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**LATE**

WRITTEN ONLY

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MANAGEMENT DIVISION  
FINANCIAL ADMINISTRATION DIVISION  
OFFICE OF FEDERAL AWARDS MANAGEMENT (OFAM)

TESTIMONY BY WESLEY K. MACHIDA  
DIRECTOR, DEPARTMENT OF BUDGET AND FINANCE  
TO THE SENATE COMMITTEE ON EDUCATION  
ON  
SENATE BILL NO. 3099

February 8, 2016  
9:45 a.m.

RELATING TO EDUCATION

Senate Bill No. 3099 establishes the Hawaii three to six out-of-school program for grades kindergarten through twelve; establishes the Hawaii three to six out-of-school revolving fund (consists of appropriations made by the Legislature, federal grants, and fees and donations); provides the department to contract with private providers to furnish the program; and appropriates \$9,000,000 in general funds for FY 17 to be deposited into the special fund and \$9,000,000 in special funds for the purposes of the Act.

The Department of Budget and Finance takes no position on the establishment of the Hawaii three to six out-of-school program; however, the department does have concerns regarding this measure.

As a matter of general policy, the department does not support the creation of any revolving fund which does not meet the requirements of Section 37-52.4, HRS. Revolving funds should: 1) serve a need as demonstrated by the purpose, scope of work and an explanation why the program cannot be implemented successfully under the general fund appropriation process; 2) reflect a clear nexus between the benefits

sought and charges made upon the users or beneficiaries or a clear link between the program and the sources of revenue; 3) provide an appropriate means of financing for the program or activity; and 4) demonstrate the capacity to be financially self-sustaining. In regards to Senate Bill No. 3099, it is uncertain whether the proposed revolving fund is self-sustaining.

**LATE**

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**Subject:** Submitted testimony for SB3099 on Feb 8, 2016 09:45AM  
**Date:** Monday, February 08, 2016 9:09:37 AM

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**SB3099**

Submitted on: 2/8/2016

Testimony for EDU on Feb 8, 2016 09:45AM in Conference Room 229

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Becky Gardner	Individual	Support	No

Comments: My name is Becky Gardner. I have two young daughters, one of whom is in second grade at a local public school. I am testifying in strong support for this measure. As is true for so many families, the cost of living in Hawaii requires both parents to work full-time; and even 2-3 jobs. Especially if you don't have other family to assist with child care, it is necessary to utilize after-school programs like A+. While I'm happy with my daughter's A+ program, I would be delighted if our schools and parents can maximize this 'after-school' time to enhance and enrich our children's education through programming in STEM, Athletics, Arts, Music, Language Learning and more. I think there can be great benefit to the schools and our students by partnering with private entities that can create and execute such programs in exciting and innovative ways. It is also significant to note that the DOE will soon be implementing a policy to create and issue "Seals of Biliteracy" to graduating seniors. This distinction will help motivate multi-lingual students to work toward and achieve this credential. After-school programs in language learning can be critical in helping students earn this great distinction. I also imagine this bill will also help lighten the financial burden on parents who need to use A+ programs. Finally, it seems to me that efforts like this will result in vast improvements in our children's and school's performance on so-called objective scales. A win-win-win that can result in greater support in the form of federal grants, distinctions, accolades, and ultimate enrichment of our future leaders. Who wouldn't want that? Thank you for the opportunity to testify in support.

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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February 5, 2016

**LATE**

Senate Committee on Education  
Senator Michelle N. Kidani, Chair  
Senator Breene Harimoto, Vice Chair  
Conference Room 229

Re: Support of SB 3099: RELATING TO EDUCATION.

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

I, Christina Simmons, strongly supports Senate Bill 3099, which seeks to establish the Hawaii three to six out-of-school program for grades kindergarten through twelve. This will help keep our Keiki engaged and safe.

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,
- 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.

These numbers provide strong reasoning for protecting and supporting Hawai'i's quality afterschool programs.

In conclusion, I strongly support SB 3099 and respectfully urges the passage of this bill so that students in Hawai'i have the support they need to participate in a high-quality afterschool program. Thank you for the opportunity to testify.

Sincerely,

Christina Simmons  
Shoemaker Consulting LLC

LATE

Sen. Michelle Kidani, Chair  
Sen. Breene Harimoto, Vice Chair  
Committee on Education

Dina R. Yoshimi  
98-2051 Kaahumanu Street  
Aiea, HI 96701

Monday, February 8, 2016

In support of SB 3099

Esteemed Committee members,

I am Dina Rudolph Yoshimi, a faculty member of the Department of East Asian Languages and Literatures at the University of Hawai‘i-Mānoa (UHM) for the past 24 years, and Director of the Hawai‘i Language Roadmap Initiative (housed in the College of Languages, Linguistics and Literature at UHM) since September 2013. Today I am submitting testimony as a private citizen in support of SB 3099.

Children participating in after-school enrichment activities have opportunities to explore their abilities, develop their interests, and discover their passions. For areas that are not well-represented in our public school curricula, after-school enrichment is a critical resource for extended learning opportunities. The study of world languages is one such area. Last year, this committee voted in favor of SB900, a proposal to establish a State Seal of Biliteracy. Since last year, the Board of Education has established a policy to establish the Seal of Biliteracy in Hawai‘i; and the work of implementing the Seal is now in the hands of the Hawai‘i DOE. The Seal values both official languages of Hawai‘i, as well as the myriad languages spoken by students in Hawaii’s public schools. Yet, with only a dozen or fewer languages being instructed in the public schools, and more than 80 languages spoken in the state, there will be many students who will not be able to benefit from classroom instruction to develop their home language skills to the level of speaking proficiency and proficient biliteracy required to earn the Seal. Areas proposed for extended learning opportunities under Hawai‘i 3 to 6 include a “range of enrichment and learning activities in various subjects, including arts, civic engagement, **language**, and science, technology, engineering, and math” (emphasis added). To the extent that funding for this bill applies to the areas listed therein in a well-balanced and equitable manner, it can support much-needed programs for students to develop multilingual talent, and to explore their identities as global citizens.

As an illustration of this point, I share with you this brief anecdote: As a primary school student living in a rural area of New Jersey in the 1960s, I participated in an after-school program, where I was introduced to “speaking Spanish”. At that time, Spanish was still very much a “foreign language”; it was not heard on the television or radio, nor was there any Spanish language packaging or media available. From my child’s perspective, Spanish was the language of bull fights, Speedy Gonzales, and Julio Iglesias (famous for his few words of Spanish in the song

*Feliz Navidad*). Yet I learned to speak a few words, and to sing a few songs, and when I entered middle school, I registered for Spanish, thinking I had a leg up from my early start. That path led to a summer of volunteer work in a remote area of Mexico (working alongside villagers and other volunteers with Spanish as our common language), and subsequently to a study abroad in Spain where all my classes were taught in Spanish. Those eye-opening experiences to life in other parts of the world all began with a simple greeting by a volunteer Spanish teacher to a squirming bunch of primary schools students, “*Buenos días, muchachos y muchachas*”. The path to lifelong learning began with a simple, affordable after-school activity.

I thank you for your service to the State, and to all the people of Hawai‘i. And, again, I express my support of SB 3099.