberto, DHS/ CYS report to committee, September 15, 2016).

The working group also determined that currently 6,400 students or 16% of the middle and intermediate school student population of 40,000 are estimated to be enrolled in an afterschool program. A plan to increase participation to 40% or 16,000 students at cost of \$1,000.00 per child per year over a five-year period is part of the recommendations of the working group. With this bill we can expand the opportunities for middle and intermediate school students in afters-school programs.

Mahalo for the opportunity to testify.



STATE OF HAWAII
DEPARTMENT OF EDUCATION
HONOLULU DISTRICT OFFICE
4967 KILAUEA AVENUE
HONOLULU, HAWAII 96816

TO: **Senate Committee on Human Services**
The Honorable Josh Green, Chair
The Honorable Stanley Chang, Vice Chair

Senate Committee on Education
The Honorable Michelle N. Kidani, Chair
The Honorable Kaialii Kahele, Vice Chair

FROM: Ruth Silberstein, Complex Area Superintendent
Kaimuki-McKinley-Roosevelt Complex Area
Department of Education, State of Hawaii

A handwritten signature in blue ink that reads "Ruth Silberstein".

SUBJECT: **TESTIMONY RE: SB 500 – RELATING TO AFTER-SCHOOL PROGRAMS**

Hearing: Wednesday, February 8, 2017, 2:45 p.m.
State Capitol, Conference Room 016

Thank you for the opportunity to testify in **strong support** of SB 500.

Please help save this age group in the Middle Schools from drugs, crime, bullying and gangs.

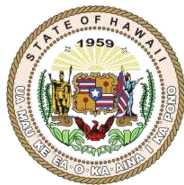
The middle school years are a pivotal time for students and we are honored to have been selected to receive R.E.A.C.H. funding for public middle/intermediate school after-school programming. The R.E.A.C.H. Initiative represents an upfront investment in Hawaii's youth to keep them engaged in high-quality, positive, prosocial, enrichment, athletics, culture, and health programs.

R.E.A.C.H. empowers our schools to make after-school programming an extension of the classroom, reduces the risk of a variety of undesirable behaviors among adolescents, and increases school attendance and achievement and reduces dropout rates. Hawaii's working families need programs like R.E.A.C.H. to ensure that children are safe and engaged.

The Hawaii Department of Education convened and facilitated the working group for HCR137 (2016) to study and take inventory of public middle/intermediate school after-school programming throughout the state in between June and December 2016. The recommendations of the group align with SB 500 [https://drive.google.com/file/d/0B18ESQ731_iKUHo5TkRwU1FicWc/view?usp=sharing]. In evaluating the landscape of middle and intermediate afterschool, the working group found the hours after school from 3:00 p.m. to 6:00 p.m. for this age group are potentially the most vulnerable if youth are not in an afterschool program. According to the Hawaii Department of Human services report, 51% of first time juvenile arrests occur with this age group and that the cost of incarceration is \$200,000 per year, per child.

R.E.A.C.H. is the **only** state general funded after-school funding source dedicated to our public middle and intermediate schools. Although included in the executive budget through the Office of Youth Services, an increase in funding and the formal establishment of the R.E.A.C.H. Initiative is critical to the future of Hawaii's youth and overall welfare of the State.

Thank you for the opportunity to testify in strong support of SB 500.



OFFICE OF THE LIEUTENANT GOVERNOR
STATE OF HAWAII
STATE CAPITOL
HONOLULU, HAWAII 96813

SHAN S. TSUTSUI
LIEUTENANT GOVERNOR

**TESTIMONY OF
THE OFFICE OF THE LIEUTENANT GOVERNOR
TO THE
SENATE COMMITTEES ON HUMAN SERVICES AND EDUCATION**

**SENATE BILL 500
RELATING TO AFTER-SCHOOL PROGRAMS**

February 8, 2017

Chairs Green and Kidani, Vice Chairs Chang and Kahele, and Members of the Committees:

The Office of the Lieutenant Governor ***supports*** Senate Bill 500, Relating to After-school programs. This measure formally establishes the Resources for Enrichment, Athletics, Culture, and Health (R.E.A.C.H.) program in the Office of Youth Services (OYS) to provide a standardized framework and funding for after-school programs in public middle and intermediate schools and authorizes the OYS to, if they so determine, assess and collect fees.

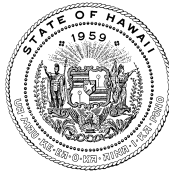
The middle school years are a critical time in a child's life where disengagement can start to take hold, and the stakes of disengagement are high. ***Nearly half of all first time juvenile arrests in the State of Hawaii occur at the middle school age.*** Once students disconnect, recruitment and retention programs require stronger, more persistent outreach and more long-term participation. Juvenile crime, drug rehabilitation, counseling and other forms of intervention result in higher costs to families and the taxpayer. The bottom line is that high quality after-school programs keep kids on the path that leads to high school, college, career, and ultimately, a better quality of life. This bill addresses a critical need for Hawaii's middle school students.

The OYS is dedicated to creating opportunities for our youth to develop competencies that foster resiliency and enable them to achieve a successful transition to young adulthood. The objectives of the R.E.A.C.H. initiative are wholly aligned with the objectives of the OYS. Since 2013, the Lieutenant Governor and his office has worked collaboratively with the Department of Education, OYS, and a working group of middle school principals and DOE administrators to develop both the pilot project and the long-term structure for R.E.A.C.H.

The Office of the Lieutenant Governor supports SB 500 and respectfully urges the passage of this bill.

Thank you for the opportunity to testify.

DAVID Y. IGE
GOVERNOR



WESLEY K. MACHIDA
DIRECTOR

LAUREL A. JOHNSTON
DEPUTY DIRECTOR

EMPLOYEES' RETIREMENT SYSTEM
HAWAII EMPLOYER-UNION HEALTH BENEFITS TRUST FUND
OFFICE OF THE PUBLIC DEFENDER

STATE OF HAWAII
DEPARTMENT OF BUDGET AND FINANCE
P.O. BOX 150
HONOLULU, HAWAII 96810-0150

ADMINISTRATIVE AND RESEARCH OFFICE
BUDGET, PROGRAM PLANNING AND
MANAGEMENT DIVISION
FINANCIAL ADMINISTRATION DIVISION
OFFICE OF FEDERAL AWARDS MANAGEMENT (OFAM)

WRITTEN ONLY
TESTIMONY BY WESLEY K. MACHIDA
DIRECTOR, DEPARTMENT OF BUDGET AND FINANCE
TO THE SENATE COMMITTEES ON HUMAN SERVICES AND EDUCATION
ON
SENATE BILL NO. 500

February 8, 2017
2:45 p.m.
Room 016

RELATING TO AFTER-SCHOOL PROGRAMS

Senate Bill No. 500 establishes the Resources for Enrichment, Athletics, Culture, and Health (R.E.A.C.H.) Program in the Office of Youth Services and the R.E.A.C.H. Program Special Fund to supplement the costs of administering and operating the program.

While the Department of Budget and Finance does not take any position on the establishment of the R.E.A.C.H. Program, as a matter of general policy, the department does not support the creation of special funds which do not meet the requirements of Section 37-52.3, HRS. Special funds should: 1) reflect a clear nexus between the benefits sought and charges made upon the users or beneficiaries of the program; 2) provide an appropriate means of financing for the program or activity; and 3) demonstrate the capacity to be financially self-sustaining. In regards to Senate Bill No. 500, it is difficult to determine whether the proposed source of revenues will be self-sustaining at this time.

Thank you for your consideration of our comments.

HAWAII YOUTH SERVICES NETWORK

677 Ala Moana Boulevard, Suite 904 Honolulu, Hawaii 96813

Phone: (808) 489-9549

Web site: <http://www.hysn.org> E-mail: info@hysn.org

Rick Collins, President

Judith F. Clark, Executive
Director

Bay Clinic

Big Brothers Big Sisters of
Hawaii

Bobby Benson Center

Central Oahu Youth Services
Association

Child and Family Service

Coalition for a Drug Free Hawaii

Domestic Violence Action Center

EPIC, Inc.

Family Programs Hawaii

Family Support Hawaii

Hale Kipa, Inc.

Hale 'Opio Kauai, Inc.

Hawaii Student Television

Ho'ola Na Pua

Hui Malama Learning Center

Kokua Kalihi Valley

Life Foundation

Marimed Foundation

Maui Youth and Family Services

P.A.R.E.N.T.S., Inc.

Parents and Children Together
(PACT)

Planned Parenthood of the
Great Northwest and
Hawaiian Islands

Salvation Army Family

Intervention Services

Sex Abuse Treatment Center

Susannah Wesley Community
Center

The Catalyst Group

Uhane Pohaku Na Moku

O Hawai'i

Waikiki Health

February 3, 2017

Senator Josh Green, Chair

And members of the Committee on Human Services

TESTIMONY IN SUPPORT OF SB 500 RELATING TO AFTER-SCHOOL PROGRAMS

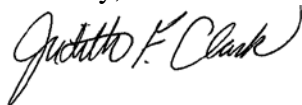
Hawaii Youth Services Network (HYSN), a statewide coalition of youth-serving organizations, supports HB 695 Relating to After-school Programs.

High quality after-school programs are effective in reducing the risk of a variety of undesirable behaviors among adolescents, including unplanned pregnancy, sexually transmitted infections, juvenile crime, and substance abuse. They can increase school achievement, reduce dropout rates, and provide service learning opportunities that teach young people the value of contributing back to their communities.

Hawaii has the highest percentage of households in the United States in which all adults are employed. These working families need after school programs to ensure that children are safe and engaged in productive activities.

Thank you for this opportunity to testify.

Sincerely,



Judith F. Clark, MPH

Executive Director



949 Kamokila Boulevard, 3rd Floor, Suite 350, Kapolei, HI 96707
808.675.7300 | www.ohanahealthplan.com

February 3, 2017

To: The Honorable Chair Josh Green
Senate Committee on Human Services

The Honorable Chair Michelle Kidani
Senate Committee on Education

From: 'Ohana Health Plan
Danny Cup Choy; Director, Government Affairs

Re: SB 500, Relating to After-School Programs; **In Support**
February 8, 2017; Conference Room 016

'Ohana Health Plan ('Ohana) is a member of the WellCare Health Plans, Inc.'s ("WellCare") family of companies and provides healthcare for Hawai'i residents statewide. Since 2009, 'Ohana has utilized WellCare's national experience to develop a Hawai'i -specific care model that addresses local members' healthcare and health coordination needs. By focusing on the state's Medicaid and Medicare population, 'Ohana serves Hawaii's most vulnerable residents: low-income, elderly, disabled, and individuals with complex medical issues. Our mission is to help our members' lead better, healthier lives.

'Ohana Health Plan offers our **support** of SB 500, which establishes the REACH (resources for enrichment, athletics, culture, and health) program in the Office of Youth Services to provide a standardized framework and funding for after-school programs in public middle and intermediate schools.

Our organization is proud to support REACH in its effort to promote healthy behaviors for Hawaii's youth. In addition to developing a love for sports and the resulting physical health benefits, REACH helps instill important life skills like teamwork, resiliency, and leadership. It truly fills a niche in our community and is an initiative worth supporting to help ensure we give Hawaii's children every chance to succeed and thrive.

Thank you for the opportunity to submit testimony on this measure.



Testimony Strongly Supporting Senate Bill 500

Public Hearing on February 8, 2017 at 2:45 pm

John Thatcher, High Tech Youth Network State of Hawaii Manager

Chairpersons Green and Kidani, Vice-Chairpersons Chang and Kahele, and Members of the Senate Committee on Human Services and the Senate Committee on Education:

Thank you for this opportunity to testify regarding my strong support for Senate Bill 500 that will establish the Resources for Enrichment, Athletics, Culture, and Health Program through the Office of Youth Services. I am the State Manager for the High Tech Youth Network (HTYN) and the principal of Connections Public Charter School (CPCS) in Hilo. Our school community and the larger HTYN community urge you to pass this bill. Funding to continue the operations for existing HTYN after school programs in Hawaii is critically needed.

The first High Tech Youth Studio was opened in New Zealand in 2005, through State and Corporate Sponsorship by Microsoft, Adobe, Intel Corporation and HP to name a few. The High Tech Youth Network seeks to empower young people and communities to become more capable, creative, and confident life long learners by encouraging them to develop a positive identity and belief in their potential, through linking cultural knowledge and values with technology. The Network has over 6500 young people enrolled through out the Oceanic region, with the goal of building a collaborative learning community to support STEM learning and improve outcomes for future higher learning and career pathways for young people in under-served communities.

The first HTYN studio in Hawaii (and the United States) opened in August, 2013. Studio Shaka is a current recipient of a R.E.A.C.H. grant and is part of a learning community of “High Tech Youth Studios” across New Zealand. The HTYN has expanded to include other countries in the Pacific region. These studios, their staff and the communities they serve are connecting both physically and virtually to share knowledge and collaborate on meaningful projects that promote their cultural and creative capacities. Staff from each of the studios in New Zealand, Fiji, Western Samoa and Hawaii meet online on a regular basis through video chats. They discuss projects, plan collaborations and share learning experiences.

Studio Shaka members have a variety of choices of activities after school every day. These activities are based on the individual interests of members. Some choices are extensions of projects and/or classes currently offered in the school's regular day program. While the regular day program at CPCS provides instruction with a traditional format, Studio Shaka employs an indigenous way of learning that is culturally sensitive and draws upon an awareness of indigenous traditions. Members are provided with opportunities to learn in a manner consistent with their upbringing. Many retain knowledge more

High Tech Youth Network™

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Southern Regional Office: P.O Box 280023 Flat Bush 2160, Manukau City - New Zealand Phone +64 1 2711907
www.hightechyouth.org / email info@hightechyouth.org / twitter [@hightechyouth](https://twitter.com/hightechyouth)



easily because they are allowed to use a learning style that they have had previous success with in their families and communities. Observation and imitation play a crucial role. Mentors from the community are also a critical component. There is an emphasis on providing directed experiences that enable members to feel that they are connected to a learning community.

Most Studio Shaka mentors are seasoned community members with a passion for music, art, dance and/or technology. Some of Studio Shaka's mentors are former students. One very active mentor is Raiatea Arcuri (raipho.com). Raiatea graduated last year from CPCS. He attended the school from the sixth grade. He took an Adobe Youth Voices mentoring class online through Studio Shaka. One of his best projects can be seen at: https://youtu.be/DzoUaddz7_Q. This project was a finalist in the 2015 worldwide Adobe Youth Voices video competition. The video was shot and edited by Raiatea. The music was created by Tema Maimoaga in New Zealand. Portions have been used in an OHA commercial.

The four existing and one planned HTYN studios are on the islands of Hawaii and Kauai. Two programs operate from DOE high schools and the others are in charter schools. The group has prepared the preliminary documents required to submit a federal 21st Community Learning Center grant. We believe that today's youth demand learning environments that embrace the wide world of people, places, and ideas. Flexibility is critical in the arrangements of space, time, technology, and people. Healthy cultures of mutual respect and support among students, educators, families, and communities fosters a love of learning with the potential for uniting learners around the world in addressing global challenges and opportunities. Providing these extended learning opportunities through after school programs is critically needed if we are to truly transform our schools to embrace 21st century learning.

Mā te rongo, ka mōhio; Mā te mōhio, ka mārama; Mā te mārama, ka mātau; Mā te mātau, ka ora
(Through resonance comes cognizance; through cognizance comes understanding; through understanding comes knowledge; through knowledge comes life and well-being).

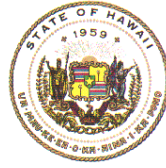
A handwritten signature in cursive script that reads 'John Thatche'.

