

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 COMMITTEE ON WAYS AND MEANS**

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

February 23, 2017

Chair Tokuda, Vice Chair Dela Cruz, and Members of the Committee:

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.

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 our kids on the path that leads to success in high school, college, career, and ultimately a better quality of life. This bill addresses a critical need for Hawaii's middle school students.

Since 2013, the Lieutenant Governor and his office have worked collaboratively with the Department of Human Services, Office of Youth Services, Department of Education and a working group of middle school principals and 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 COMMITTEE ON WAYS AND MEANS
ON
SENATE BILL NO. 500, S.D. 1

February 23, 2017
9:35 a.m.
Room 211

RELATING TO AFTER-SCHOOL PROGRAMS

Senate Bill No. 500, S.D. 1, establishes the Resources for Enrichment, Athletics, Culture, and Health (R.E.A.C.H.) Program in the Department of Education's Community Engagement Office 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, S.D. 1, 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.

Date: 02/23/2017

Time: 09:35 AM

Location: 211

Committee: Senate Ways and Means

Department: Education

Title of Bill: SB 0500, SD1 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 department of education's community engagement office to provide a standardized framework and funding for after-school programs in public middle and intermediate schools. Requires the community engagement office to report to the legislature. 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. (SD1)

Department's Position:

The Hawaii Department of Education (Department) strongly supports the intent of SB500, SD1, and suggests amendments.

SB500 SD1, 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, is proposed to be located in the Department's Community Engagement Office (CEO), with the program specialist to oversee the program appointed by the Governor. The bill also proposes a special fund from which administrative expenses to monitor and oversee the program could be used.

Recent recommendations of the HCR137 working group to coordinate and align all after-school programs have made this a priority for the CEO. The Department strongly supports the transition of the program to the CEO; to align with Department priorities and strategic objectives for all after-school programs, it is preferred the program specialist be a Department employee.

The Department respectfully requests that the bill be amended to have the program specialist be a FTE Department employee, rather than a gubernatorial appointee.

Thank you for this opportunity to submit testimony on SB500 SD1.

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 SD1 Relating to After-School Programs
DATE: Thursday, February 23, 2017
TIME: 9:35 AM
COMMITTEE(S): Senate Committee on Ways and Means

ROOM: Conference Room 211
FROM: Sione Thompson, Executive Director
State Public Charter School Commission

Chair Tokuda, Vice Chair Dela Cruz, and members of the Committee:

The State Public Charter School Commission (“Commission”) appreciates the opportunity to submit this testimony in support of Senate Bill 500, SD 1, “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.



SB500 SD1
RELATING TO AFTER-SCHOOL PROGRAMS
Senate Committee on Ways and Means

February 23, 2017

9:35 AM

Room 211

The Office of Hawaiian Affairs (OHA) **SUPPORTS** SB500 SD1, which would establish the Resources for Enrichment, Athletics, Culture and Health (R.E.A.C.H) Program within the Department of Education's Community Engagement Office to provide a standardized framework and funding mechanism for after-school programs in public middle and intermediate schools. **The R.E.A.C.H initiative proposes to fill the current void of after-school activities for middle school students with an organizational framework, which will ensure that our 'ōpio at this highly impressionable and vulnerable age receive the kind of positive support and educational stimulation to help keep them on the path toward graduation and productive futures.**

Under OHA's 2010-2018 Strategic Plan, OHA's Education Strategic Priority Results include the goal of increasing the percentage of Native Hawaiian students who meet or exceed reading and math educational standards. Accordingly, OHA has invested substantial funding in after-school programs such as the Boys and Girls Club of Hawai'i, After School All-Stars, REACH programs at Moloka'i Middle School, and REACH programs at Hāna High and Elementary School, among others, to improve the educational outcomes of Native Hawaiian students by keeping them engaged in constructive extracurricular activities. Significantly, after-school programs also stem the risk of adolescent youth engaging in behavior that may result in their first contact with law enforcement authorities; as noted in the Hawai'i Department of Education's testimony on this measure, a 2016 Hawai'i Department of Human Services report found that 51% of first-time juvenile arrests occur within this age group.

