



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

Date: 01/31/2018
Time: 02:45 PM
Location: 229
Committee: Senate Education

Department: Education

Person Testifying: Dr. Christina M. Kishimoto, Superintendent of Education

Title of Bill: SB 2083 RELATING TO AFTER-SCHOOL PROGRAMS.

Purpose of Bill:

Department's Position:

The Department of Education (Department) supports the intent of SB 2083 related to after-school programs at intermediate and middle schools designated as Title I schools pursuant to the federal Elementary and Secondary Education Act (ESSA), currently not receiving state or federal funding for after-school programs.

The Department's Community Engagement Office is responsible for the administration, compliance, and monitoring of federal and state-funded quality after-school programs; 21st Century Community Learning Centers, UPLINK, and R.E.A.C.H.

We respectfully ask for the following considerations:

- Existing federal funds (i.e. UPLINK) are accessible and prioritized for Title I-designated middle and intermediate schools. UPLINK currently funds 32 schools across the state. CEO is in the process of renewing the Memorandum of Understanding for UPLINK with the Department of Human Services. Current conversations are anticipated to encompass expanding the number of schools. We hope any appropriated funds from the Hawaii Legislature will be considered alongside this program.
- If school-wide Title I designation identifies schools, the bill considers the school listing may change over time.
- Other costs for consideration can be program administration, monitoring, technical assistance, and evaluation.

In conclusion, the Department agrees the demand for quality after-school programs far exceeds the current supply. Furthermore, quality programs accessible to middle and intermediate students are critical to their development. The additional appropriated funds will expand the existing partnerships, collaboration within the communities of the schools identified in this bill,

and efforts to support Hawaii's youth in the out-of-school time hours to decrease the number of juvenile arrests and incarcerated youth.

Thank you for the opportunity to provide testimony in support of SB 2083.

The Hawaii State Department of Education seeks to advance the goals of the Strategic Plan which is focused on student success, staff success, and successful systems of support. This is achieved through targeted work around three impact strategies: school design, student voice, and teacher collaboration. Detailed information is available at www.hawaiipublicschools.org.



January 29, 2018

Senate Committee on Education
Senator Michelle N. Kidani, Chair
Senator Kaiali'i Kahele, Vice Chair
Conference Room 229

Re: Support of SB 2083: RELATING TO AFTER-SCHOOL PROGRAMS.

Dear Chair Kidani and Vice Chair Kahele, and Committee Members:

The Hawai'i Afterschool Alliance supports Senate Bill 2083, which seeks to appropriate funds for after-school programs.

The State of Hawai'i, twenty-eighth legislature, 2016, requested the Hawai'i Department of Education (HIDOE) to convene a working group to review after-school programs in Hawai'i's public middle and intermediate schools. This working group, formed by experts in the field, submitted its finding and recommendations to the Legislature. The group came to the conclusion that it is essential in order to avoid duplication of services, to have a better coordination and alignment of funding and to ensure accountability, that all federal and state funding afterschool programs be administrated by the Hawai'i Department of Education Community Engagement Office. In accordance with this recommendation of the working group, the Hawai'i Afterschool Alliance, proposes that the sum appropriated in this bill shall be expended by the Hawai'i Department of Education Community Engagement Office and that the Community Engagement Office be given the authority to decide which Title I schools shall receive this funding. This will ensure that selected schools do not currently receive state or federal funding for after-school programs. Including the names of specific schools in the bills, as proposed, limits the intention of the bill to support those populations of students that are underserved. It is also important to note, that funding for afterschool programs change year to year and the four schools currently named in the bill may be in a different situation where they could be receiving state and/or federal funding during the 2018 – 2019 school year.

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

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

- 93% of Hawai'i parents support public funding for afterschool programs,
- 86% of Hawai'i parents agree that afterschool programs give working parents peace of mind about their children when they are at work,

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

Hawai'i Afterschool Alliance

841 Bishop Street, Suite 301 · Honolulu, HI 96813

- 72% of parents in Hawai'i agree that afterschool programs help parents keep their jobs,
- 75% of Hawai'i parents agree that afterschool programs reduce the likelihood that youth will engage in risky behaviors, and
- 62% of the parents in Hawai'i agree that afterschool programs excite children about learning.