High Tech Youth Network™

North Pacific Regional Office: 1888 Kalakaua Ave., Suite C312, Honolulu - USA Phone +1 (202) 905-0472
Southern Regional Office: P.O Box 280023 Flat Bush 2160, Manukau City - New Zealand Phone +64 1 2711907
www.hightechyouth.org / email info@hightechyouth.org / twitter [@hightechyouth](https://twitter.com/hightechyouth)

DAVID Y. IGE
GOVERNOR

ELNA M. GOMES
PRINCIPAL



KATHRYN S. MATAYOSHI
SUPERINTENDENT

WENDY DANIEL
VICE PRINCIPAL

STATE OF HAWAII
DEPARTMENT OF EDUCATION
KEAAU MIDDLE SCHOOL
16-565 KEAAU – PAHOA ROAD
KEAAU, HAWAII 96749
(808) 982-4200 EXT 0

TO: **Senate Committee on Human Services**
The Honorable Josh Green, Chair
The Honorable Stanley Chang, Vice Chair

Senate Committee on Education
The Honorable Michelle N. Kidani, Chair
The Honorable Kaiali'i Kahele, Vice Chair

FROM: Dewi Sosa, Athletics Coordinator for the Ka'u - Kea'au - Pahoia Intermediate / Middle School Athletics Program, and Athletics Supervisor for Kea'au Middle School

SUBJECT: TESTIMONY RE: SB 500 – RELATING TO AFTER-SCHOOL PROGRAMS

Hearing: Wednesday, February 8, 2017, 2:45 p.m.
State Capitol, Conference Room 016

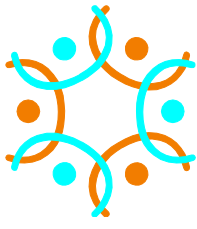
Thank you for the opportunity to testify in **strong support** of SB 500.

The middle school years are a pivotal time for students. We are honored to have been selected to receive R.E.A.C.H. funds. The R.E.A.C.H. Initiative represents an upfront investment in Hawaii's youth to keep them engaged in high-quality, positive, prosocial, enrichment, athletics, culture, and health programs.

In the Ka'u – Kea'au – Pahoia (KKP) School Complex, R.E.A.C.H. funding has provided *opportunity* for over 150 intermediate and middle school students to participate in organized athletics (soccer, volleyball, and basketball). We are able to provide quality coaching from our high school coaching staffs, priceless mentoring from our high school athletes, as well as sportsmanship and teamwork through interscholastic competition among the students of Ka'u Intermediate, Kea'au Middle School, Pahoia Intermediate, and neighboring Christian Liberty Academy. The students have an *opportunity* to realize the importance of keeping their grades above the required 2.0 GPA while at the same time understanding the expectations and physical requirements of becoming a high school athlete. Families come to support the students on game days, and both school and community pride overflows. Here in the small town communities of KKP, across vast distances, *opportunity* is what our students need. R.E.A.C.H provides that *opportunity*.

R.E.A.C.H. reduces the risk of a variety of undesirable behaviors among adolescents, and increases school attendance and achievement and reduces dropout rates. Ka'u's - Kea'au's – and Pahoia's working families need programs like R.E.A.C.H. to ensure that middle school and intermediate children are safe and engaged.

R.E.A.C.H. is the **only** state general funded after-school funding source dedicated to our public middle and intermediate schools. Although included in the executive budget through the Office of Youth Services, an increase in funding and the formal establishment of the R.E.A.C.H. Initiative is critical to the future of Hawaii's youth and overall welfare of the State.



Hawaii
Children's Action Network
Building a unified voice for Hawaii's children

February 6, 2017

To: Senator Josh Green, Chair
Senator Stanley Chang, Vice Chair
Committee on Human Services

Senator Michelle Kidani, Chair
Senator Kaialii Kahele, Vice Chair
Committee on Education

From: Deborah Zysman, Executive Director
Hawaii Children's Action Network

Re: **SB 500 – Relating to After-School Programs**
Hawaii State Capitol, Room 016, February 8, 2017, 2:45 PM

On behalf of Hawaii Children's Action Network (HCAN), we are writing to support SB 500 – Relating to After-School Programs.

HCAN supports the intention to provide access to more high-quality, after-school programs for at-risk youth, especially from low to middle income families.

For this reason, HCAN respectfully requests that the committee pass this bill.

HCAN is committed to building a unified voice advocating for Hawaii's children by improving their safety, health, and education. Last fall, HCAN convened input in person and online from more than 50 organizations and individuals that came forward to support or express interest for a number of issues affecting children and families in our state that resulted in the compilation of 2017 Hawai'i Children's Policy Agenda, which can be accessed at <http://www.hawaii-can.org/2017policyagenda>.



February 7, 2017

Senate Committee on Human Services
Senator Josh Green, Chair
Senator Stanley Chang, Vice Chair

Senate Committee on Education
Senator Michelle N. Kidani, Chair
Senator Kaiali'i Kahele, Vice Chair
Conference Room 016

Re: Support of SB 500: RELATING TO AFTER-SCHOOL PROGRAMS.

Dear Chairs Green and Kidani, Vice Chairs Chang and Kahele, and Committee Members:

The Hawaii Afterschool Alliance strongly supports Senate Bill 500, which seeks to establish the R.E.A.C.H (resources for enrichment, athletics, culture, and health) program to provide a standardized framework and funding for after-school programs in public middle and intermediate schools.

The State of Hawaii, twenty-eighth legislature, 2016, requested the Hawaii Department of Education (HIDOE) to convene a working group to review after-school programs in Hawaii's public middle and intermediate schools. This working group, formed by experts in the field, submitted its finding and recommendations to the Legislature (see report attached). The group came to the conclusion that it is essential in order to avoid duplication of services, to have a better coordination and alignment of funding and to ensure accountability, that R.E.A.C.H. and other funding programs (Uplink, A+ program, and 21st Century Community Learning Centers) to be established in the Hawaii Department of Education Community Engagement Office. In accordance with the recommendation of the working group, the Hawaii Afterschool Alliance, proposes R.E.A.C.H. to be part of the HIDOE Office of Community Engagement instead of the Office of Youth Services.

It is also appropriate to point out that "Middle school is a "make or break" time for many young adolescents academically. In addition to facing more demanding academics, middle school youth are dealing with the challenge of meeting social and emotional benchmarks as they transition from elementary school to middle school and then high school. During this transition, middle school youth experience fluctuating emotions and motivation levels, and are exposed to new situations and experiences. Peer pressure, academic demands, exposure to new social environments, and physical changes are added distractions to an already new and sometimes overwhelming time in their lives.¹" For these reasons, all middle and intermediate school students must have a safe and engaging place to go during the afterschool hours.

The "2014 America After 3PM" report, published by the national Afterschool Alliance, articulates some relevant and important statistics:

- **93% of Hawai'i parents support public funding for afterschool programs,**

¹ http://afterschoolalliance.org/documents/2014_MetLife_Compndium.pdf

Hawai'i Afterschool Alliance

841 Bishop Street, Suite 301· Honolulu, HI 96813

- 86% of Hawai'i parents agree that afterschool programs give working parents peace of mind about their children when they are at work,
- 72% of parents in Hawai'i agree that afterschool programs help parents keep their jobs,
- 75% of Hawai'i parents agree that afterschool programs reduce the likelihood that youth will engage in risky behaviors, and
- 62% of the parents in Hawai'i agree that afterschool programs excite children about learning.

Moreover, afterschool programs have proven results².

- In Chicago an evaluation of a middle school program, found program participation led to an almost 20% reduction in school suspension.
- In Marin City, California an afterschool program saw 40% of their participants improve their GPA and 100% graduate from high school and be accepted into colleges.
- A program in Baltimore with a focus on debate found participants performed better than their peers on standardized tests in both math and English.
- A STEM program in Middletown, Connecticut saw a 60% increase in participants reported interest in STEM fields.

And these results are just a small selection. These numbers provide strong reasoning for protecting and supporting Hawai'i's quality afterschool programs.

In conclusion, the Hawai'i Afterschool Alliance strongly supports SB 500 and respectfully urges the passage of this bill so that students in Hawai'i have the support they need to participate in a high-quality afterschool program. Thank you for the opportunity to testify.

Sincerely,

Paula Adams
Executive Director
Hawai'i Afterschool Alliance
808-380-1602
hawaiiafterschool@gmail.com
www.hawaiiafterschoolalliance.org

House of Representatives Twenty-Eighth Legislature, 2016
House Concurrent Resolution 137

After-School Programs for Public Middle and Intermediate Schools

Final Report

December 2016

Working Group Members

Facilitator:

Marlene Zeug, Community Engagement Office, Hawai'i Department of Education

Jayson Watts, Office of the Lieutenant Governor

Edralyn Caberto, Department of Human Services

Principal Reid Kuba, Jarrett Middle School

Shelley Ferrara, School Transformation Branch, Hawai'i Department of Education

Susan Uno, Hawai'i P-20 Partnerships for Education

Captain Jeffrey Richards, Captain Jayson Kauwenaole, Honolulu Police Department

Dawn Dunbar, After-School All-Stars Hawai'i

Kēhaulani Pu'u, Kamehameha Schools

Paula Adams, Hawai'i Afterschool Alliance

Leslie Wilkins, Maui Economic Development Board

Each and every public middle and intermediate student in Hawai‘i will have the opportunity to access a safe, quality after-school program that supports their health, safety, and overall well-being as well as their learning and growth through a seamless learning day in ways that connect them to their families, community, and the ‘āina, and that reflects the diversity of our student population.

Working vision statement
HCR137 working group



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For the full document including appendices and references, visit:
https://drive.google.com/file/d/0B18ESQ73l_iKUH05TkRwU1FicWc/view?usp=sharing

For additional resources and handouts, visit:
https://drive.google.com/drive/folders/0B18ESQ73l_iKM3jvWi1aOVFPUjg?usp=sharing

After-school is an investment, not a cost.

Representative Takumi



Executive Summary

Aloha mai kākou,

We are excited to present the following final report on middle and intermediate school after-school programs. On June 30, 2016, the first meeting of the working group convened, pursuant to House Concurrent Resolution 137 (Resolution), to review the following:

1. A timeline and inventory of existing after-school programs at middle and intermediate schools;
2. Data regarding current levels of costs, funding sources, and student participation of existing after-school programs at middle and intermediate schools;
3. Recommendations on improving the availability, quality, and coordination of after-school programs at middle and intermediate schools;
4. Recommendations on how collaboration can be promoted between agencies and stakeholders providing after-school care in Hawai'i; and
5. The development of efficient and collaborative ways to address funding, logistics, and outcomes of providing structured after-school programs at middle and intermediate schools.

Our recommendations are summarized on page 8.

Over the past five months, between June 30, 2016, and November 17, 2016, 10 members of the working group, along with an average of 10 to 20 additional participants, attended four meetings to assess the landscape of middle and intermediate after-school programs, and provide recommendations for proceeding.

We are a passionate and experienced group of members, and from the outset we understood that after-school programs serve a wide variety of functions and missions, from engaging kids productively during the hours after school, promoting healthy development, and meeting the needs of underserved youth, to supporting working families, strengthening family and parent engagement, fostering partnerships, and reinvigorating schools as hubs of their communities.

We have seen first-hand what research is increasingly demonstrating: a strong correlation between participation in quality after-school programs and improvements in student attendance, behavior, and course marks (Vandell, Reisner, and Pierce, 2007); family and community indicators of crime, safety, and overall wellbeing (Afterschool Alliance, n.d.); and closing the achievement gap (Vandell, 2016; Pierce, Auger, and Vandell, 2013).

From our own experience and interactions with parents, we know that parents believe that after-school care provides a safe environment, that there are programs that excite children about learning, and agree that through participation in after-school programs students gain workforce skills and reduce their likelihood of engaging in risky behaviors (Afterschool Alliance, n.d.; Hawai'i Afterschool Alliance, n.d.).

The need for quality, structured, safe environments for students is an academic, health and well-being, and economic priority. It is also a matter of equity. We firmly support the belief that after-school programs must be legitimately addressed as an investment, and not an additional cost (R. Takumi, personal communication, 2016).

In our discovery, we identified five major challenges as recursive themes. While these challenges already persist in current middle school after-school programs and presented barriers in being able to sufficiently answer the objectives requested for the final report, they also present the opportunity for successful implementation of a statewide initiative.

- Availability: 36 of 54 middle and intermediate schools run some type of after-school program. Tuition fees and student interest were the two biggest determinants of student participation and interest in after-school programs.
- Funding: three funders (R.E.A.C.H., 21CCLC, and UPLINK)¹ comprise the largest source of funds for middle and intermediate school after-school programs. After-school programs in Hawai'i on average, cost \$1,000 per child per school year.
- Coordination of funding, data, and evaluation: Lack of alignment in definitions, reporting, funding schedules, and connection to student attendance, behavior and course marks presented challenges to both collecting data as well as providing supporting evidence of efficacy.
- Coordination of implementation: Lack of coordination across funding streams paralleled the lack of coordinated efforts to implement programs at school sites. There was also a lack of structure to support coordination.
- Quality: High turnover and lack of opportunities for training and development were two examples articulated both by program providers and schools. Currently, there is no coordinated effort for professional development, staff training, or program evaluation by the Hawaii State Department of Education (HIDOE).

¹ Resources for Enrichment, Arts, Culture and Health (R.E.A.C.H.); Uniting Peer Learning, Integrating New Knowledge (UPLINK); 21st Century Community Learning Centers (21CCLC)

For purposes of this report, we defined middle and intermediate school after-school as: school-based after-school programs delivered on school days, from the school day end until 6:00 p.m., for all middle and intermediate school-aged children in HIDOE schools and charter schools.

We also identified several characteristics that should comprise all after-school programs for this age group:

- Offered at least 3 days per week, at least 2 hours in duration;
- Provide opportunities for students to focus on academics (e.g., an hour of tutoring, time for homework) as well as other enrichment activities;
- Can incorporate intramural athletics as an option, focusing on participation, inclusiveness, and skill-building;
- Implement a method of collecting student feedback such that activities offered are driven by student interest and incorporate student needs;
- Are integrated as much as possible with school priorities and objectives, and are developed with active participation from school leadership;
- Are linked to school attendance, behavior, and course marks as part of a seamless day of learning (e.g., for students to participate in sports they must have attended school and maintain a 2.0 GPA);
- Systematically encourage strong parent, family, and community engagement with school stakeholders and students; and
- Follow the Hawai'i Afterschool Quality Guidelines (see Appendix F).

Finally, in presenting our recommendations, the following assumptions were used:

- There is a total student population of 40,000 students in grades 6 to 8 in Hawai'i.
- An estimated 16% (6,400 of 40,000) are enrolled in an after-school program.
- 40% (16,000) of students would participate if a program were available.
- It costs, on average, \$1,000 per child per school year to deliver after-school programs at the school level (if the program contains characteristics listed above)

Expanding the program by 150% (6,400 to 16,000 students) will require a scaled implementation plan. Our recommendations are therefore presented in three phases, over a proposed five years. We also believe that the working group should continue for at least the next three years, to support the HIDOE in its initial efforts.

In our discussions, we recognized the need to increase access to after-school programs for public middle and intermediate school students, *and* the equally important need to better

align and coordinate funding, data, evaluation, and training. Rather than crafting a statewide initiative from scratch, we also recognized the current R.E.A.C.H. initiative, and Lieutenant Governor Tsutsui's tireless efforts, as an opportunity to build upon.

The first phase of our recommendations incorporate these considerations: a focus on increasing funding, processes, and structures to support collaboration, and establishing data collection systems to support program quality and demonstrate efficacy in supporting important school measures such as chronic absenteeism and student achievement. Using the Hawai'i Afterschool Plus (A+) Program, which is a nationally-recognized model, the second and third phases build on anticipated success to address the supports at the complex area/district level of the HIDOE that this initiative will require.