Therefore, OHA urges your Committee to **PASS** SB500 SD1.

Mahalo nui for the opportunity to testify on this measure.



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

TO: Senate Committee on Ways and Means
The Honorable Jill N. Tokuda, Chair
The Honorable Donovan M. Dela Cruz, Vice Chair

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

A handwritten signature in cursive script that reads "Ruth Silberstein".

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

Hearing: Thursday, February 23, 2017, 9:35 a.m.
State Capitol, Conference Room 211

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 and 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.



STATE OF HAWAII
DEPARTMENT OF EDUCATION
LANA'I HIGH & ELEMENTARY SCHOOL
P.O. BOX 630630
LANA'I CITY, HAWAII 96763

February 22, 2017

TO: **Senate Committee on Ways and Means**
The Honorable Jill N. Tokuda, Chair
The Honorable Donovan M. Dela Cruz, Vice Chair

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

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

Hearing: Thursday, February 23, 2017, 9:35 a.m.
State Capitol, Conference Room 211

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

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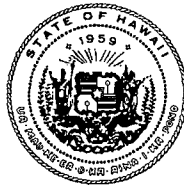
R.E.A.C.H. is the **only** state general funded after-school funding source dedicated to our public middle and intermediate schools and an increase in funding and the formal establishment of the R.E.A.C.H. Initiative is critical to the future of Hawaii's youth and overall welfare of the State.

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

Sincerely,

A handwritten signature in black ink, appearing to read "Elton Kinoshita".

Elton Kinoshita
Principal



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

February 22, 2017

TO: The Honorable Jill Tokuda Chair
Senate Committee on Ways and Means

FROM: Merton Chinen, Executive Director

SUBJECT: SB 500, SD1, RELATING TO AFTERSCHOOL PROGRAMS

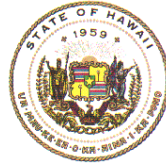
Hearing: Thursday, February 23, 2017, 9:35 a.m.
State Capitol, Conference Room 211

OFFICE'S POSITION: OYS strongly supports the measure. Providing quality after school programming for middle schoolers through the R.E.A.C.H. program will address important protective factors that promote resiliency, such as relationships, connections and school engagement. Establishing R.E.A.C.H. within the Department of Education will align with other initiatives that positively impact school attendance and success, and is a critical prevention tool.

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 Department of Education's Community Engagement Office to provide a standardized framework and funding for after-schools programs in public middle and intermediate schools.

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 Ways and Means
The Honorable Jill N. Tokuda, Chair
The Honorable Donovan M. Dela Cruz, 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: Thursday, February 23, 2017, 9:35 a.m.
State Capitol, Conference Room 211

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.

On behalf of KKP Athletics, thank you for the opportunity to testify in **strong support** of SB 500.

DAVID Y. IGE
GOVERNOR

ELNA M. GOMES
PRINCIPAL




KATHRYN S. MATAYOSHI
SUPERINTENDENT

WENDY DANIEL
VICE PRINCIPAL

STATE OF HAWAII
KEA'AU MIDDLE SCHOOL
16-565 KEA'AU PAHOA ROAD
KEA'AU, HAWAII 96749

TO: **Senate Committee on Ways and Means**
The Honorable Jill N. Tokuda, Chair
The Honorable Donovan M. Dela Cruz, Vice Chair

FROM: Elna M. Gomes, Principal 
Kea'au Middle School, Hawaii Department of Education

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

Hearing: Thursday, February 23, 2017, 9:35 a.m.
State Capitol, Conference Room 211

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

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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 and 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.