Moreover, afterschool programs have proven results².

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

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

In conclusion, the Hawai'i Afterschool Alliance supports SB 2083 and respectfully urges the passage of this bill with the recommendations included in this testimony so that students in Hawai'i have the support they need to participate in a high-quality afterschool program. Thank you for the opportunity to testify.

Sincerely,

Paula Adams
Executive Director
Hawai'i Afterschool Alliance
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www.hawaiiafterschoolalliance.org



Hawai'i Arts Alliance

January 29, 2018

Senate Committee on Education
Senator Michelle N. Kidani, Chair
Senator Kaiali'i Kahele, Vice Chair
Conference Room 229

Re: Support of SB 2083: RELATING TO AFTER-SCHOOL PROGRAMS.

Dear Chair Kidani and Vice Chair Kahele, and Committee Members:

The Hawai'i Arts Alliance supports Senate Bill 2083, which seeks to appropriate funds for afterschool programs and respectfully urges the passage of this bill with the recommendations included in this testimony.

When I was an adolescent in the 1960s the school I attended was called a "junior high school." My mother was a "junior high school teacher." But in subsequent decades, school reformers realized what profound impact the biological event puberty has on cognitive, social, and emotional development of students aged 11 and 15. Educators in America responded by changing teaching methods, curriculum, and school design. We no longer think of those students as "junior" high school students. We think of them being in the middle of childhood and young adulthood, and thus use terms "middle" or "intermediate" to describe schools between elementary and high school.

Hawai'i Arts Alliance supports innovative whole school initiatives that develop mentor relationship between teachers and students, small communities of learners, and the implementation of a creative interdisciplinary curriculum that responds to the needs of many styles of adolescent learners. In particular, we support whole-school initiatives that integrate theater, writing, music, dance, and visual arts into the learning processes. We also strongly support nationwide the "Creative Youth Development" movement that acknowledges the importance of arts learning during out-of-school-time.

Afterschool learning, especially for young adolescents, counters negative peer pressure, changing social environments, and often overwhelming times in a child's life. Afterschool environments are safe places to go during the afterschool hours where children can collaborate with peers in shared interests with adult mentors in roles different from adults in the academic and home environment. They experience excitement and joy in learning, the reward of self-motivation and confidence for their efforts, respect and for themselves and others, and alternatives to boredom, loneliness, and negative behavior.

Recommendations

Hawai'i Arts Alliance has confidence that the State of Hawai'i Department of Education would responsibly, efficiently, and fairly administer and account for federal and state funding for afterschool programs for public Title I middle and intermediate schools in Hawai'i.

The original bill includes names of specific schools. Those schools should receive public funding that they currently do not have (including Kapa'a Middle School, where my own child is enrolled), however, it is recommendable to consider passage of the bill without limiting support to those specific schools.

An appropriation out of the general revenues of the State of Hawai'i of a sum sufficient to support under-served Title 1 intermediate and middle school afterschool programs as recognized by the State of Hawai'i Department of Education would be good for the well-being of our children, their families, their preparation for high school and adulthood, and for the present and future of Hawai'i and our nation.

Terry Liu
Chief Executive Officer
Hawai'i Arts Alliance
808-533-2787
terry@hawaiiartsalliance.org

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

Child and Family Service

Coalition for a Drug Free Hawaii

Domestic Violence Action Center

EPIC, Inc.

Family Programs Hawaii

Family Support Hawaii

Friends of the Children of
West Hawaii

Hale Kipa, Inc.

Hale 'Opio Kauai, Inc.

Hawaii Children's Action
Network

Hawaii Student Television

Ho'ola Na Pua

Kahi Mohala

Kokua Kalihi Valley

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

PHOCUSED

Salvation Army Family

Intervention Services

Sex Abuse Treatment Center

Susannah Wesley Community
Center

The Catalyst Group

January 2, 2018

To: Senator Michelle Kidani, Chair
And members of the Committee on Education

TESTIMONY IN SUPPORT OF SB 2083 RELATING TO AFTER-SCHOOL PROGRAMS

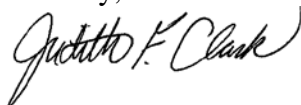
Hawaii Youth Services Network (HYSN), a statewide coalition of youth-serving organizations, supports SB 2083 Relating to After-School Programs.