We anticipate that after five years, assuming current spending levels for UPLINK, R.E.A.C.H., and 21CCLC are maintained (\$5,230,000), additional spending of \$10,711,360 to serve 16,000 students will equate to just over \$996 per child per school year. Moreover, aligning and coordinating resources would include building the infrastructure needed to support quality, coordination, training and development, and data collection systems.

In stark comparison, at a cost of \$200,000 per child per year in Hawai'i Correctional Youth Facility,² the same amount of money would service 80 youth. This clear difference in cost demonstrates the value of investing in after-school programs.

After-school programs protect our children's safety, help develop and nurture their talent, improve their academic performance, and provide opportunities for them to form bonds with adults who are positive role models. Expanding access to after-school programs for all our public middle and intermediate school students is an investment our state both deserves and needs. This investment benefits our children and youth alongside schools, parents, and communities.

We thank the Legislature for giving us the opportunity to convene a working group and present our findings and recommendations. We look forward to continued work with the legislators to make after-school programs for public middle and intermediate school students a reality.

Mahalo,
HCR137 Working Group

² 50% of first-time juvenile arrests are in the middle and intermediate school age group and the hours of 3:00 to 6:00 p.m. are when these behaviors happen (Justice Policy Institute, 2014; K. Arista, personal communication, 2016)

Summary of Recommendations

Phase I: Years 1-3

1. **Request an increase the base budget for R.E.A.C.H. by \$1,600,000 (from \$500,000 to \$2,100,000)** to expand to an additional 1,400 students (6,400 to 8,000) and formally establish a statewide after-school initiative for public middle and intermediate schools in the HIDOE Community Engagement Office (CEO).
2. **Consolidate funding programs (A+, UPLINK, R.E.A.C.H., and 21CCLC) under the HIDOE CEO and as for legislative appropriation to fund one (1) FTE position at \$91,909.³**
3. **Continue the working group for the next three years.** The working group will work with the HIDOE CEO to address the following:
 - **Create and implement a common data management system** that links participation in after-school programs to attendance, behavior, and course marks;
 - **Coordinate and align funding schedules and timelines for data collection and reporting, and professional development and training;**
 - **Implement Hawai'i Afterschool Quality Guidelines;** and
 - **Draft and pass Hawai'i Board of Education Policy** for middle and intermediate school after-school, and student transportation.
 - **Further discuss the potential of extramural athletics** for middle and intermediate schools.

Phase II & III: Years 4-5

- **Request a legislative appropriation of \$500,000 to supplement A+ staff** (currently 20 casual hires) to create at least 8 FTE positions at the district level to oversee all of elementary, middle, and intermediate school after-school programs.
- **Conduct periodic statewide evaluation of efficacy and progress** at Years 1, 3, and 5.

³ per HIDOE, entry-level funding for Educational Specialist II position without fringe



I've seen the after-school programs help students with attendance issues. By holding these students accountable for attendance, it was a step in the right direction towards improving academic performance

Classroom Teacher

Introduction

After-School Landscape

After-school programs serve a wide variety of functions and missions, from engaging kids productively during the hours after school, promoting healthy development, and meeting the needs of underserved youth, to supporting working families, strengthening family and parent engagement, fostering partnerships, and reinvigorating schools as hubs of their communities.

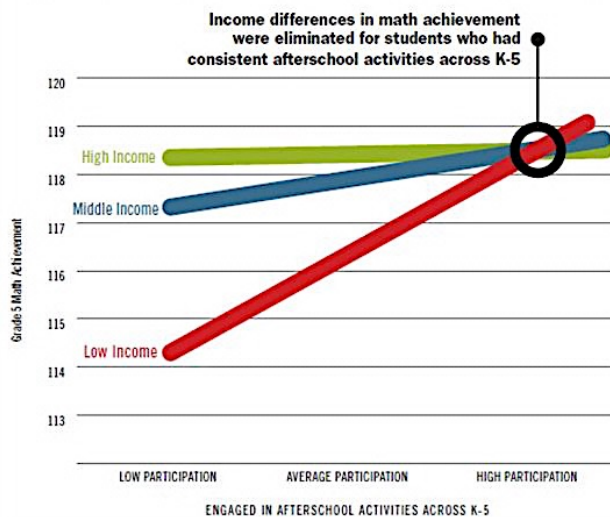
After-school programs have been around since the early 19th century and trace their evolution with the growing population of working mothers, which has become an important platform for politicians on both sides of the aisle. Today, with a budget of \$1.15B,⁴ the 21st Century Community Learning Centers Grant (21CCLC) remains one of the largest federal funding streams for after-school and out-of-school time programs for children.

Research demonstrates a strong correlation between participation in quality after-school programs and student attendance, behavior, and course marks (Vandell, Reisner, and Pierce, 2007). Evidence-based research also supports reduction of family and community indicators of crime, and improvements in safety and overall wellbeing (Afterschool Alliance, n.d.). Finally, research also shows that quality after-school programs close the achievement gap (Vandell, 2016; Pierce, Auger, and Vandell, 2013).

The majority of parents believe that after-school care provides a safe environment, agree that students gain workforce skills and reduce likelihood of risky behaviors in youth, and provide programs that excite children about learning (Afterschool Alliance, n.d.; Hawai'i Afterschool Alliance, n.d.).

The need for quality, structured, safe environments for students is an academic, health and wellbeing, and economic priority. It is also a matter of

Afterschool Participation Narrows the Math Achievement Gap⁴



Participation in after-school programs eliminates the achievement gap (Vandell, 2016)

⁴ 2015 appropriated level of funding. \$2.5B was authorized (Afterschool Alliance, 2015).

equity. For middle and intermediate school-aged students, the need for after-school programs is particularly acute. Consider the statistics in brief:

For school year 2015-2016, Hawai'i DOE public schools enrolled **39,859** students in grades 6 to 8. (Hawai'i DOE, 2016)

An estimated **6,377 (16%) of HIDOE students in grades 6 to 8 are enrolled in an after-school program.** (Afterschool Alliance, 2014)

39% of middle and intermediate school students reported they would participate in an after-school program IF one were available. (Afterschool Alliance, 2014)

The average cost for an after-school program is **\$1,000 per child per school year.** (After-School All-Stars Hawai'i, 2016)

3:00 to 6:00 p.m. M to F are peak hours for juvenile crime and for children to experiment with drugs, alcohol, cigarettes, and sex. (Fight Crime: Invest in Kids, 2002)

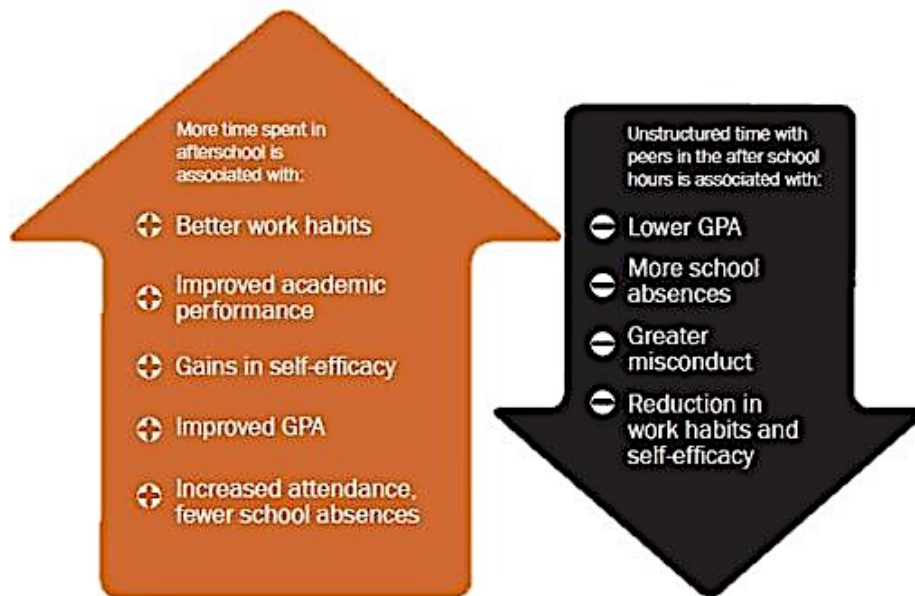
Parents miss an average of **8 days of work per year** due to a lack of after-school care. (Community, Families, and Work Program at Brandeis University, 2004)

45% of 21st Century Community Learning Centers participants improved their reading grades; **41%** improved math grades. (Afterschool Alliance, n.d.)

83% of voters agree all children need a place to go after school that is organized, safe, and educational. (Lake, Snell, Perry & Associates, Inc., 2008)

My security staff is on alert whenever students are not in school – after-school, holidays, and vacation. Juveniles are involved with misdemeanors and crime at the mall that includes fighting, graffiti, skate-boarding, and shop-lifting.

G. Higa, community member



More time in after-school means improved GPA, less absences and improved self-efficacy (Vandell, 2016)

Nationally, states are beginning to take notice, and several funding models through policy and legislation have emerged (see Table 1). While research continues to show that quality after-school programs are a critical and necessary investment, the reality is programs for this age group are still largely uncoordinated within and across schools in Hawaii, there is poor data tracking at a systemic level on their efficacy, and consistent sustainability year to year is an ever-present issue.

The key window of time for juvenile crime is from 3:00 p.m. to 6:00 p.m.

Captain Jayson Kauwenaole, Honolulu Police Department

Traditional Funding Policy Trends				Creative Funding Policy Trends		
Line Item	Budget Protection	Leveraging Eligibility	Taskforces	Quality	Gaps	Lottery
Policies that create a new line item or increase an existing line item.	Policies that maintain existing funding or prevent cuts of existing funds allocated for after-school & summer youth programming.	<p>Policies that attempt to redefine an existing state dollar funding stream to also be available for after-school and/or summer programming. (4 states)</p> <p>Policies that protect funding from a narrowing of eligibility by other initiatives. (2 states)</p>	Policies that create commissions or taskforces to move a proposal for new program funding or coordinate funding to meet needs statewide.	Policies to expand adoption of standards, taking the research and applying it to practice, and capturing effectiveness data.	Policies to fill gaps with pre-existing resources, like publicly-funded institutions as intermediary and program sites, like libraries.	Policies to utilize lottery dollars to fund after-school programs, sometimes including a philanthropy partner to make new grants available.
10 States: OH, AL, MO, MD, TX, AR, NM, IN, VT, MN	6 States: NR, MA, CT, IL, RI, TN	4 States: WY, CT, NC, NJ 2 States: OR, FL	4 States: TX, NJ, MA, IN	11 States: UT, WI, GA, WA, VA, MO, NJ, VT, OR, NH, KY	6 States: OR, MD, CA, RI, VA, NJ	2 States: NE, TN

Table 1: Funding Models and Policy Trends for After-School Programs Nationally (National Afterschool Alliance, 2016)

After-School as a strategy to address the Achievement Gap

In Hawai'i, of the 179,038 students enrolled⁵ in HIDOE public schools, 102,269 (57%) meet the criteria for high needs.⁶ Of these 102,269 students, more than 92,000 (52%) are economically disadvantaged, more than 17,000 (10%) are receiving special education services, and more than 13,000 (8%) are English Language Learners.

HIDOE data highlight a disparity in student achievement scores (i.e., the achievement gap) between high needs and non-high needs students that has consistently remained at a difference of about 20 points. And while scores are increasing for both groups, the gap between them has not decreased.

In evaluating root causes, Coleman's 1966 federal study (cited in Walsh, 2013; Rothstein, 2010) attributes the quality of a student's in-school experiences as addressing only one-third of the achievement gap; the remaining two-thirds is linked to nonacademic factors that are aggravated by poverty – out of school factors such as “hunger, homelessness, unaddressed medical concerns, violence, and *lack of access to important enrichments like arts or athletics* (Walsh, 2013, para. 2, emphasis added).”

Access to quality learning experiences is a fundamental equity issue in our schools. If we are going to eliminate the achievement gap, we must address nonacademic factors alongside in-school factors. Schools need strategies to address the challenges that impact a student's ability to get to school, stay engaged in school, and succeed in school. These strategies must involve community stakeholders as partners in a coordinated network to provide programs and services that address health and wellbeing, provide opportunities to expand learning, and build character and connectedness.

After-school programs are one such compelling strategy. Data already support what we anecdotally already know - that after-school programs provide critical and necessary opportunities for children to continue their learning beyond the classroom, to build relationships with caring adults, develop character traits and skills they need later in life, and provide safe, structured spaces for them to go to after school is finished.

House Concurrent Resolution No. 137 (2016)

Recognizing that quality after-school programs for this age group can generate significant returns on investment for our society as whole, the House of Representatives of the 28th Legislature of the State of Hawai'i, Regular Session of 2016, with the concurrence of the

⁵ December 2015 enrollment count

⁶ High needs includes the following categories: economically disadvantaged, special needs, and English language learners; about 13% of these students fall in more than one group

Senate, requested the HIDOE to convene a working group to review after-school programs in Hawai'i public middle and intermediate schools.

The Resolution sought to support the idea that “after-school is an investment, not a cost” (House Representative Roy Takumi, 2016) by improving the effectiveness, coordination, quality, and sustainability of all programs. The working group was asked to provide a final report that addressed a review of the following:⁷

- (1) A timeline and inventory of existing after-school programs at middle and intermediate schools;
- (2) Data regarding current levels of costs, funding sources, and student participation of existing after-school programs at middle and intermediate schools;
- (3) Recommendations on improving the availability, quality, and coordination of after-school programs and middle and intermediate schools;
- (4) Recommendations on how collaboration can be promoted between agencies and stakeholders providing after-school care in Hawai'i; and
- (5) The development of efficient and collaborative ways to address funding, logistics, and outcomes of providing structured after-school programs at middle and intermediate schools.

Working Group Meetings

On June 30, 2016, HIDOE convened working group members. These members represented a range and variety of stakeholders operating in this landscape, and included a middle or intermediate school principal, and representatives of the Department of Human Services, 21CCLC program, Hawai'i P-20 Partnerships for Education (Hawaii P-20), Honolulu Police Department, After-School All-Stars Hawai'i, Kamehameha Schools, Hawai'i Afterschool Alliance, the private sector, and the Office of the Lieutenant Governor.

The working group met in downtown Honolulu, O'ahu, Hawai'i, four times⁸ over a period of five months with each meeting lasting 3.5 hours. The Director of the CEO, a recently established office in HIDOE, was the Superintendent's designee as the facilitator and convener of the working group. As this was a working group open to the public, additional stakeholders active in the after-school arena also attended. Each meeting averaged 20 to 30 attendees due of the high degree of stakeholders commitment.⁹

⁷ See Appendix A for a copy of the House Resolution

⁸ June 30, September 15, October 20, November 17. See Appendix C

⁹ See Appendix B for a listing of working group members and their affiliations, and additional participants.

The first two meetings primarily focused on learning about the landscape of middle and intermediate school after-school programs in Hawai'i. These initial meetings were structured to provide a wide range of information for the working group to consider in their recommendations, and included four types of data collection - presentations, HIDOE data, principals' survey results, and information provided by participants through collaborative sessions:

- Presentations from Program providers (After-School All-Stars, STEMworks)
- Presentations from Waipahu Intermediate School and Jarrett Middle School
- Presentations from 21CCLC; R.E.A.C.H.; UPLINK Program and Department of Human Services, Office of Youth Services; Kamehameha Schools; Hawai'i P-20
- Presentations from alliances focused on after-school (Hawai'i Afterschool Alliance, National Afterschool Alliance)
- Data from School Quality Surveys (SQS) and School Status and Improvement Reports (SSIRs)¹⁰
- Middle School Principals' Survey¹¹

At the third meeting, the focus shifted to brainstorming. Guided by the Resolution itself, attendees responded to questions to elicit recommendations for the final report. At the fourth and final meeting, the Group reviewed the narrative of the final report submitted to HIDOE for review on December 1, 2016. Throughout the course of the working group meetings, electronic communication was ongoing for attendees to access meeting presentations, minutes, notes, and any other information pertinent to the discussion.