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

February 21, 2017

TO: **Senate Committee on Ways and Means**
The Honorable Jill N. Tokuda, Chair
The Honorable Donovan M. Dela Cruz, Vice Chair

FROM: Linell Dilwith, Principal
Robert Louis Stevenson Middle School

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

Hearing: Thursday, February 23, 2017, 9:35 a.m.
State Capitol, Conference Room 211

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
MAUI HIGH SCHOOL
660 SOUTH LONO AVENUE
KAHULUI, MAUI, HAWAII 96732-2530

TO: **Senate Committee on Ways and Means**
The Honorable Jill N. Tokuda, Chair
The Honorable Donovan M. Dela Cruz, Vice Chair

FROM: **Jamie Yap, Principal**
Maui High School

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

Hearing: Thursday, February 23, 2017, 9:35 a.m.
State Capitol, Conference Room 211

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



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

TO: **Senate Committee on Ways and Means**
The Honorable Jill N. Tokuda, Chair
The Honorable Donovan M. Dela Cruz, Vice Chair

FROM: Glenn S.B. Lee, REACH Program Director and Waialua STEM Learning Center Coordinator
Waialua High & Intermediate School

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

Hearing: Thursday, February 23, 2017, 9:35 a.m.
State Capitol, Conference Room 211

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

Sincerely,

Glenn S.B. Lee, Waialua High and Intermediate School REACH and STEM Program Director
AN AFFIRMATIVE ACTION AND EQUAL OPPORTUNITY EMPLOYER



State of Hawai'i
Department of Education

Moloka'i Middle School

P.O. Box 443
Hoolehua, HI 96729

TO: **Senate Committee on Ways and Means**
The Honorable Jill N. Tokuda, Chair
The Honorable Donovan M. Dela Cruz, Vice Chair

FROM: Dawn Mains Principal
Molokai Middle School

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

Hearing: Thursday, February 23, 2017, 9:35 a.m.
State Capitol, Conference Room 211

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

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 21, 2017

Senator Jill Tokuda, Chair

And members of the Committee on Ways and Means

TESTIMONY IN SUPPORT OF SB 500 SD1 RELATING TO AFTER-SCHOOL PROGRAMS

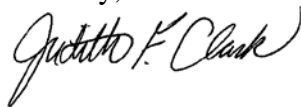
Hawaii Youth Services Network (HYSN), a statewide coalition of youth-serving organizations, supports SB 500 SD1 Relating to After-school Programs.

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



American Heart Association testimony in support of SB 500, SD1, “Relating to After-School Programs”

The American Heart Association supports SB 500, SD1, as a step forward toward providing greater resources to prevent obesity in Hawaii’s keiki.

Childhood obesity is a U.S. epidemic. Hawaii youths are not immune, falling at or near the national average of childhood obesity statistics, and the trend for Hawaii’s youths is unfortunately climbing. More focus is needed to improve and instill both healthy nutrition and physical activity lifestyle habits in Hawaii youths. Currently, physical education is not required for Hawaii middle schools, and only one semester is required in high schools. If healthy lifestyle habits are not established at young ages, it is very difficult to change unhealthy habits in later ages.

The burden of cardiovascular disease is now growing faster than our ability to combat it due to the obesity epidemic, poor diet, high blood pressure and a dramatic rise in Type 2 diabetes – all major risk factors for heart disease and stroke. In a frightening reversal, the overall decline in CVD mortality rates have flattened to less than 1 percent per year since 2011, and rates have even worsened for our most at-risk populations. In 2015, the death rate from heart disease actually increased by 1 percent for the first time since 1969, according to the Centers for Disease Control and Prevention’s (CDC) National Center for Health Statistics.

In addition, CVD has become our nation’s costliest chronic disease. In 2014, stroke and heart failure were the most expensive chronic conditions in the Medicare fee-for-service program. Expenses associated with CVD are expected to soar in the coming years and surpass medical cost estimates for other chronic diseases, such as diabetes and Alzheimer’s. Based on prevalence, death rates, disability and cost, CVD will continue to be the most burdensome disease Americans will face in the next decades.

The costs of obesity, which is rooted in lifestyle habits established at younger ages, is staggering, **costing \$190 billion a year in weight-related medical bills**, according to the American Heart Association. In 2011, the CDC estimated that healthcare costs exceed \$8,600 annually (per capita). Another study estimated that medical spending attributable to obesity was estimated to be more than \$1400 higher than normal weight individuals.

The AHA supports SB 500, SD1, as one step to address Hawaii’s childhood obesity epidemic, but recommends that additional steps be taken to further address the issues responsible for that epidemic. As a stakeholder in reducing childhood obesity, State funding should be provided to subsidize these programs, and physical education should again be required in Hawaii middle schools. In addition, policies are needed to encourage better nutrition, including legislation to encourage a reduction in consumption of sugary drinks, the leading source of sugar in Hawaii youths’ diets.