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



Native Hawaiian Education Council

January 30, 2018

Senator Michelle N. Kidani, Chair
Senator Kaiali'i Kahele, Vice Chair
State of Hawai'i Senate
Senate Committee on Education

Via: Electronic Upload

RE: SB2083 – RELATING TO AFTER-SCHOOL PROGRAMS

Aloha 'olua mai,

The Native Hawaiian Education Council (NHEC or the Council) **STRONGLY SUPPORTS SB2083 – RELATING TO AFTER-SCHOOL PROGRAMS** based on our Native Hawaiian Education Platform and 2017-2018 Education Priorities (attached) and in support of the Native Hawaiian Education Mission, Vision and two Goals (attached). We support SB2083 for the following reasons:

1. **Priority Funding.** As noted in the Council's 2015 Needs Assessment and Recommendation Report, the Council:
 - A. Reaffirms education service focus to priority populations of families from under-served communities; students/stakeholders of Hawaiian focused charter schools; and middle school students; and
 - B. Maintains education priority funding criteria in schools or communities: (i) Native Hawaiian student populations that meet or exceed the average proportion in the HiDOE; (ii) Higher than average State proportions of students who are eligible for the subsidized school lunch program; (iii) Persistently low-performing schools in the Hawai'i Department of Education; and (iv) Schools with evidence of collaboration with the Native Hawaiian community.
 - C. The impact of State funding in the Hawai'i Island (Kona, Papaikou) and Kaua'i (Kapa'a, Waimea Canyon) communities is valuable and impactful.



Michelle N. Kidani
Kaiali'i Kahele
January 30, 2018
Page 2

2. **ESEA/ESSA, Title I.** State funding for after-school programs at schools with a high number of Native Hawaiian students, not receiving Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA), Title I funds, is consistent with the ESSA "supplement not supplant" ideology.

The Native Hawaiian Education Council was established in 1994 under the federal Native Hawaiian Education Act. The Council is charged with coordinating, assessing and reporting and making recommendations on the effectiveness of existing education programs for Native Hawaiians, the state of present Native Hawaiian education efforts, and improvements that may be made to existing programs, policies, and procedures to improve the educational attainment of Native Hawaiians.

Please feel free to contact the Council's Executive Director, Dr. Sylvia Hussey, directly via e-mail (sylvia@nhec.org), office (808.523.6432) with any questions.

Sincerely,



Dr. Lisa M. Watkins-Victorino, Chair

cc: Policy & Advocacy and Executive Committees and staff



Native Hawaiian Education Platform*

‘O Hawai‘i ke kahua o ka ho‘ona‘auao.
Hawai‘i is the foundation of our learning.

Perpetuate ‘Ōlelo Hawai‘i

Actions on advancing ‘Ōlelo Hawai‘i expectations; actualizing a Hawaiian speaking workforce; amplifying access and support; and achieve normalization of ‘Ōlelo Hawai‘i

Amplify Family and Community Voices

Recognizes parents and families as first educators; Actions that inform, illuminate, elevate and strengthen parent, family and community engagement in education

Advance Hawaiian Culture Based Education

Actions that promote further understanding, connecting, supporting and advancing ‘ike and ‘Ōlelo Hawai‘i: policy and pathways; teachers, leaders and communities; pedagogy and programs; curriculum, instruction, assessment and research practices; and evaluation and accreditation mechanisms.

Intensify Systems Engagement

Actions that intensify systems level action---federal, state, primary, secondary, tertiary, national and international, health, housing—to strengthen families and communities.

* Formal set of principal goals



**Native Hawaiian
Education Council**
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2017-2018 Native Hawaiian Education Priorities

Native Hawaiian Education Council

Perpetuate ‘Ōlelo Hawai‘i

- Support the Working Group recommendations re: the Expansion of Hawaiian Language Instruction Throughout the University of Hawai‘I Systems.
- Support continuing work on Hawaiian language standards and assessments.