¹⁰ Information on student enrollment, attendance, behavior and course marks as well as demographics and community information were compiled for every middle and intermediate school.

¹¹ The Principals' survey was designed by Principal Kuba, uploaded as a Google Survey online, and introduced to principals at the Principal's Forum on August 25, 2016. This presentation was followed by emails and phone calls to try to achieve 100% respondent rate. See Appendix D for a copy of the principals' survey.



Methodology

In consideration of the recommendations, the working group identified a vision statement that would guide the content of this report:

Each and every public middle and intermediate student in Hawai'i deserves the opportunity to access a safe, quality after-school program that supports their health, safety, and overall well-being as well as their learning and growth: a seamless learning day in ways that connect them to their families, community, and the 'āina, and reflect the diversity of our student population.

Definition of Terms

It should be noted the working group went through each term in considering how to proceed. The consensus was that while there was a genuine desire to incorporate and encompass *all* students, program models, and all hours outside of school, addressing all the permutations in the timeframe given was not a realistic consideration. Guided by the Resolution, the agreement was the recommendations would focus on the hours after the school day until 6:00 p.m., on school days, based primarily at schools, and for HIDOE public and charter school students in grades 6 to 8.

Middle and Intermediate School Students: ALL middle and intermediate school students, including children with special needs, attending public HIDOE and charter schools in grades 6, 7, and 8, and/or commonly between the ages of 11 to 14 years old.

After-School: A time period on school days that falls between the completion of the school day and early evening. The group defined this as the end of the school day to 6:00 p.m.

Out of School Time: A time period when school is not in session: intersessions, summer and winter breaks, mornings before school (prior to 7:45 a.m.), evenings, and weekends.

School-based Program: A program located on school campus that uses school facilities. Programs may be school-initiated activities or provider operated programs linked to HIDOE objectives.

School-linked Program: A program linked to the school's student population, is supervised by providers, and occurs off-campus (i.e., Boys and Girls Clubs of Hawai'i).

Assumptions

In addressing the objectives of the final report, the working group needed to identify some common agreements from which the discussions, ideas, and final report could be written. Based on the discussion, the working group articulated broad themes: that middle and intermediate school after-school programs are necessary; there are unique considerations to each individual school community that must be honored; bright spots already exist; and there are common elements that define a quality after-school program.

The recommendations are based on these assumptions:

- **After-school programs for middle and intermediate school age students are critical and necessary.** The working group agreed the final report would be constructed as a proposal for “how” we should proceed, as opposed to “why” after-school programs are important. Thus the recommendations presented in this report attempt to speak to strategic, tangible, realistic, and operational next steps.

Discussion. Representative Takumi’s recommendation to examine after-school as an investment and not a cost shifted the perspective of the working group towards dialogue about what a plan with realistic and concrete next steps would look like. This distinction also raised discussion about whom the programs would support. While the group wanted to incorporate all students in Hawai’i, the guidance from the language of the Resolution clearly designated the definition of middle and intermediate school students as those enrolled in public HIDOE and charter schools.

- **Several models to implement after-school programs exist.** Recognizing that several high quality models that record metrics of student success already exist, the working group was careful to focus their energies and feedback on the considerations needed so these programs could thrive in whatever model would best align and fit with local school and community needs, resources, and capacities.

Discussion. In discussions, the group identified two broad characteristics of program delivery: school-based and school-linked (see definition of terms). Within these two categories, several additional permutations were identified. However, because of the constraints of time, the working group felt that starting with one type of delivery model was appropriate and realistic. Taking guidance from the Resolution, the consensus was to proceed and craft recommendations that could encompass *any* program delivery model, *and* that focused initially on the school-based model.

- **After-school programs have a set of common elements.** In addition to being offered during after school hours (from the end of the school day until 6:00 p.m.) on school days, the working group agreed the programs:
 - i. Should be offered at least 3 days per week, for a minimum of 2 hours, but can continue for any duration beyond that;
 - ii. Provide opportunities for students to focus on academics (e.g., an hour of tutoring, time for homework) as well as other enrichment activities;
 - iii. Can incorporate intramural athletics as an option, would focus on participation, inclusiveness, and skill-building and would follow high school academic and participation requirements;
 - iv. Implement a method of collecting student feedback such that activities offered are driven by student interest and incorporate student needs;
 - v. Are integrated as much as possible with school priorities and objectives, and are developed with active participation from school leadership;
 - vi. Are linked to school attendance, behavior, and course marks as part of a seamless day of learning (e.g., for students to participate in sports they must have attended school and maintain a 2.0 GPA);
 - vii. Systematically encourage strong parent, family, and community engagement with school stakeholders and students; and
 - viii. Follow the Hawai'i Afterschool Quality Guidelines (see Appendix F).

Discussion. The working group recognized that while program models and delivery may differ from one site to another, there are certain characteristics that should be reflected across all programs, models, and delivery types. Feedback was strongly in favor of aligning school and after-school programs, coordinating data and evaluation, and supporting staff with regular professional development and training opportunities to ensure safety and quality. In addition, Hawai'i Afterschool Alliance, after a year-long effort in 2015, crafted quality guidelines for all after-school programs. These guidelines should be incorporated in some way into the efforts of this middle and intermediate school initiative.

Data Collection

In order to complete the report, HIDOE staff called and spoke to each middle and intermediate school identified, and generalizations had to be made based on the data the working group was actually able to collect.

For these meetings, the working group was able to locate data for 36 of 54 middle and intermediate public HIDOE and charter schools that received funding for after-school programs. Because there are no current comprehensive data management systems on middle and intermediate school after-school data, HIDOE staff and working group members had to piece together information from a variety of sources:

- Presentations from the major funders of middle school after-school programs (R.E.A.C.H., 21CCLC, UPLINK);
- Data supplied by After-School All-Stars Hawai'i, a working group member and one of the largest middle and intermediate school after-school program providers; and
- Data provided from Hawai'i Afterschool Alliance and National Afterschool Alliance contributed to the overall picture of after-school programming locally and nationally.

In addition, different definitions from funders regarding terms such as “enrollment” and “participation” would have proven problematic in calculating costs, cost per student, and enrollment. The working group decided to utilize enrollment numbers instead of participation, but as these statistics are captured by funding source, that is how they were reported. However, as it is common for schools to utilize one or more funding source at their sites, there was a probability that enrollment numbers for an entire school program would therefore be over reported.

The full data table is presented in Appendix E. What is provided in the body of this report are the most pertinent conclusions.

My wife and I depend upon our after-school program to provide study-hall home work time for my sons. When we get home, I review their work and relax with them.

Parent, Moiliili Community Center



Findings

Working from the noted assumptions, the working group subsequently identified five major challenges as recursive themes. It should be noted that not only are these challenges already persistent with current middle school after-school programs, they also presented barriers to the working group in being able to sufficiently answer the objectives requested for the final report.

While the findings presented represent an exhaustive amount of research pulled from a variety of sources, there are still areas of opportunity to improve upon (explanations are noted in the findings section). As themes frame the barriers that currently exist in the middle and intermediate school after-school program landscape, they also present the opportunity for successful implementation of a statewide initiative.

1. Availability: 36 of 54 middle and intermediate schools run some type of after-school program. Based on responses from the Principals' Survey 2016 for HCR 137 (2016) (See Appendix D) (n=30), there is willingness and desire to both expand current programs and increase the number of schools providing after-school programs.

Data presented from the National Afterschool Alliance (2014) and confirmed through feedback discussions with program providers and schools in Hawai'i noted that tuition fees and student interest were the two biggest determinants of student participation and interest in after-school programs.

2. Funding: In Hawai'i, three major funders (R.E.A.C.H., 21CCLC, and UPLINK) comprise the largest source of funds for middle and intermediate school after-school programs. After-school programs in Hawai'i cost a minimum of \$1,000 per student, per instructional year (assumptions are explained in the narrative).
3. Coordination of funding, data, and evaluation: The working group recognized that lack of alignment in definitions, reporting templates, funding schedules, and connection to student attendance, behavior, and course marks presented challenges to both collecting data as well as providing supporting evidence of efficacy. Student transportation was also a salient point of discussion.
4. Coordination of implementation: The lack of coordination across funding streams went hand in hand with the lack of coordinated efforts to implement programs at school sites; there were several case studies presented of schools

running multiple programs with multiple site coordinators alongside each other at the same school location.

Similarly, lack of coordination also exists across schools in a complex (area), as well as across the state, limiting opportunity for strengthening strategic collaborative efforts. It was also noted that the lack of structure to support coordination also presents a challenge for practitioners to convene with researchers and policy makers.

5. Quality: Staffing challenges were also reported as a significant challenge to after-school programs. High turnover and the lack of opportunities for training and professional development were two examples articulated both by program providers and schools. Currently, there is no coordinated effort for professional development, training of staff, or program evaluation by the HIDOE. These activities are largely individualized to the program provider, whether they are a school or a partnering entity.

Timeline and Inventory of After-School Programs

36 of 54 HIDOE middle and intermediate public schools have some form of after-school program for their students. This represents a modest increase in schools sites from 27 at the onset of the R.E.A.C.H. Initiative in 2014 (personal communication, Zeug, 2014).

Schools, in general, operate one or more configurations of the following:

- School-based programs run by the school (the programs are established under the principal's office)
- School-based programs run by a provider (the program is contracted to an entity)
- School-linked programs run by a nearby provider (the provider seeks funding)

There were other models; however, based on the scope of the Resolution, the working group chose to focus recommendations on the first two possibilities: programs that are based at a school and operated by the school and/or the provider.

The Principals' Survey (see Appendix D) conducted with middle and intermediate school principals generated 30 responses (out of 54). Of these respondents 100% felt an after-school program for their students was a need and 26 of 30 principals stated they would be able to expand their program, should funding and resources be available.

However, while the working group was able to determine the number of schools offering after-school opportunities, detailed data beyond that were scant. Reasons for why schools

do not have after-school programs were difficult to identify. Anecdotally, during a feedback session with middle and intermediate school principals at the secondary school principal's forum in August 2016, while a number of challenges were cited, the top two that were most discussed were lack of consistency in funding and capacity of program staff.

Data on Current Levels of Costs

A general operational budget prepared and supplied by After-School All-Stars Hawai'i (2016) was used for several reasons: they already collect and track this data, their program aligns with identified standards and considerations the working group articulated (see assumptions), and their multi-location allows for analysis and evaluation across various school communities. In addition, this model (of using a full-time site coordinator, daily activities for three hours each day that include an academic component, and enrollment of at least 100 students) has proven successful in feedback from school principals as well as the program provider, and aligns with the working group statements on considerations for quality after-school programs.

- Average cost to run a school site: \$100,000 per school year
- Student Participation: 100-150
- Daily: 3 hours each day
- 1 onsite, full-time coordinator with 5-6 program leaders (adult: student of 1:22)

Based on these calculations, the cost of \$1,000 per child per school year provided the basis for financial analysis and recommendations.

After-School All-Stars represents one type of program and funding model. In evaluating several different programs, there was significant variability across these case studies in determining the cost per child (due to inconsistent definitions of terms) and program delivery method. The result was extreme difficulty in comparing across models. As a result, the working group chose to utilize one program provider's data for consistency in counting enrollment, and frequency and duration of program in order to effectively determine a cost per child per school year.

It should be noted that student transportation is a variable expense, and while the \$1,000 per child per school year figure does include transportation, this cost can vary significantly. For areas like the Maui complex (Maui-Lana'i-Moloka'i) where transportation routinely includes boat and/or airplane, expenses of \$4,000 for each basketball team for the season were recorded (J. Watts, personal communication, 2016).

Data on Student Participation in After-School Programs

Data was culled from a variety of sources to identify student participation. Among the most problematic was the definition of participation (attendance). Research identifies four primary ways to define participation: frequency, duration, breadth, and depth (Harvard Family Research Project, 2004). Across UPLINK, R.E.A.C.H., and 21CCLC, program providers reported using both student participation and enrollment to calculate their data.

It is not uncommon for schools to pool from these three funding sources to operate their programs. Because of the different reporting templates and differing definitions of student enrollment, instances where enrollment was counted for each funder (at the same school site) is a common occurrence. This resulted in double and triple reporting and over-stated enrollment counts (and is why the data table in Appendix E totals over 16,000 enrolled).

For purposes of this discussion, the working group chose to use enrollment as the measure for determining student participation. In addition, a series of calculations was required to determine enrollment, both current and future:

- Assuming a student population of 40,000 students in grades 6 to 8;¹²
- That currently 16% (6,400) students are enrolled in after-school;¹³
- That 40% (16,000) of students would participate if a program were available.¹⁴

The working group used the figure of 6,400 students currently enrolled, and the goal of 16,000 students as the rationale behind the recommendations provided.

Data on Funding Sources

Three major funding sources dominate the funding landscape for HIDOE middle and intermediate school after-school programs.

- R.E.A.C.H., the Lieutenant Governor's initiative, a 100% general-funded program, awarded just over \$750,000 to 23 middle and intermediate schools in the current school year (2016-17). Student enrollment is unknown at this time.
- 21CCLC¹⁵ funding (federal funds) in Hawai'i has an annual allocated budget of \$5,600,000 (\$5.6M) from US Department of Education to fund after-school

¹² School Year 2015-16 enrollment totaled 39,859 (HIDOE, 2016)

¹³ 16% middle and intermediate school students in Hawai'i are in after-school (National Afterschool Alliance, 2014)

¹⁴ 39% students reporting they would participate in a program if one were available (National Afterschool Alliance, 2014). For this analysis, the working group rounded to the nearest whole number of 40% for ease of calculation.

programs K-12. Of this amount, an estimated \$1,600,000 (\$1.6M) was awarded through competitive grants to middle and intermediate schools.¹⁶ Student enrollment is provided by program and not by individual site.

- UPLINK¹⁷ funding through the Office of Youth Services (OYS), distributed \$2,880,000 (\$2.8M) to 28 schools. This funding source is specific to grades 6 to 8. Student enrollment is provided.

ESTIMATED CURRENT LEVELS OF FUNDING Serves estimated 6,400 students	Fiscal Year 2016-17
UPLINK	\$2,880,000
21CCLC	\$1,600,000
R.E.A.C.H.	\$750,000
Total Current Levels of Spending	\$5,230,000

UPLINK and R.E.A.C.H. fund after-school programs exclusively for middle and intermediate school students, while 21CCLC supports academic enrichment opportunities during non-school hours for K-12 children. For this reason, the dollar amounts provided by UPLINK and R.E.A.C.H. were reported by the funders and are accurate for middle and intermediate schools. 21CCLC funds are not provided to an individual site/school/center but are distributed to the program (complex area or provider). The program determines the amount of funding that is provided to each individual site. Determining how much of the appropriated \$5.4M is directed to middle and intermediate schools requires contacting the program directly.