Thank you for this opportunity to testify in support of SB 500, SD1.

Respectfully submitted,

Don Weisman
Hawaii Government Relations Director

*“Building healthier lives,
free of cardiovascular
diseases and stroke.”*

life is why™ es por la vida™ 全为生命™

Please remember the American Heart Association in your will.



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 HDOE 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.

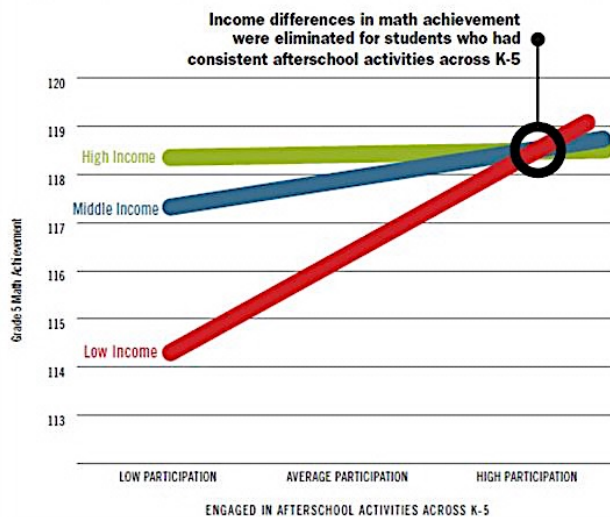
After-school programs have been around since the early 19th century and trace their evolution with the growing population of working mothers, which has become an important platform for politicians on both sides of the aisle. Today, with a budget of \$1.15B,⁴ the 21st Century Community Learning Centers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

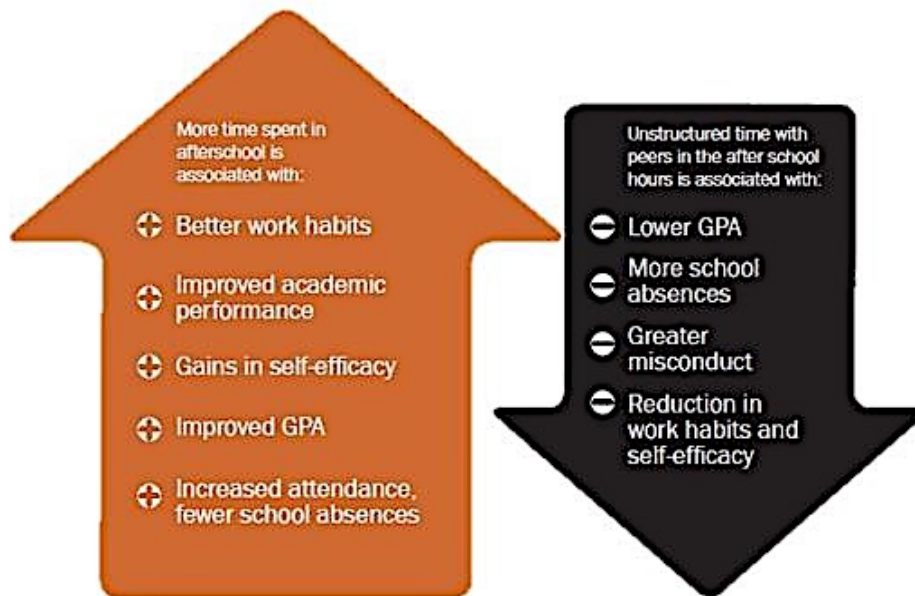
Parents miss an average of **8 days of work per year** due to a lack of after-school care. (Community, Families, and Work Program at Brandeis University, 2004)

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 HDOE 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 HDOE. 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 HDOE 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.