Amplify Family and Community Voices

- Advocate for the effective implementation of ESSA for the benefit of families and communities.
- Aggregate field data on family and community voices by island community.

Advance Hawaiian Culture Based Education

- Illuminate Models and Practices of Innovation.
- Elevate Accreditation Frameworks, Designations and Schools.
 - Create a Native Hawaiian research agenda.
 - Continue Native Hawaiian education meta-evaluation.
- Include CBE in Teacher Education and Preparation Programs and Professional Development

Intensify Systems Engagement

- Continue national advocacy work re: ESSA implementation and Native Control of Native Education.
- Engage in early learning planning and implementation work.
- Advance the implementation of Board of Education Policy E-3 Na Hopena A‘o.
- Support the continuing 2-Pathways of Education Design and Development



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KEAOMĀLAMALAMA

www.keaomalalama.org

Nu'ukia (Vision)

'O Hawai'i ke kahua o ka ho'ona'auao.

Hawai'i is the foundation of our learning.

Ala Nu'ukia (Mission)

I nā makahiki he 10 e hiki mai ana e 'ike 'ia ai nā hanauna i mana i ka 'ōlelo a me ka nohona Hawai'i no ka ho'omau 'ana i ke ola pono o ka maui Hawai'i.

In 10 years, kānaka will thrive through the foundation of Hawaiian language, values, practices and wisdom of our kūpuna and new 'ike to sustain abundant communities.

Pahuhopu (Goals)

In the next 10 years, our learning systems will . . .

Goal #1 — 'Ōlelo Hawai'i:

- **Advance 'Ōlelo Hawai'i Expectations**
Develop and implement a clear set of expectations for 'ōlelo Hawai'i that permeates all levels of education.
- **Actualize a Hawaiian Speaking Workforce**
Increase a prepared 'ōlelo Hawai'i workforce to ensure community and 'ohana access and support.
- **Amplify Access and Support**
Increase 'ōlelo Hawai'i context and programming to support the kaiāulu.
- **Achieve Normalization**
Pursue normalization of 'ōlelo Hawai'i.

Goal #2 — 'Ike Hawai'i:

- **Actualize 'Ike Hawai'i**
Increase use of knowledge from traditional and diverse sources.
- **Amplify Leo Hawai'i**
Increase 'ohana and kaiāulu learning and participation.
- **Advance Hana Hawai'i**
Increase resources to support practice and leadership.



S E A C
Special Education Advisory Council
1010 Richard Street, #118, Honolulu, HI 96813
Phone: 586-8126 Fax: 586-8129
email: seac.hawaii@gmail.com

January 31, 2018

**Special Education
Advisory Council**

Ms. Martha Guinan, *Chair*
Ms. Dale Matsuura, *Vice Chair*
Dr. Patricia Sheehey, *Vice
Chair*
Ms. Ivalee Sinclair, *Vice Chair*

Ms. Brendelyn Ancheta
Ms. Deborah Cheeseman
Ms. Annette Cooper
Mr. Motu Finau
Ms. Gabriele Finn
Mr. Sage Goto
Dr. Kurt Humphrey
Ms. Bernadette Lane
Ms. Kaili Murbach
Ms. Stacey Oshio
Ms. Kau'i Rezentos
Ms. Charlene Robles
Ms. Rosie Rowe
Mr. Daniel Santos
Mr. James Street
Dr. Todd Takahashi
Dr. Daniel Ulrich
Mr. Steven Vannatta
Mr. Gavin Villar
Dr. Amy Wiech
Ms. Jasmine Williams
Ms. Susan Wood

Dr. Robert Campbell, *liaison
to the military*
Dr. Christina Tydeman, *liaison
to the Superintendent*

Amanda Kaahanui, Staff
Susan Rocco, Staff

Senator Michelle N. Kidani, Chair
Committee on Education
Hawaii State Capitol
Honolulu, HI 96813

RE: S.B. 2083 - RELATING TO AFTER-SCHOOL PROGRAMS

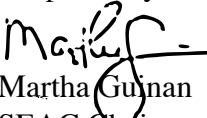
Dear Chair Kidani and Members of the Committee,

The Special Education Advisory Council (SEAC), Hawaii's State Advisory Panel under the Individuals with Disabilities Education Act (IDEA), strongly supports S.B. 2083 which appropriates funds for after-school programs at Kalaniana'ole Elementary and Intermediate School, Kapaa Middle School, Konawaena Middle School and Waimea Canyon Middle School.