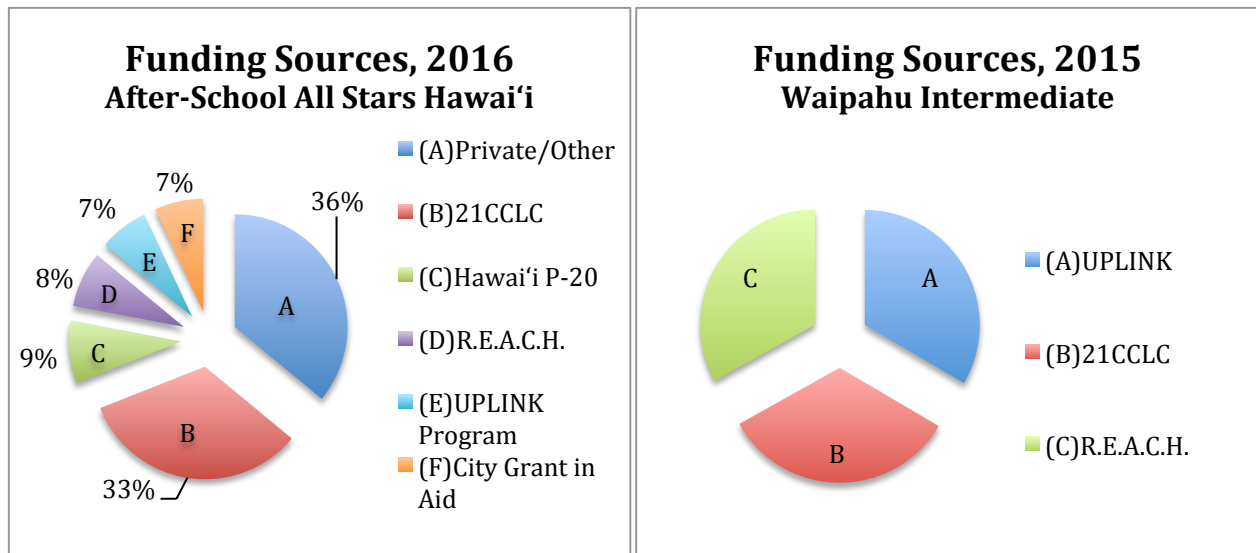
Currently an estimated 6,400 middle and intermediate school students participate in after-school programs. At a cost of \$1,000 per child per school year, \$6,400,000 (\$6.4M) is projected in spending annually. UPLINK, R.E.A.C.H., and 21CCLC figures account for \$5,230,000 (\$5.2M) of that amount. It is reasonable to conclude there are likely additional sources of funds, such as local foundations, private donors, other grants, tuition and fees, and voluntary participation of school staff in order to operate their after-school programs; however, these numbers were indeterminable.

¹⁵ This program supports the creation of community learning centers that provide academic enrichment opportunities during non-school hours for children, particularly students who attend high-poverty and low-performing schools. The program helps students meet state and local student standards in core academic subjects, such as reading and math; offers students a broad array of enrichment activities that can complement their regular academic programs; and offers literacy and other educational services to the families of participating children.

¹⁶ This estimated dollar amount was calculated by the information provided by the HDOE 21CCLC coordinator.

¹⁷ UPLINK is funded by the Department of Human Services and administered by HDOE. The funds provided for the UPLINK Program are solely Federal Temporary Assistance for Needy Families (TANF) Funds.

While some program providers (e.g., nonprofit organizations) have the capacity and resources to look for additional monies to supplement funding from UPLINK, 21CCLC, and R.E.A.C.H., this cannot be considered the norm. In fact, school-based models demonstrate that the majority, if not all, funding for their programs currently comes from one or more of these three sources. The charts below illustrate the variability in the way funding comprises operating budgets for different types of afterschool programs.



Although fee-based after-school programs in some schools were reported,¹⁸ in this discussion the working group felt parent tuition and fees could be cost prohibitive for the majority of parents. In Hawai'i, after lack of need, the predominant challenges parents face when considering after-school programs for their child is the preference for alternative activities, and the programs are too expensive (Afterschool Alliance, 2014). This argument is supported on a national level, where data shows one of the top barriers for enrolling students in programs is cost (Afterschool Alliance, 2009), and that parents are less likely to pay for after-school programs the older their children are.¹⁹ Locally, program providers reported previous and unsuccessful attempts to charge tuition and fees in economically distressed communities (J. Shin, personal communication, 2016); they also noted that parents' willingness to pay for after-school programs decreases as age of their child increases (D. Dunbar, personal communication, 2016).

¹⁸ Moanalua Middle, Niu Valley Intermediate Schools both report tuition fees for programs

¹⁹ Nationally, when looking specifically at barriers to participation, top barriers cited by parents include cost, lack of a safe way to get to and come home from afterschool programs, and convenience of location and hours.

To provide recommendations that ensured access to after-school opportunities for all middle and intermediate school students, the working group agreed that incorporating parent and tuition fees into financial estimations were not a consideration at this time. Future opportunities for a scaled tuition-based program remain a possibility, provided the quality and efficacy of after-school programs as a whole are attended to.

Snapshot of Middle and Intermediate School After School Landscape Analysis in Hawai'i

<p style="text-align: center;">Strengths</p> <ul style="list-style-type: none"> • After-School Plus (A+) program for elementary school students K-6 exists. • 36 of 54 schools have some form of an after-school program for children grades 6-8. • 100% of middle and intermediate school principals responding to the survey for this Resolution believe after-school is a need; 26 of those 30 expressed favor in expanding their programs should the resources be available. Reasons cited: school pride, opportunity to build character and soft skills, and engagement with school. • 93% of Hawai'i parents support public funding for after-school programs (Afterschool Alliance, 2014). 	<p style="text-align: center;">Weaknesses</p> <ul style="list-style-type: none"> • Transportation is not coordinated with after-school; this can make participation problematic for parents. • Funding streams are not aligned nor coordinated, resulting in duplication of services (e.g., some sites have multiple coordinators for the same program, funded by different funds). • Funding is inconsistent, and schedules for receiving funds do not coincide with practical operation of programs. • Data collection metrics have different definitions; reporting templates and requirements not well coordinated; stronger demonstration of correlation to student achievement, behavior and course marks in school are needed.
<p style="text-align: center;">Opportunities</p> <ul style="list-style-type: none"> • The Community Engagement Office (CEO) was established in 2016 and oversees A+, UPLINK and R.E.A.C.H. initiatives; this provides an opportunity to work towards aligning funding, priorities, data, coordinating services and a strategic vision for after-school. • It costs Hawai'i taxpayers \$200,000 per year per child to be housed at the Hawai'i Correctional Youth Facility; 50% of first-time juvenile arrests are in the middle and intermediate school age group; and the hours of 3:00 to 6:00 p.m. are when these behaviors happen; there is a tremendous opportunity to <u>invest</u> in after-school programs (Justice Policy Institute, 2014; K. Arista, personal communication, 2016). 	<p style="text-align: center;">Threats</p> <ul style="list-style-type: none"> • Low income households are less likely to pay for after-school as their children approach middle school age; in Hawai'i, after-school programs for middle and intermediate aged students are free or low cost for this reason; the current economic and political climate may reduce the amount of federal funding (e.g., 21CCLC) available, which would potentially impact program delivery (After-School All-Stars Hawai'i reports that 33% of their funding comes from federal monies). • Activities that would inhibit/hinder partnerships between schools and community partners (to use facilities, to be contracted, etc.) could also pose a threat to after-school programs.



Being in the after school program at WIS has helped me to keep my grades up. I know I can't play sports if I don't have at least a 2.0 and no F's. Mr. Iraha monitors our grades and always teaches us that the word student comes before athlete in the term "Student-Athlete." I always remember that and do my work before I do my after school activities.

Student, Wai'anae Intermediate School

Recommendations

The working group proposes the following recommendations for a statewide middle and intermediate school after-school initiative based on the following assumptions:

- An estimated total student population of 40,000 students in grades 6 to 8;
- Currently 16% (6,400) of those students are enrolled in after-school programs;
- 40% (16,000) of students would participate if a program were available;
- It costs on average \$1,000 per child per school year for after-school at the school level (based on the characteristics listed on page 20);
- The recommended statewide initiative would be located in the HIDOE CEO, thus consolidating and centralizing after-school programs for coordination purposes;
- The A+ Program staffing structure (school level coordinators, district coordinators, and 1 state coordinator) was used as a model in considering expansion; and
- The R.E.A.C.H. initiative was used as a foundational component, in that the initiative already exists in the state budget.

Table 1: Estimated budget to expand middle and intermediate school after-school programming

	Years 1-3	Year 4	Year 5
Students Participating (goal = 16,000)	1,600	3,000	5,000
Administration of Program Statewide State (HIDOE) Educational Specialist	\$91,909	\$91,909	\$91,909
Convert district level (A+) staff to FTE (total 20) ²⁰		\$543,360	\$543,360
Direct Program Delivery Total cost/child (based on added enrollment)	\$1,600,000	\$4,600,000	\$9,600,000
TOTAL	\$1,691,909	\$5,235,269	\$10,235,269

Discussion

Rather than crafting a statewide initiative from scratch, the working group saw the current R.E.A.C.H. initiative as an opportunity to build upon. As a statewide initiative of the Office of Lieutenant Governor Shan Tsutsui, HIDOE, and the Office of Youth Services within the Hawai'i State Department of Human Services, R.E.A.C.H. is one of the major funding bases for middle and intermediate school students. The initiative currently exists in the state

²⁰ A+ has staff in 7 districts (Honolulu, Leeward, Windward, Central, Hawai'i, Maui, Kaua'i). District coordinator positions are currently part-time, and were used in theorizing a possible structure for a statewide initiative for middle and intermediate school after-school. A+ currently enrolls about 20,000 students statewide.

budget and the working group anticipated it would be more effective to request an increase for the amount already appropriated.

It also should be pointed out that several working group members felt strongly about proving efficacy by demonstrating correlation to student achievement. As a result, coalescing the major funding sources (R.E.A.C.H., UPLINK, and 21CCLC) to ensure a coordinated data collection *system* that intentionally links data measures to student attendance, behavior, and course marks is an early priority of an expanded statewide initiative.

Expanding the program by 150% (6,400 to 16,000 students) will require a scaled implementation plan. The budget is described in 3 phases, with Phase I proposed to take 3 years and Phase II and Phase III occurring in years 4 and 5, respectively.

After five years, assuming current spending levels for UPLINK, R.E.A.C.H., and 21CCLC are maintained (\$5,230,000), additional spending of \$10,711,360 to serve 16,000 students will equate to just over \$996 per child per school year. Moreover, aligning and coordinating resources would include an infrastructure needed to support quality, coordination, training and development, and data collection systems – requirements of these three major funding sources that are not currently part of the statewide landscape. These calculations imply that cost efficiencies would in fact be generated as a result of investing in the expansion of the program.

Finally, the working group (see Data on Funding Sources) did not consider parent fees and tuition as part of these initial phases.

Discussion on transportation

The \$1,000 per child per school year described as a base expense does not necessarily cover the cost of transportation home after the after-school programs are completed. The availability has a direct bearing on participation rates of students and thus warrants a more in-depth discussion.

School transportation in HDOE currently outsources services through contracts (9 different vendors, on every island) based on a 3.5 to 4.0 hour service window²¹ per day, where buses run routes to school in the morning and to identified departure points after

²¹ This service window of time includes morning (AM) and afternoon (PM) transportation to and from school, based on compliance with state compulsory attendance law. Buses usually make 2 trips to and from school during each AM and PM shift. The cost is reported at \$420/day/bus, for a 3.5 to 4.0 hour window. There are 660 buses that operate daily. The school transportation manager reported that morning and afternoon routes routinely only expend 1.5 hour of the 3.5 to 4.0 hour time window.

school. Because the morning and afternoon bus routes routinely only utilize about half the contract time (1.5 hour of a 3.5 to 4.0 hour-contract), there is an opportunity to utilize those remaining minutes to provide transportation for students involved in after-school programs.

Several options were discussed:

- a. Working with the HDOE School Transportation Branch to structure contract agreements with bus transportation vendors to accommodate after-school programs within the existing time window;
- b. Working with the HDOE School Transportation Branch to structure contracts for after-school programs (such as an additional after-school pick-up time), which could result in a lower negotiated price for after-school programs; and
- c. Looking at a tiered release for after school hours to accommodate a later pick-up and drop off time for middle and intermediate school students. This would require legislative action, unless a group of schools decided to collaborate and schedule a later pick-up time for their buses.

There are opportunities and challenges with each consideration. While moving to a later pick-up time window could allow for buses to take home students participating in after-school programs without incurring additional expenses, schools would simultaneously be impacted, as staff would be required to stay later to supervise students or the structured after-school programs would be responsible of supervising the students. While some bus routes would be able to accommodate a “third shift” pick up and drop off of students within the currently contracted 3.5 to 4.0 hour window, there is a challenge for remote geographic areas where the distance is far greater.

The working group felt the second option (b) would provide an initial starting point, and recommends that as part of Phase I, in working through the details to expand after-school program enrollment from 6,400 to 8,000 students, a pilot program in partnership with the School Transportation Branch also be explored. This is noted in the recommendations section.

Discussion on athletics

Throughout the duration of the working group, athletics was an important part of the conversation, beginning with the definition of terms:

- Intramural: athletic events occurring during the school day and among the student body of the school (e.g., advisory)
- Extramural: athletic sports usually in the form of clubs/teams, with coaches and competition. Participation, having fun, and learning the skill are the main goals
- Interscholastic: athletic sports teams, usually with tryouts, with a focus on winning

There are different considerations regarding safety, participation, and implementation, which correspond to varying levels of financial implications. Programs currently offer sports and teams as part of intramural and extramural play; while there is interest and a desire to expand sports for this age group, the working group felt this was out of the bounds of this report and recommended another working group to more fully detail operationalization of such an idea. This is noted in the recommendations section.

Discussion on accommodations for students with special needs

The budget listed in the recommendations includes accommodations for students with special needs. Using the A+ program as a model, an average of \$28/year/student was calculated as an additional cost to support students who need special provisions to participate in after-school programs. More discussion on this is needed; additional funds to pay for these expenses would have to be secured.

Recommendations

Recommendations are identified by phases and based on two categories of consideration:

- Improving availability, implementation, and coordination; and
- Improving quality and developing efficient ways to align funding, logistics, and outcomes.

Phase I: Years 1-3

The first phase is focused on expanding accessibility and availability to students; within 3 years, the aim is to increase the number of students from 6,400 to 8,000. Financial recommendations and activities are also aimed at building infrastructure and processes in order to support the collaborative efforts listed.

1. **Use the R.E.A.C.H. base budget, to increase state funding by \$1,600,000 (from \$500,000 to \$2,100,000)** and formally establish a statewide after-school initiative for middle and intermediate schools in the Community Engagement Office.²²

This would allow, for school year 2016-2017, programs to expand to an additional 1,400 students (total 8,000). The selection would be a competitive grant process, similar to 21CCLC, with preference to high poverty and low-performing schools.

2. **Consolidate after-school programs (A+, UPLINK, R.E.A.C.H., and 21CCLC) under the Community Engagement Office (CEO)²³ in HIDOE and as for legislative appropriation to fund one (1) FTE position at \$91,909²⁴ to oversee all after-school programs and their program specialists for three years, after which HIDOE will fund the position through General Funds.²⁵**

3. **Continue the working group for the next three years.** The working group will work with the Community Engagement Office to address the following:

- **Create and implement a common data management system that links participation in after-school programs to attendance, behaviors, and course marks:** develop common definitions of attendance (enrollment and participation); common reporting templates, and aligned timelines;
- **Align funding schedules and timelines for after-school programs** with school schedules to improve procurement, implementation, and follow-up processes regarding financial resources;
- **Institute Hawai'i Afterschool Quality Guidelines** in all after-school programs, and align current landscape of programs to stated working group assumptions;
- **Leverage program funds to coordinate professional development and training for all after-school program providers**, for regular, consistent opportunities for site coordinators and staff. This should be instituted by HIDOE in partnership with community stakeholders;
- **Draft and pass Hawai'i Board of Education Policy** for middle and intermediate school after-school program, and student transportation; and
- **Assess progress in its first 3 years of a statewide initiative** overall in improving quality, coordination, availability, funding and outcomes.

²² R.E.A.C.H. is currently housed in the CEO and has a base budget of \$500,000 (HMS501 line item); this year, an additional \$250,000 was added to the \$500,000 for a total of \$750,000.