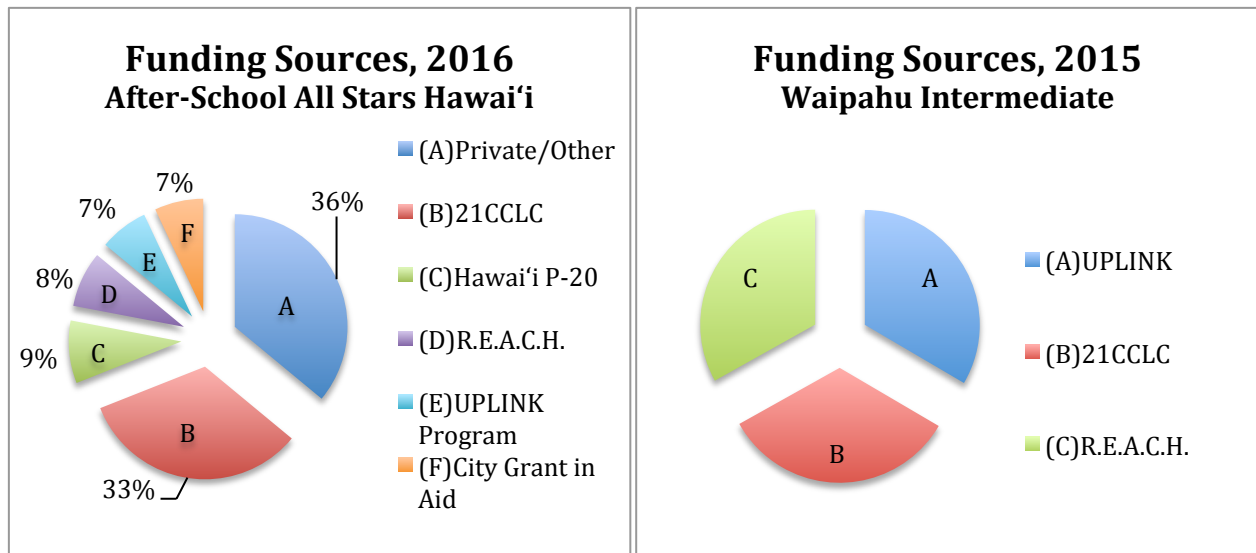
Currently an estimated 6,400 middle and intermediate school students participate in after-school programs. At a cost of \$1,000 per child per school year, \$6,400,000 (\$6.4M) is projected in spending annually. UPLINK, R.E.A.C.H., and 21CCLC figures account for \$5,230,000 (\$5.2M) of that amount. It 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 invest 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 HIDOE 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.

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Committee on Ways and Means
Senator Jill Tokuda, Chair
Senator Donovan Dela Cruz, Vice Chair

February 23, 2017

Dear Chair Tokuda, Vice Chair Dela Cruz and Committee Members:

This testimony is submitted in support for SB500 SD1, 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. We like the change of R.E.A.C.H. residing within the Department of Education's (DOE's) Community Engagement Office (CEO) instead of the Department of Human Services' Office of Youth Services, as we believe it would be more efficient if the program was 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

*Native Hawaiian Education Council (NHEC)

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.*



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February 23, 2017

Honorable Jill Tokuda, Chair
Honorable Donovan M. Dela Cruz, Vice Chair
Senate Committee on Ways and Means

Re: SB 500, SD1 – Relating to After-School Programs

Dear Chair Tokuda, Vice Chair Dela Cruz, and Members of the Committee:

The Hawaii Medical Service Association (HMSA) appreciates the opportunity to testify in support of SB 500, SD1 that provides for the establishment of the Resources for Enrichment, Athletics, Culture, and Health (REACH) program.

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, SD1.

Sincerely,

Mark K. Oto
Director, Government Relations

TO: **House Committee on Human Services**
The Honorable Jill N. Tokuda, Chair
The Honorable Donovan M. Dela Cruz, Vice Chair

FROM: Ken Kakesako
Teacher, Stevenson Middle School

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

Hearing: Thursday, February 23, 2017, 9:35 a.m.
State Capitol, Conference Room 211

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.