Like the authors of this bill, SEAC believes in investing in preventive programs to ensure positive outcomes for students as well as saving resources on the back end. Native Hawaii youth are disproportionately represented in special education and are more likely to be disciplined for school infractions than students without disabilities. After school programs offer a rich array of learning and enrichment activities that benefit students and produce improved outcomes in achievement and behavior. They also provide the supervision and positive peer support that many students need to avoid unlawful actions in the community.

Thank you for this opportunity to provide our testimony. If you have further questions, please feel free to contact us.

Respectfully,


Martha Guinan
SEAC Chair


Ivalee Sinclair
Legislative Committee Chair





TO: Chair Kidani, Vice Chair Kahele, and Members of the Committee on Education

FROM: Ryan Kusumoto, President & CEO of Parents And Children Together (PACT)

DATE/LOCATION: Wednesday, January 31, 2018; 2:45 p.m., Conference Room 229

RE: TESTIMONY IN SUPPORT OF SB 2083 RELATING TO AFTER-SCHOOL PROGRAMS

We support SB 2083 – Relating to After School Programs. Participation in afterschool programs provide a wide range of immediate and long-term benefits, that include improved academic performance, reduced risky behavior, reduced drug use, improved health, and overall better social and economic well-being. It is particularly important during the middle and intermediate school years to have programs that involve students in positive after school activities. Children in this age group are increasingly responsible for caring for themselves and need healthy and productive programs to participate in during the afterschool hours; keeping them safe, engaged and out of trouble.

For Hawaii's 75% of working families with children, a majority agree that having after school programs allows them to keep their jobs and their peace of mind knowing that their children are cared for in an afterschool program. These programs ensure that students are kept in a safe environment, while being engaged in fun and educational activities that allows them to practice healthy values. It is of crucial importance that we invest in programs that dedicate their services to ensure a safe and happy environment for the growth and development of our keiki, especially for middle schoolers who don't currently have afterschool program options. Allowing our children to express themselves in creative programs instills healthy values that they will carry with them for generations to come. Many students take comfort in their schools as their second homes, and it would be beneficial to support that view with the security of afterschool resources in place.

Parents And Children Together is just one of the many organizations who offer prevention and intervention programs to ensure healthy environments for children and families in Hawaii. It takes more than just resources alone to carry out success in this work, but the continuous support

of community members and leaders who become role models for the future generations.

Children in Hawaii, no matter what their circumstance, deserve a chance. This is also a key component to our war on intergenerational poverty.

Founded in 1968, Parents And Children Together (PACT) is one of Hawaii's not-for-profit organizations providing a wide array of innovative and educational social services to families in need. Assisting more than 18,000 people across the state annually, PACT helps families identify, address and successfully resolve challenges through its 16 programs. Among its services are: early education programs, domestic violence prevention and intervention programs, child abuse prevention and intervention programs, child and adolescent behavioral health programs, and community building programs.

Thank you for the opportunity to testify in **support of SB 2083**, please contact me at (808) 847-3285 or rkusumoto@pacthawaii.org if you have any questions.

SB-2083

Submitted on: 1/27/2018 2:05:24 PM

Testimony for EDU on 1/31/2018 2:45:00 PM

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

Comments:



American Heart Association testimony in support of SB 2083, “Relating to After-School Programs”

The American Heart Association supports SB 2083 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 2083 as one step to address Hawaii’s childhood obesity epidemic.

Thank you for this opportunity to testify in support of SB 2083.

Respectfully submitted,

Don Weisman
Hawaii Government Relations/Communications 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.