²³ The Community Engagement Office already oversees A+ and UPLINK, and is currently stewarding the R.E.A.C.H. initiative alongside OYS and Lieutenant Governor's office.

²⁴ per HIDOE, entry-level funding for Educational Specialist II position without fringe

²⁵ Program funds will continue to pay for Program Specialist positions.

- **Further discuss the potential of extramural athletics** for middle and intermediate schools.

Phase II & III: Years 4-5

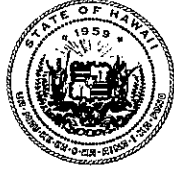
With the appropriate infrastructure, processes, and relationships in place, the second and third phases aim for a more rapid expansion of program delivery, with the ultimate goal of achieving a 40% participation rate among middle and intermediate school students (16,000). In this phase, additional finances are requested to staff the “second tier” of the infrastructure, following the A+ program model.

1. **Appropriate \$500,000 to supplement A+ staff levels,**²⁶ creating eight full-time positions at the district level to oversee all of elementary, middle, and intermediate school after-school²⁷ for three years, after which the HDOE will pay for these positions through General Funds.
2. **Conduct statewide evaluation** of the middle and intermediate school after-school program, to be reported to the Legislature, at years one, three and five.

After-school programs protect our children’ safety, help develop and nurture their talent, improve their academic performance, and provide opportunities for them to form bonds with adults who are positive roles models. Expanding access to after-school programs for all our public middle and intermediate students is an investment our state deserves. This investment benefits our children and youth alongside schools, parents, and communities.

²⁶ There are currently 11 district coordinators, 9 support staff

²⁷ The following base salary calculations were used: \$27,144 for District Coordinator (DC); \$12,177 for Coordinator Aide (CA); \$30,000 for Office Assistant (OA) and Account Clerk. (AC) DC and CA are casual hires, OA and AC are non-casual.



STATE OF HAWAII
DEPARTMENT OF EDUCATION
WAIALUA HIGH & INTERMEDIATE SCHOOL
67-160 FARRINGTON HIGHWAY
WAIALUA, HAWAII 96791

TO: **House Committee on Human Services**
The Honorable Dee Morikawa, Chair
The Honorable Chris Todd, Vice Chair

FROM: Mr. Glenn S.B. Lee, REACH Program Director
Waialua High & Intermediate School

SUBJECT: **TESTIMONY RE: SB 500 – RELATING TO AFTER-SCHOOL PROGRAMS**

Hearing: Wednesday, February 1, 2017, 9:30 a.m.
State Capitol, Conference Room 329

Thank you for the opportunity to testify in **strong support** of SB 500.

The middle school years are a pivotal time for students. The State Office of Youth Services estimates that middle school aged children account for nearly half of all first-time juvenile arrests in the State of Hawaii.

We are honored to have been selected to receive R.E.A.C.H. funds. The R.E.A.C.H. Initiative represents an upfront investment in Hawaii's youth to keep them engaged in high-quality, positive, prosocial, enrichment, athletics, culture, and health programs.

We are the ***Waialua Intermediate School (WIS-ALC) 2016-17 Afterschool Learning Center***. This proposal seeks funds to support and expand an afterschool Learning Center for our students and their families to expand, enhance, and create academic activities such as highly technical science, technology, engineering, arts and math (STEAM) programs at the school such as robotics (engineering and science), digital media, and graphic technology; and enrichment activities such as Band and Intermediate Sports programs (Track, Cross Country, Basketball, Soccer and Volleyball). The proposed program's goals are to encourage and to expose students to academic and enrichment activities that relate directly to career and life skills, instilling values and providing inspiration through participation. Over the past 2 years, we have seen very positive results and a large number of students participating in the program. Therefore, we are offering additional sports activities, while increasing capacity of existing programs to service more students.

Waialua is a former sugar mill town. The area experiences a high proportion of families living below the poverty level with 11.7% of the population. Out of the total population, 15.0% of those under the age of

18 and 9.0% of those 65 and older are living below the poverty level. The percentage of households in the school area with public assistance income is 9.2%. The percentage for the state as a whole is 7.6%. **The percent of students eligible for free/reduced lunch has increased this year to 47.8%.** According to the most recent School Status and Improvement Report results, 11.7% of residents in the school area have less than a high school education compared to 10.2% in the state of Hawaii. Only 27.4% of residents in the school area are college graduates with a bachelor’s degree compared to 29.4% in the state as a whole. In addition, the low academic achievement of our students fosters a lack of public confidence in the ability of our school to meet student needs. For example, from the most recent student profile data that contains parent survey results, the Fall 2015 School Quality Survey Report (SQS), indicates that **71.4% of the parents at Waialua High & Intermediate School (WHIS) expressed satisfaction with the school (a large drop this year)** and the data indicate that many of the graduates need remediation at the post secondary level. There is a lack of family capital for a large population of the parents and guardians. Many of our parents and guardians do not have the funds, resources, and skills to support afterschool programs that support their children’s academic growth. Cost, transportation and program capacity restrict the number of families who are able to participate in current academic afterschool programs which is limited beyond the school day.

This program will address the Hawaii DOE’s current vision of a high school graduate, the general learner outcomes (GLO’s), the increase in proficiency on the Hawaii State Assessment tests via literacy and math understanding (addressing the new Common Core Standards), and the increase in the number of traditionally underrepresented students interested in STEAM, Band and Sports to enter and complete postsecondary education. Specifically, the center will provide rigorous and relevant middle school curricula with college and career component support workshops, in order to ensure a path for our future graduates to pursue post-secondary STEAM-related education or careers without remediation.

Summary of Academic/Enrichment Programs Currently Offered and that we wish to continue supporting:

2016-17 School Year After School: M-Friday, 3-6pm), Saturday (8-4pm, varies by Sport)	Summer 2017 (June 2016-July 2017): M-Friday 9-5pm
<ul style="list-style-type: none"> <input type="checkbox"/> STEM-VEX IQ Robotics 7th grade (all 100+ students will participate). This past year it was 130 students. <input type="checkbox"/> STEM- VEX Robotics 8th grade (15 students) <input type="checkbox"/> STEM-Graphics Technology and Digital Media (all 100+ students will participate). This past year it was 130 students. <input type="checkbox"/> STEM-Multi-media-Video Production (30 students) <input type="checkbox"/> Middle School Volleyball (30 students) -increase from 10 during the initial 2014-15 SY <input type="checkbox"/> Middle School Basketball (30 students) -increase from 10 during the initial 2014-15 SY <input type="checkbox"/> Middle School Soccer (60 students) -increase from 20 during the initial 2014-15 SY <input type="checkbox"/> Middle School Band (160 students)-increase from 70 during the initial 2014-15 SY <input type="checkbox"/> College & Career Center Outreach Events and Activities (207+ students)* 	<ul style="list-style-type: none"> <input type="checkbox"/> STEM-VEX Robotics (15students)
<p>*Total Participating-207+ 7th and 8th grade students (90% of entire</p>	

Intermediate School projected enrollment for 2016-17 SY)	
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*****Please see separate attached Management Plan*****

Current and Proposed Community Partnerships as evidence of Collaboration and Cooperation in maximizing resources:

All community mentors and teachers below are current/proposed members to work in cooperation and collaboration of the WIS-ALC. Teachers and community mentors (volunteers) will work side by side in delivering instruction to students, providing mentorship in their respective area of expertise. The College and Career Center will host workshops, college visitations, guest speakers, and parent nights to engage students and their families in post-secondary requirements and opportunities. Community mentors will also participate in a post-program survey to assess their experiences in working with students and to provide constructive feedback for improvement. Survey results, Lesson plans, student engineering notebooks, attendance sheets, performances, agendas, and digital media documentation will serve as evidence of the teacher-community partnership.

- Glenn Lee Program Coordinator, All Areas
- Victoria Pescaia Design Technology/Web Page/Graphics Teacher
Middle School Robotics Teacher, Team Logistics support
- Martha Akina Digital Media Center Teacher
- Kayla Van Matre Middle School Sports Instructor-Basketball
- John Rosa Middle School Sports Instructor-Soccer
- John Rosa Middle School Sports Instructor-Track
- Lauhela Moeaveave Middle School Sports Instructor-Volleyball
- John Rosa Middle School Sports Instructor-Cross Country
- Randy Wood Control Systems Engineering mentor
- Melvin Matsunaga Construction and Machinist mentor
- Theodore Nagata Community leader support
- Joseph Gudoy Welding mentor
- Christopher Kawabata Control System, Paint
- Cody Smith Engineering Support-Machinist, CAD Design
- Malcolm Menor Electronics Mentor, Engineering Support-Electronics
- Jefferson Bruno CAD Mentor and Machinist support
- Floyd Matsumoto Community member support
- Garrick Ferreira Community member support
- William Blaser III Alumni Support

- Lynette Hirota Omiyage, Gifts-Coordinator
- Avis Nanbu WHIS Principal
- Alike Labrador WHIS Account Clerk
- Linda Souza Fundraising, Meals and Snacks Coordinator
- Ian Cablay Band Instructor
- Charlyn Sales President, WHIS Foundation
- Anna Viggiano State STEM Learning Center Director
- Kayleen Morita WHIS College and Career Center Director
- Bryce Kaneshiro WHIS Athletic Director

In addition, the program will actively work with other local and State foundations, businesses, and organizations to help strengthen collaboration between the community and the school. Evidence will be provided to what extent the partners are involved in supporting the REACH program goals and implementation in our school.

How will volunteers be utilized to maximize resources?

As noted in section 3 where current and/or proposed partnerships are described, the majority of the partners will be working with the Waialua REACH program as volunteers, while a few key partners will earn stipends in working with our participating students. In order to maximize resources and to ensure that the program provides a high-level of services, our goal is to have as many volunteers as possible, most of which are community experts, school-level personnel, Waialua High & Intermediate School Alumni, and funding partners. Ultimately, the volunteers will provide a crucial leveraging component to meet the needs of 207+ (90%) participating students with the current limited resources and funding that we are requesting.

As evident during the 2015-16 School Year, the strength of our program was due in large part of the many number of committed volunteers we were able to provide to the Waialua REACH program. The biggest challenge was in enrichment sports where a lot more students participated than expected. With the support of our high school athletic director, he has encouraged our current high school coaches to either help support/coach the middle school sports to ensure a strong continuum from grades 7-12. The same is being done for both Band and the academic activities.

How are our service activities consistent with the goals of REACH?

The program activities will **positively impact** the school, students and the community through: 1) participation in middle school STEM, Sports, and Band competitions and participation in related higher education and outreach events; 2) focusing on project-based curricula to meet specific themes that have applications across inter-disciplinary content areas; 3) developing workplace readiness skills and learner outcomes such as problem solving, cooperation, effective communication, and critical thinking; and 4) establishing a partnership with the Waialua College and Career Center with an emphasis to increase the numbers of students pursuing and preparing for postsecondary opportunities.

Students will be provided with relevant, rigorous, and highly technical programs that will better prepare them for a highly technological and global society. In addition, these programs will foster partnerships with mentors from interested organizations, community businesses, and higher education institutions.

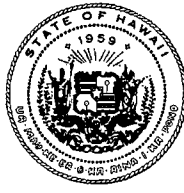
The program coordinator and staff will be responsible for keeping track of participating students: School Attendance Data, Course Marks/Grades, Learning Activities, and Impact from Survey Results as indicated in the Expected Outcomes Chart.

During the past 2 School Years with the REACH grant support, the program had such a positive impact on students! We are anticipating over 90% or 207+ out of 230 students projected enrollment in both 7th and 8th grade (2016-17 SY) will participate in at least one afterschool REACH program throughout the school year. The majority of students participate in more than 1 activity.

R.E.A.C.H. empowers our schools to make after-school programming an extension of the classroom, reduces the risk of a variety of undesirable behaviors among adolescents, and increases school attendance and achievement and reduces dropout rates. Hawaii's working families need programs like R.E.A.C.H. to ensure that children are safe and engaged.

R.E.A.C.H. is the **only** state general funded after-school funding source dedicated to our public middle and intermediate schools. Although included in the executive budget through the Office of Youth Services, an increase in funding and the formal establishment of the R.E.A.C.H. Initiative is critical to the future of Hawaii's youth and overall welfare of the State.

Thank you for the opportunity to testify in strong support of HB 385.



STATE OF HAWAII
DEPARTMENT OF HUMAN SERVICES
OFFICE OF YOUTH SERVICES
707 Richards Street, Suite 525
Honolulu, Hawaii 96813

February 7, 2017

TO: The Honorable Josh Green, Chair
Senate Committee on Human Services

The Honorable Michelle N. Kidani, Chair
Senate Committee on Education

FROM: Merton Chinen, Executive Director

SUBJECT: SB 500, RELATING TO AFTERSCHOOL PROGRAMS

Hearing: Wednesday, February 8, 2017, 2:45 p.m.
State Capitol, Conference Room 016

OFFICE'S POSITION: OYS supports the intent of the measure but requests that any appropriation not affect the priorities in the Executive Biennium Budget. There are several common denominators in the lives of our at-risk youth, including but not limited to: a lack of connectedness, a sense of not belonging, and failure in school. These factors all lead to poor decision making – which is evidenced by the fact that middle school aged children represent nearly ½ of all first time juvenile arrests in our state.

Providing quality after school programming for middle schoolers through the R.E.A.C.H. program will address those very issues – relationships, connections and school engagement will positively impact school attendance and success, and is a critical prevention tool in the juvenile justice arena. Therefore, this bill is one of the Keiki Caucus' priorities.

Currently, there are 27 middle/intermediate schools statewide receiving R.E.A.C.H funds, including two public charter schools. These schools have programming ranging from robotics to band, tutoring to athletics, and cultural programming to health and nutrition.

PURPOSE: The purpose of the measure is to establish the resources for enrichment, athletics, culture and health (R.E.A.C.H.) program in the Office of Youth Services (OYS) to provide a standardized framework and funding for after-schools programs in public middle and intermediate schools.

DAVID Y. IGE
GOVERNOR



CATHERINE PAYNE
CHAIRPERSON

STATE OF HAWAII
STATE PUBLIC CHARTER SCHOOL COMMISSION
(‘AHA KULA HO‘ĀMANA)

<http://CharterCommission.Hawaii.Gov>
1111 Bishop Street, Suite 516, Honolulu, Hawaii 96813
Tel: (808) 586-3775 Fax: (808) 586-3776

FOR: SB 500 Relating to After-School Programs
DATE: Wednesday, February 8, 2017
TIME: 2:45PM
COMMITTEE(S): Senate Committee on Human Services
Senate Committee on Education
ROOM: Conference Room 016
FROM: Sione Thompson, Executive Director
State Public Charter School Commission

Chair’s Green and Kidani, Vice Chair’s Chang and Kahele, and members of the Human Services and Education Committees:

The State Public Charter School Commission (“Commission”) appreciates the opportunity to submit this testimony in support of Senate Bill 500, “Relating to After-School Programs.”

The Commission is grateful to the sponsor of this bill for its continued support of our middle school students and the inclusion of public charter schools in this impactful program that provides our students with the needed support to continue on the path of positive growth and success later in life.

Thank you for the opportunity to provide this testimony.



250 Vineyard Street
Honolulu, Hawaii 96813
(808) 521-9531

FamilyProgramsHawaii.com

TO: COMMITTEE ON HUMAN SERVICES
Senator Josh Green, Chair
Senator Stanley Chang, Vice Chair

HEARING: Wednesday, February 8, 2017
2:45 p.m.
Conference Room 016

FROM: Stephanie Batzer, JD, MSW
Chair, Board of Directors
Family Programs Hawaii

RE: SB 500 RELATING TO AFTER-SCHOOL PROGRAMS – SUPPORT

Thank you for this opportunity to testify in favor of SB 500.