TO: **Senate Committee on Ways and Means**
The Honorable Jill N. Tokuda, Chair
The Honorable Donovan M. Dela Cruz, Vice Chair

FROM: Dr. Carrie Sato
State Office Teacher, community member

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

Hearing: Thursday, February 23, 2017, 9:35 a.m.
State Capitol, Conference Room 211

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

The middle school years are a pivotal time for students. R.E.A.C.H. has been the only funding available for parents and students in the middle/intermediate school grades for after-school programming. The R.E.A.C.H. Initiative is a visionary program that not only represents an upfront investment in **Hawaii's youth** to keep them engaged in high-quality, positive, prosocial, enrichment, athletics, culture, and health programs; but also provides a safe haven and peace of mind for **parents**.

The gift of R.E.A.C.H.'s financial support **empowers 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 and become productive citizens.

Please read the **comments from parents** of our keiki who discuss the value and importance of afterschool programs for the middle/intermediate aged students that R.E.A.C.H. represents:
"The staff and leaders are very involved. Blood, sweat and tears go into providing so much for the children. Staff know each child individually and work with them at their level. Yippee!"
(After School All Stars)

"Nothing can take the place of a program that helps youth grow mentally, socially, emotionally and spiritually which balances their confidence and esteem...I know my granddaughter does not do well in school, if she does not have a good program to look forward to boredom sets in and her school work takes a downward slide. Whenever Harmony has a program like STRIVE to look forward to, she is excited and motivated." (Grandmother/Guardian of YMCA Teen, Harmony Lopez, 7th grade)

“If my godson stayed home to roam the streets of Kalihi, his world would be only the world of the street...He needs to know the world beyond the Projects and he has to follow wholesome role models both teenaged and adult...Some days when I turn into the YMCA parking lot, he says “I just love this place.” When I tried to pump him: “What specifically do you love?” He replied: “Everything” ...the YMCA program is critically important for him. He needs the type of leaders who hold him accountable with real consequences when he refuses to listen to their directions. I can count on the YMCA to help guide him along the right path to maturity.”
(Godmother/guardian of YMCA’s Teen Mark Sykap, 8th grade)

“My daughter is a member of the WIS Hype 94 Dance Team. Through her involvement, I have witnessed her venture out and try something she has never tried before. Her dancing allows her to express her artistic side and through her participation, it has increased her confidence and self-esteem. As a parent, I am thankful for the after school opportunities my daughter is exposed to at WIS. “ (E.F., Waipahu Intermediate school parent)

“My son plays on multiple sports teams at Waipahu Intermediate School. He is also enrolled in the after school Homework Assistance Program. Between the grade checks that he needs to be eligible to play and the support he gets from the after school tutoring program, his grades have consistently been good.” (L.L., Waipahu Intermediate school parent)

“The past school year was my daughter’s first year at University Lab school. This was also the first year that she did not have any after school care. I realized that once the kids started 6th grade, they no longer have A+ programs or anywhere to go after school. What I would like is to have classrooms available or an area where kids can go to study and hang out while waiting for their parents. After school care or activities will help kids stay out of trouble by keeping them busy!” (Lena Bento, parent)

R.E.A.C.H. is the **only** state general funded after-school funding source dedicated to our public middle and intermediate schools and 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.

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

Carrie Sato. EdD
147 Niuiki Circle
Honolulu, Hawaii 96821
Private citizen and teacher

From: mailinglist@capitol.hawaii.gov
Sent: Thursday, February 23, 2017 10:50 AM
To: WAM Testimony
Cc: francishannah@gmail.com
Subject: *Submitted testimony for SB500 on Feb 23, 2017 09:35AM*

SB500

Submitted on: 2/23/2017

Testimony for WAM on Feb 23, 2017 09:35AM in Conference Room 211

Submitted By	Organization	Testifier Position	Present at Hearing
Hannah Francis	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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Personal Testimony Presented Before the
Senate Committee on Ways and Means

Thursday, February 23, 2017 at 9:35 am Rm 211

By
Donald B. Young

SB 500 SD 1 – RELATING TO AFTERSCHOOL PROGRAMS

Chair Tokuda, Vice Chair Dela Cruz, and Members of the Committee:

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 SD 1, Relating to Afterschool Programs.

The College of Education is a member of and supports the Hawai'i Afterschool Alliance that also supports SB 500 SD 1. 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. SB 500 SD 1 does just that.

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.