My name is Stephanie Batzer, I have been a Court Appointed Special Advocate for four and a half years, and I was appointed Chair of the Board of Directors for Family Programs Hawaii in January 2017.

The purpose behind Resources for Enrichment, Athletics, Culture and Health is an admirable one, allowing the children of our great state to participate in an after school athletic program while at the same time maintaining a minimum grade point average. It is a great motivator for study, and for fitness, and provides a safe haven after school for our keiki. I personally have seen this program benefit one of the foster children for whom I am a Guardian ad Litem.

Expanding this program will enable similar successes for many of our at risk youth, promoting education and fitness. Expanding REACH can only make our youth stronger, both mentally and physically, preparing them for future success in life.

I strongly support SB 500 and its intent.

Again, thank you for your time.

We help kids

841 Bishop St., Suite 301
Honolulu, Hawaii 96813



Telephone: 808 926-1530
Contact@HEECoalition.org

Committee on Human Services
Senator Josh Green, Chair
Senator Stanley Chang, Vice Chair

Committee on Education
Senator Michelle Kidani, Chair
Senator Kaiali'i Kanahale, Vice Chair

February 8, 2017

Dear Chairs Green and Kidani, Vice Chairs Chang and Kanahale, and Committee Members:

This testimony is submitted in support for SB500, providing a standardized framework and funding for the R.E.A.C.H. initiative, with comments.

The Hui for Excellence in Education (HE'E) is a diverse coalition of over 40 parent and community organizations dedicated to improving student achievement by increasing family and community engagement and partnerships in our schools. Our member list is attached.

One issue that is of high priority to Coalition members is school safety, including bullying, addressing students at-risk, and looking for ways to keep children in school. Especially in the middle and intermediate schools years, a young teen's focus can wander if they are not engaged in structured activities. Afterschool programs can provide this structure as well as be a safe place where teens can build confidence. Studies show that afterschool programs can contribute to higher grades and test scores, better attendance records, lower drop out rates and an increase in positive attitudes and behaviors.¹ After school programs can also have benefits to families including better connection between parents, children and communities, and improved relationships between parents and children.²

The Coalition supports the bill and likes that it formalizes a framework and structure for the program. However, we think that R.E.A.C.H. should reside within the Department of Education's (DOE's) Community Engagement Office (CEO) instead of the Department of Human Services' Office of Youth Services. In the report of House Concurrent Resolution 137, which brought afterschool and out of school experts together to review after-school programs in Hawaii's public middle and intermediate schools, the recommendation was for the program be formally established in the DOE's CEO. The DOE's CEO currently handles the coordination of the R.E.A.C.H. program as the activities are taking place at our public schools; therefore, we believe it would be more efficient if the program resided at the DOE.

Thank you for the opportunity to testify and for your consideration. Our support of this bill represents a 75% consensus or more of our voting membership.

Sincerely,

Cheri Nakamura
HE'E Coalition Director

¹ Decker, L. E., et al. (2000). *Engaging families & communities, pathways to educational success*. Boca Raton, FL: National Community Educational Association, Florida Atlantic University.

² Harris, E. & Wimer, C. (2004, April). *Engaging with families in out-of-school time learning, No. 4*. Cambridge, MA: Harvard Family Research Project.

HE'E Members and Participants

Academy 21
After-School All-Stars Hawaii
Alliance for Place Based Learning
*Castle Complex Community Council
*Castle-Kahuku Principal and CAS
Coalition for Children with Special Needs
*Faith Action for Community Equity
Fresh Leadership LLC
Girl Scouts Hawaii
Harold K.L. Castle Foundation
*Hawai'i Afterschool Alliance
*Hawai'i Appleseed Center for Law and Economic Justice
*Hawai'i Association of School Psychologists
Hawai'i Athletic League of Scholars
*Hawai'i Charter School Network
*Hawai'i Children's Action Network
Hawai'i Nutrition and Physical Activity Coalition
* Hawai'i State PTSA
Hawai'i State Student Council
Hawai'i State Teachers Association
Hawai'i P-20
Hawai'i 3Rs
Head Start Collaboration Office
It's All About Kids
*INPEACE
Joint Venture Education Forum
Junior Achievement of Hawaii
Kamehameha Schools
Kanu Hawai'i
*Kaua'i Ho'okele Council
Keiki to Career Kaua'i
Kupu A'e
*Leaders for the Next Generation
Learning First
McREL's Pacific Center for Changing the Odds
Our Public School
*Pacific Resources for Education and Learning
*Parents and Children Together

*Parents for Public Schools Hawai'i

Punahou School PUEO Program

Teach for America

The Learning Coalition

US PACOM

University of Hawai'i College of Education

YMCA of Honolulu

Voting Members () Voting member organizations vote on action items while individual and non-voting participants may collaborate on all efforts within the coalition.*

TO: **Senate Committee on Human Services**
The Honorable Josh Green, Chair
The Honorable Stanley Chang, Vice Chair

Senate Committee on Education
The Honorable Michelle N. Kidani, Chair
The Honorable Kaialii Kahele, Vice Chair

FROM: Carrie Sato
DOE, Superintendent's Office of Communications & Community Affairs

SUBJECT: **TESTIMONY RE: SB 500 – RELATING TO AFTER-SCHOOL PROGRAMS**

Hearing: Wednesday, February 8, 2017
State Capitol, Conference Room 016

Thank you for the opportunity to testify in strong support of SB 500. This is a personal statement of my support from a parental perspective.

The middle school years are a pivotal time for students and the R.E.A.C.H. funding for public middle/intermediate school after-school programs have provided a safe haven for adolescents of working parents. The R.E.A.C.H. Initiative represents an upfront investment in Hawaii's youth to keep them engaged in high-quality, positive, prosocial, enrichment, athletics, culture, and health programs.

Because one of the components of R.E.A.C.H. is study hall/ homework assistance, R.E.A.C.H. enables parents to spend quality time with their children after a long day of work. Having an after school program for adolescents is a vision that is long overdue. Although after school programs are limited due to funding, R.E.A.C.H. provides a proto-type for future expansion to enable all parents to have peace of mind knowing that their children are safe, engaged and acquiring new skills.

R.E.A.C.H. is the **only** state general funded after-school funding source dedicated to our public middle and intermediate schools. Although included in the executive budget through the Office of Youth Services, an increase in funding and the formal establishment of the R.E.A.C.H. Initiative is critical to the future of Hawaii's youth and overall welfare of the State.

Thank you for the opportunity to testify in strong support of SB 500.

Sincerely,



Carrie N. Sato, Ed.D

147 Niuiki Circle

Honolulu, Hawaii 96821



STATE OF HAWAII
DEPARTMENT OF EDUCATION
MAUI HIGH SCHOOL
660 SOUTH LONO AVENUE
KAHULUI, MAUI, HAWAII 96732-2530

February 6, 2016

TO: **Senate Committee on Human Services**
The Honorable Josh Green, Chair
The Honorable Stanley Chang, Vice Chair

Senate Committee on Education
The Honorable Michelle N. Kidani, Chair
The Honorable Kaialii Kahele, Vice Chair

FROM: Jamie Yap, Principal
Maui High School

SUBJECT: **TESTIMONY RE: SB 500 – RELATING TO AFTER-SCHOOL PROGRAMS**

Hearing: Wednesday, February 8, 2017
State Capitol, Conference Room 016

Thank you for the opportunity to testify in **strong support** of SB 500.

The middle school years are a pivotal time for students and we are honored to have been selected to receive R.E.A.C.H. funding for public middle/intermediate school after-school programming. The R.E.A.C.H. Initiative represents an upfront investment in Hawaii's youth to keep them engaged in high-quality, positive, prosocial, enrichment, athletics, culture, and health programs.

R.E.A.C.H. empowers our schools to make after-school programming an extension of the classroom, reduces the risk of a variety of undesirable behaviors among adolescents, and increases school attendance and achievement and reduces dropout rates. Hawaii's working families need programs like R.E.A.C.H. to ensure that children are safe and engaged.

The Hawaii Department of Education convened and facilitated the working group for HCR137 (2016) to study and take inventory of public middle/intermediate school after-school programming throughout the state in between June and December 2016. The recommendations of the group align with SB 500 [https://drive.google.com/file/d/0B18ESQ731_iKUH05TkRwU1FicWc/view?usp=sharing]. In evaluating the landscape of middle and intermediate afterschool, the working group found the hours after school from 3:00 p.m. to 6:00 p.m. for this age group are potentially the most vulnerable if youth are not in an afterschool program. According to the Hawaii Department of Human services report, 51% of first time juvenile arrests occur with this age group and that the cost of incarceration is \$200,000 per year, per child

R.E.A.C.H. is the **only** state general funded after-school funding source dedicated to our public middle and intermediate schools. Although included in the executive budget through the Office of Youth Services, an increase in funding and the formal establishment of the R.E.A.C.H. Initiative is critical to the future of Hawaii's youth and overall welfare of the State.

Thank you for the opportunity to testify in strong support of SB 500.

Thank you,

A handwritten signature in blue ink, appearing to read "Jamie Yap".
Jamie Yap



STATE OF HAWAII
DEPARTMENT OF EDUCATION
LAHAINA INTERMEDIATE SCHOOL
871 Lahainaluna Road
Lahaina, Hawaii 96761
PHONE (808) 662-3965 FAX (808) 662-3968

February 6, 2017

TO: **Senate Committee on Human Services**
The Honorable Josh Green, Chair
The Honorable Stanley Chang, Vice Chair

Senate Committee on Education
The Honorable Michelle N. Kidani, Chair
The Honorable Kaialii Kahele, Vice Chair

FROM: Stacy Bookland, Principal
Lahaina Intermediate School

SUBJECT: **TESTIMONY RE: SB 500 – RELATING TO AFTER-SCHOOL PROGRAMS**

Hearing: Wednesday, February 8, 2017
State Capitol, Conference Room 016

Thank you for the opportunity to testify in **strong support** of SB 500.

The middle school years are a pivotal time for students and we are honored to have been selected to receive R.E.A.C.H. funding for public middle/intermediate school after-school programming. The R.E.A.C.H. Initiative represents an upfront investment in Hawaii's youth to keep them engaged in high-quality, positive, pro-social, enrichment, athletics, culture, and health programs.

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Addressee

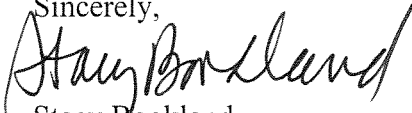
Date

Page 2

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Thank you for the opportunity to testify in strong support of SB 500.

Sincerely,

A handwritten signature in black ink that reads "Stacy Bookland". The signature is written in a cursive, flowing style.

Stacy Bookland

Principal



STATE OF HAWAII
DEPARTMENT OF EDUCATION
GOVERNOR SANFORD B. DOLE MIDDLE SCHOOL
1803 KAMEHAMEHA IV RD
HONOLULU, HI 96819

TO: **Senate Committee on Human Services**
The Honorable Josh Green, Chair
The Honorable Stanley Chang, Vice Chair

Senate Committee on Education
The Honorable Michelle N. Kidani, Chair
The Honorable Kaialii Kahele, Vice Chair

FROM: Mavis Tasaka, Principal
Sanford B. Dole Middle School

SUBJECT: **TESTIMONY RE: SB 500 – RELATING TO AFTER-SCHOOL PROGRAMS**

Hearing: Wednesday, February 8, 2017
State Capitol, Conference Room 016

Thank you for the opportunity to testify in **strong support** of SB 500.

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Thank you for the opportunity to testify in strong support of SB 500.



STATE OF HAWAII
DEPARTMENT OF EDUCATION
SAMUEL ENOKA KALAMA INTERMEDIATE SCHOOL
120 MAKANI ROAD
MAKAWAO, HAWAII 96768
TELEPHONE (808) 573-8735
FAX (808) 573-8748

TO: **Senate Committee on Human Services**
The Honorable Josh Green, Chair
The Honorable Stanley Chang, Vice Chair

Senate Committee on Education
The Honorable Michelle N. Kidani, Chair
The Honorable Kaialii Kahele, Vice Chair

FROM: Type Your Name and Title
Type your School, Office, Agency

SUBJECT: **TESTIMONY RE: SB 500 – RELATING TO AFTER-SCHOOL PROGRAMS**

Hearing: Wednesday, February 8, 2017
State Capitol, Conference Room 016

Thank you for the opportunity to testify in **strong support** of SB 500.

The middle school years are a pivotal time for students and we are honored to have been selected to receive R.E.A.C.H. funding for public middle/intermediate school after-school programming. The R.E.A.C.H. Initiative represents an upfront investment in Hawaii's youth to keep them engaged in high-quality, positive, prosocial, enrichment, athletics, culture, and health programs.

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Thank you for the opportunity to testify in strong support of SB 500.

Sincerely,
Timothy Shim
Principal
Kalama Intermediate School



State of Hawaii
Department of Education
Kapolei Middle School

91-5335 Kapolei Parkway
Kapolei, Hawaii 96707
Phone: (808) 693-7025 Fax: (808) 693-7030

TO: **Senate Committee on Human Services**
The Honorable Josh Green, Chair
The Honorable Stanley Chang, Vice Chair

Senate Committee on Education
The Honorable Michelle N. Kidani, Chair
The Honorable Kaialii Kahele, Vice Chair

FROM: Bruce Naguwa, Principal
Kapolei Middle School
Department of Education

SUBJECT: **TESTIMONY RE: SB 500 – RELATING TO AFTER-SCHOOL PROGRAMS**

Hearing: Wednesday, February 8, 2017
State Capitol, Conference Room 016

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Thank you for the opportunity to testify in strong support of SB 500.



STATE OF HAWAII
DEPARTMENT OF EDUCATION
STEVENSON MIDDLE SCHOOL
1202 PROSPECT STREET
HONOLULU, HAWAII 96822

February 6, 2017

TO: **Senate Committee on Human Services**
The Honorable Josh Green, Chair
The Honorable Stanley Chang, Vice Chair

Senate Committee on Education
The Honorable Michelle N. Kidani, Chair
The Honorable Kaialii Kahele, Vice Chair

FROM: Linell Dilwith, Principal
Robert Louis Stevenson Middle School, Hawaii DOE

SUBJECT: **TESTIMONY RE: SB 500 – RELATING TO AFTER-SCHOOL PROGRAMS**

Hearing: Wednesday, February 8, 2017
State Capitol, Conference Room 016

Thank you for the opportunity to testify in **strong support** of SB 500.

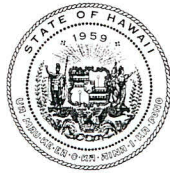
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Thank you for the opportunity to testify in strong support of SB 500.



STATE OF HAWAII


Hana High and Elementary School

P.O. BOX 128

HANA, HAWAII 96713

TO: **Senate Committee on Human Services**
The Honorable Josh Green, Chair
The Honorable Stanley Chang, Vice Chair

Senate Committee on Education
The Honorable Michelle N. Kidani, Chair
The Honorable Kaialii Kahele, Vice Chair

FROM: Richard W. Paul, Principal 
Hana High and Elementary

SUBJECT: **TESTIMONY RE: SB 500 – RELATING TO AFTER-SCHOOL PROGRAMS**

Hearing: Wednesday, February 8, 2017
State Capitol, Conference Room 016

Thank you for the opportunity to testify in **strong support** of SB 500.

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R.E.A.C.H. empowers our schools to make after-school programming an extension of the classroom, reduces the risk of a variety of undesirable behaviors among adolescents, and increases school attendance and achievement and reduces dropout rates. Hawaii's working families need programs like R.E.A.C.H. to ensure that children are safe and engaged.

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Thank you for the opportunity to testify in strong support of SB 500.

DAVID Y. IGE
GOVERNOR



Kathryn S. Matayoshi
SUPERINTENDENT

Darlene Bee
PRINCIPAL

STATE OF HAWAII
DEPARTMENT OF EDUCATION
PAHOA HIGH & INTERMEDIATE SCHOOL
15-3038 PAHOA VILLAGE ROAD
PAHOA, HI 96778
(808) 313-4300
Fax (808) 965-2153

TO: **Senate Committee on Human Services**
The Honorable Josh Green, Chair
The Honorable Stanley Chang, Vice Chair

Senate Committee on Education
The Honorable Michelle N. Kidani, Chair
The Honorable Kaialii Kahele, Vice Chair

FROM: Darlene Bee, Principal
Pahoa High & Intermediate School

SUBJECT: **TESTIMONY RE: SB 500 – RELATING TO AFTER-SCHOOL PROGRAMS**

Hearing: Wednesday, February 8, 2017
State Capitol, Conference Room 016

Thank you for the opportunity to testify in **strong support** of SB 500.

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DAVID Y. IGE
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Thank you for the opportunity to testify in strong support of SB 500.



Moloka'i Middle School

P O Box 443
2175 Lihipali Avenue
Hoolehua, HI 96729
Phone: 567-6940 Fax: 567-6939

February 6, 2017

TO: **Senate Committee on Human Services**
The Honorable Josh Green, Chair
The Honorable Stanley Chang, Vice Chair

Senate Committee on Education
The Honorable Michelle N. Kidani, Chair
The Honorable Kaialii Kahele, Vice Chair

FROM: Michael Kahale, School Counselor and REACH Athletics Coordinator
Molokai Middle School

SUBJECT: **TESTIMONY RE: SB 500 – RELATING TO AFTER-SCHOOL PROGRAMS**

Hearing: Wednesday, February 8, 2017
State Capitol, Conference Room 016

To Whom It May Concern:

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Thank you for the opportunity to testify in strong support of SB 500.

Sincerely – Michael Kahale

DAVID Y. IGE
GOVERNOR



KATHRYN S. MATAYOSHI
SUPERINTENDENT

STATE OF HAWAII
DEPARTMENT OF EDUCATION
LAHAINA INTERMEDIATE SCHOOL
871 Lahainaluna Road
Lahaina, Hawai'i 96761
PHONE (808) 662-3965 FAX (808) 662-3968

TO: Senate Committee on Human Services

The Honorable Josh Green, Chair

The Honorable Stanley Chang, Vice Chair

Senate Committee on Education

The Honorable Michelle N. Kidani, Chair

The Honorable Kaialii Kahele, Vice Chair

FROM: Lori Ann Koyama, Student Activities Coordinator

Lahaina Intermediate School

SUBJECT: TESTIMONY RE: SB 500 – RELATING TO AFTER-SCHOOL PROGRAMS

Hearing: Wednesday, February 8, 2017

State Capitol, Conference Room 016

Thank you for the opportunity to testify in **strong support** of SB 500.

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The R.E.A.C.H. program instills school pride. For middle school students, this is a very hard thing to do. This age is very challenging but at the same time rewarding if you know how to work with middle schoolers. Having a sports component at our school has increased school PRIDE! Students are proud to be from our school when we are at the sporting competitions and in school they are proud to be a part of the different teams. This has also given students the opportunity to experience what it is like to be held accountable with regards to their behavior and academics as well. This is component that was missing from community leagues. Students know that they need to maintain their grades as well as have good citizenship in order to participate in the games.

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Thank you for the opportunity to testify in strong support of SB 500.

Sincerely,

A handwritten signature in black ink, appearing to read 'Lori Ann Koyama', with a long horizontal flourish extending to the right.

Lori Ann Koyama

Student Activities Coordinator

Lahaina Intermediate School

Lori_koyama@notes.k12.hi.us

(808) 662-3965

TO: **Senate Committee on Human Services**
The Honorable Josh Green, Chair
The Honorable Stanley Chang, Vice Chair

Senate Committee on Education
The Honorable Michelle N. Kidani, Chair
The Honorable Kaialii Kahele, Vice Chair

FROM: Pelehonuamea Harman
Ke Kula 'o Nāwahīokalani'ōpu'u, Kea'au, HI

SUBJECT: **TESTIMONY RE: SB 500 – RELATING TO AFTER-SCHOOL PROGRAMS**

Mahalo nui for the opportunity to express my kāko'o piha (strong support) of SB 500.

We have been very fortunate at Ke Kula 'o Nāwahīokalani'ōpu'u to have been selected to receive R.E.A.C.H. funding for public middle/intermediate school after-school programming. The R.E.A.C.H. Initiative has allowed us to provide quality after school programming for our students bridging work in the classroom to projects/activities after school. It also helps to reduce the risk of engagement in undesirable activities and provides a safe and challenging environment for our middle school students. Initiatives like REACH need to be sustained and continually supported as they provide a necessary service to a very underserved and highly impressionable population in our public school system.

The Hawaii Department of Education convened and facilitated the working group for HCR137 (2016) to study and take inventory of public middle/intermediate school after-school programming throughout the state in between June and December 2016. The recommendations of the group align with SB 500

[\[https://drive.google.com/file/d/0B18ESQ731_iKUHo5TkRwU1FicWc/view?usp=sharing\]](https://drive.google.com/file/d/0B18ESQ731_iKUHo5TkRwU1FicWc/view?usp=sharing). In evaluating the landscape of middle and intermediate afterschool, the working group found the hours after school from 3:00 p.m. to 6:00 p.m. for this age group are potentially the most vulnerable if youth are not in an afterschool program. According to the Hawaii Department of Human services report, 51% of first time juvenile arrests occur with this age group and that the cost of incarceration is \$200,000 per year, per child

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Thank you for the opportunity to testify in strong support of SB 500.

Me ka 'oia'i'o,

Pelehonuamea Harman

Ke Kula 'o Nāwahīokalani'ōpu'u



Ke Kula 'O Nāwahīokalani'ōpu'u
"No 'Ane'i Ko Kākou Ola"

TO: **Senate Committee on Human Services**
The Honorable Josh Green, Chair
The Honorable Stanley Chang, Vice Chair

Senate Committee on Education
The Honorable Michelle N. Kidani, Chair
The Honorable Kaialii Kahele, Vice Chair

FROM: Type Your Name and Title
Type your School, Office, Agency

SUBJECT: **TESTIMONY RE: SB 500 – RELATING TO AFTER-SCHOOL PROGRAMS**

Hearing: Wednesday, February 8, 2017
State Capitol, Conference Room 016

Thank you for the opportunity to testify in **strong support** of SB 500.

The middle school years are a pivotal time for students and we are honored to have been selected to receive R.E.A.C.H. funding for public middle/intermediate school after-school programming. The R.E.A.C.H. Initiative represents an upfront investment in Hawaii's youth to keep them engaged in high-quality, positive, prosocial, enrichment, athletics, culture, and health programs.

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Thank you for the opportunity to testify in strong support of SB 500.

From: mailinglist@capitol.hawaii.gov
Sent: Sunday, February 5, 2017 2:29 PM
To: HMS Testimony
Cc: cchaudron08@gmail.com
Subject: Submitted testimony for SB500 on Feb 8, 2017 14:45PM

SB500

Submitted on: 2/5/2017

Testimony for HMS/EDU on Feb 8, 2017 14:45PM in Conference Room 016

Submitted By	Organization	Testifier Position	Present at Hearing
Camila Chaudron	Individual	Support	No

Comments: Aloha, My name is Camila Chaudron, I am a constituent from the Manoa/Makiki area and I strongly support this bill. Education is the key to a successful future. I am an educator, as are my sister and mother. The more frequently that children have access to enriched environments, the better it is for their overall education, health, and development. The REACH program could help Hawaii develop a more productive and healthy society, which will reduce expenses in the long term. Thank you for supporting this important investment in our state's future. Mahalo. Please vote yes to this bill. Mahalo.

Please note that testimony submitted less than 24 hours prior to the hearing, improperly identified, or directed to the incorrect office, may not be posted online or distributed to the committee prior to the convening of the public hearing.

Do not reply to this email. This inbox is not monitored. For assistance please email webmaster@capitol.hawaii.gov

Personal Testimony Presented Before the
Senate Committee on Human Services
And the
Senate Committee on Higher Education
Wednesday, February 8, 2017 at 2:45 pm Rm 16
By
Donald B. Young

SB 500 – RELATING TO AFTERSCHOOL PROGRAMS

Chair Green, Vice Chair Chang, Chair Kidani, Vice Chair Kahele, and Members of the Committees:

My name is Donald Young and I serve as Dean of the College of Education at the University of Hawai‘i at Mānoa. However, today I am submitting personal testimony in support of SB 500, Relating to Afterschool Programs.

The College of Education is a member of and supports the Hawai‘i Afterschool Alliance that also supports SB 500. This bill seeks to establish the R.E.A.C.H (resources for enrichment, athletics, culture, and health) program to provide a standardized framework and funding for after-school programs in public middle and intermediate schools.

The Working Group convened by the twenty-eighth Legislature in 2016 reviewed afterschool programs and submitted its findings and recommendations to the Legislature early this year. Among its recommendations was to establish R.E.A.C.H. within the Hawai‘i Department of Education’s Office of Community Engagement.

It is well established that middle school is a critical time for adolescents academically, socially, and emotionally. Yet, there are insufficient afterschool opportunities for our youth to engage their bodies, minds and energy in constructive learning.

Quality afterschool programs have proven results in other communities. For example,

- In Chicago an evaluation of an afterschool middle-school program found participation led to an almost 20% reduction in school suspension;
- In Marin City, California an afterschool program saw 40% of their participants improve their GPA and 100% graduate from high school and be accepted into colleges;
- A program in Baltimore with a focus on debate found participants performed better than their peers on standardized tests in both math and English; and
- A STEM program in Middletown, Connecticut saw a 60% increase in participants reported interest in STEM fields.

Such programs provide strong rationale for protecting and supporting Hawai‘i’s quality afterschool programs. I therefore welcome this bill and the potential funding that could come with its passage in support of our youth.

Thank you for the opportunity to testify on this bill.

TO: **Senate Committee on Human Services**
The Honorable Josh Green, Chair
The Honorable Stanley Chang, Vice Chair

Senate Committee on Education
The Honorable Michelle N. Kidani, Chair
The Honorable Kaialii Kahele, Vice Chair

FROM: Ken Kakesako
Teacher, Stevenson Middle School

SUBJECT: TESTIMONY RE: SB 500 – RELATING TO AFTER-SCHOOL PROGRAMS

Hearing: Wednesday, February 8, 2017,
State Capitol, Conference Room 016

Thank you for the opportunity to testify in strong support of SB 500.

I am writing my testimony to you as a middle school science teacher and the head coach of the Stevenson Wrestling Club. This past year we have had the privilege to have been selected to receive R.E.A.C.H. funds. The R.E.A.C.H. Initiative represents an upfront investment in Hawaii's youth to keep them engaged in high-quality, positive, prosocial, enrichment, athletics, culture, and health programs.

R.E.A.C.H. empowers our schools to make after-school programming an extension of the classroom, reduces the risk of a variety of undesirable behaviors among adolescents, and increases school attendance and achievement and reduces dropout rates. Hawaii's working families need programs like R.E.A.C.H. to ensure that children have a positive avenue through which they can channel their energy.

R.E.A.C.H. is the only state general funded after-school funding source dedicated to our public middle and intermediate schools. Although included in the executive budget through the Office of Youth Services, an increase in funding and the formal establishment of the R.E.A.C.H. Initiative are critical to supporting the future of Hawaii's youth.

Personally, I have seen how R.E.A.C.H. funds have enabled our students to have access to the necessary tools and equipment that they would otherwise not have to participate in the sport of wrestling. As a result of this participation, I have seen students blossom in to leaders and team captains, pushing themselves and their teammates to become better student-athletes and better contributors to their school and ultimately their community.

Thank you for the opportunity to testify in strong support of SB 500.



STATE OF HAWAII
DEPARTMENT OF EDUCATION
STEVENSON MIDDLE SCHOOL
1202 PROSPECT STREET
HONOLULU, HAWAII 96822

TO: **Senate Committee on Human Services**
The Honorable Josh Green, Chair
The Honorable Stanley Chang, Vice Chair

Senate Committee on Education
The Honorable Michelle N. Kidani, Chair
The Honorable Kaialii Kahele, Vice Chair

FROM: Christian Ellis, At-Risk Counselor
Stevenson Middle School

SUBJECT: **TESTIMONY RE: SB 500 – RELATING TO AFTER-SCHOOL PROGRAMS**

Hearing: Wednesday, February 8, 2017
State Capitol, Conference Room 016

Thank you for the opportunity to testify in **strong support** of SB 500.

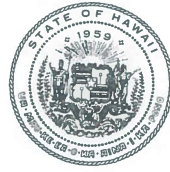
Of Hawai'i's 37,000 middle school students this year, over 6,000 will not graduate from high school on time without some form of intervention. The middle school years are a pivotal time for students. The middle school years are a pivotal time for students and we are honored to have been selected to receive R.E.A.C.H. funding for public middle/intermediate school after-school programming. The R.E.A.C.H. Initiative represents an upfront investment in Hawaii's youth to keep them engaged in high-quality, positive, prosocial, enrichment, athletics, culture, and health programs.

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Thank you for the opportunity to testify in strong support of SB 500.



STATE OF HAWAII
DEPARTMENT OF EDUCATION
Niu Valley Middle School
An International Baccalaureate MYP World School
310 HALEMAUMAU STREET
HONOLULU, HAWAII 96821-2099
U.S.A.
Ph. (808) 377-2440, Fax (808) 377-2444
www.niuvalleymiddle.org

TO: **Senate Committee on Human Services**
The Honorable Josh Green, Chair
The Honorable Stanley Chang, Vice Chair

Senate Committee on Education
The Honorable Michelle N. Kidani, Chair
The Honorable Kaialii Kahele, Vice Chair

FROM: Sean Tajima, Principal 
Niu Valley Middle School, Hawaii Department of Education

SUBJECT: **TESTIMONY RE: SB 500 – RELATING TO AFTER-SCHOOL PROGRAMS**

Hearing: Wednesday, February 8, 2017
State Capitol, Conference Room 016

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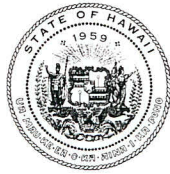


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Thank you for the opportunity to testify in strong support of SB 500.





STATE OF HAWAII


Hana High and Elementary School

P.O. BOX 128

HANA, HAWAII 96713

TO: **Senate Committee on Human Services**
The Honorable Josh Green, Chair
The Honorable Stanley Chang, Vice Chair

Senate Committee on Education
The Honorable Michelle N. Kidani, Chair
The Honorable Kaialii Kahele, Vice Chair

FROM: Richard W. Paul, Principal 
Hana High and Elementary

SUBJECT: **TESTIMONY RE: SB 500 – RELATING TO AFTER-SCHOOL PROGRAMS**

Hearing: Wednesday, February 8, 2017
State Capitol, Conference Room 016

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Thank you for the opportunity to testify in strong support of SB 500.

From: mailinglist@capitol.hawaii.gov
Sent: Friday, February 3, 2017 1:39 PM
To: HMS Testimony
Cc: mendezj@hawaii.edu
Subject: *Submitted testimony for SB500 on Feb 8, 2017 14:45PM*

SB500

Submitted on: 2/3/2017

Testimony for HMS/EDU on Feb 8, 2017 14:45PM in Conference Room 016

Submitted By	Organization	Testifier Position	Present at Hearing
Javier Mendez-Alvarez	Individual	Support	No

Comments:

Please note that testimony submitted less than 24 hours prior to the hearing, improperly identified, or directed to the incorrect office, may not be posted online or distributed to the committee prior to the convening of the public hearing.

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