



UNIVERSITY OF HAWAII SYSTEM

Legislative Testimony

Testimony Presented Before the
House Committee on Finance
Friday, February 25, 2022 at 2:00 p.m.

By

Nathan Murata, Dean
College of Education

And

Michael Bruno, PhD
Provost

University of Hawai'i at Mānoa

HB 2284 HD1 – RELATING TO EQUITABLE DISTRIBUTION OF GROW OUR OWN
RESOURCES FOR HAWAIIAN IMMERSION TEACHERS

Chair Luke, Vice Chair Yamashita, and members of the committee:

Thank you for the opportunity to provide testimony on HB 2284 HD1, relating to equitable distribution of grow our own resources for Hawaiian Immersion teachers.

The University of Hawai'i at Mānoa, College of Education supports the intent of HB 2284 HD1 relating to the equitable distribution of grow our own resources for Hawaiian Immersion teachers. The current grow our own initiative is a very successful program enabling many potential teacher candidates in hard-to-fill areas, STEM, and special education to enroll, complete, and become highly qualified educators for the State of Hawai'i. Candidates are able to complete the program in 1.5 years with some already on the job as emergency hires or long-term substitute teachers. The College of Education stands available to consult and work closely with the Hawai'i Department of Education.

Thank you for allowing our testimony on HB 2284 HD1.



UNIVERSITY OF HAWAII SYSTEM

Legislative Testimony

Testimony Presented Before the
House Committee on Finance
Friday, February 25, 2022 at 11:00 a.m.

By

Bonnie Irwin
Chancellor

and

Keiki Kawai'ae'a

Director of Ka Haka 'Ula O Ke'elikōlani College of Hawaiian Language
University of Hawai'i at Hilo

HB 2284 HD1 – RELATING TO EQUITABLE DISTRIBUTION OF GROW OUR OWN RESOURCES FOR HAWAIIAN IMMERSION TEACHERS

Chair Luke, Vice Chair Yamashita, and members of the committee:

Mahalo for this opportunity to submit testimony on this measure. The University of Hawai'i at Hilo SUPPORTS HB 2284 HD1, which would approve the equitable distribution of resources, specifically the “Grow Our Own” initiative (GOO) for kumu kaiapuni (Hawaiian language medium and immersion teachers). This bill will ensure an equitable distribution of resources for students in a teacher preparation program within the University of Hawai'i system that will commit to teaching in a Hawaiian immersion school.

The University of Hawai'i at Hilo offers a teacher preparation program for the specific training of Hawaiian medium and immersion teachers through one of its programs, the Kahuawaiola Indigenous Teacher Education program (Kahuawaiola). Established in 1997, Ka Haka 'Ula o Ke'elikōlani Hawaiian Language College was mandated by state law (Act 315), among other parts of the college, to provide a teacher preparation program to address the specific training of teachers for Hawaiian medium-immersion education. As an educator preparation unit internationally accredited by the World Indigenous Higher Education Consortium, Kahuawaiola's graduate certificate program offers state-approved teacher preparation programs (SATEP) for the “Kaia'ōlelo-Kaiapuni Hawai'i (Hawaiian Medium-Immersion)” licenses for the following grade level ranges: PK-3, K-6, 6-12, PK-12.

Since 1998, Kahuawaiola has prepared 146 qualified and licensed teachers; they make up the bulk of the current PK-12 Hawaiian language medium immersion workforce. Kahuawaiola is the only SATEP that provides pre-service and in-service training entirely through the medium of the Hawaiian language. It is also the only SATEP that trains Hawaiian medium-immersion teachers for grades P-12. Compared to the 51% teacher retention rate reported by the Hawai'i State Department of Education, Kahuawaiola graduates teaching for more than five years after hiring is 77%.

The stipend that HB 2284 HD1 will provide for Kahuawaiola's students supports the purpose and intention of GOO, which is to provide a stipend for students from Hawai'i that plan on teaching in Hawai'i and staying in the teaching profession.



‘Ōlelo Hō‘ike ‘Aha Kau Kānāwai
Legislative Testimony

HB2284 HD1

RELATING TO EQUITABLE DISTRIBUTION OF GROW OUR OWN RESOURCES FOR
HAWAIIAN IMMERSION TEACHERS

Ke Kōmike Hale o ka ‘Oihana ‘Imi Kālā
(House Committee on Finance)

Pepeluali 25, 2022

11:00 AM

Lumi 308

The Office of Hawaiian Affairs (OHA) **SUPPORTS HB2284 HD1**, which would address the shortfall of licensed teachers in public schools, especially in Hawaiian immersion and identified shortage area schools, by establishing and appropriating funds for the Hawaii Teacher Stipend Program, to be administered by the Department of Education, to provide stipends to students enrolled in a University of Hawaii teacher program and who agree to teach in Hawaii's public schools for five years, with preference given for students who commit to teach in a Hawaiian immersion school. This measure emphasizes the importance of an equitable distribution of resources, specifically for the “Grow Our Own” initiative (GOO), for Kumu Kaiapuni (Hawaiian Immersion teachers). **With the increasing demand and interest for Kula Kaiapuni (Hawaiian Immersion), this bill will help to ensure an equitable distribution of resources for needed qualified Kumu Kaiapuni to close the gap and need of approximately eighty Kumu Kaiapuni.**

Kula Kaiapuni celebrates over two decades of growth, expansion and success. Since its inception, funding for teacher positions has always been a key strategy to ensure the growth and vibrancy of the Department of Education’s (DOE) Hawaiian Language Immersion program, and, as a result, contributed to the vibrancy and growth of the language and culture of our Native Hawaiian people once near the brink of extinction. The success of the program is admired nationally and internationally, but much of this success is due to the commitment and diligence of ‘ohana as well as the hard work of kumu or teachers. **This Legislative body has consistently supported the Hawaiian Language Immersion Program over the past twenty years, seeing it as a crucial vehicle in carrying out the provisions of Article X, Section 4, and Article XV, Section 4, of the Constitution of the State of Hawai‘i and provisions of Act 133, Session Laws of Hawai‘i 2004, and Act 159, Session Laws of Hawai‘i 2005.** The Hawaiian language immersion program continues to play a central role in the perpetuation of Hawaiian culture, history, language, values, and practices as provided for by the Constitution of the State of Hawai‘i.

Despite the increasing demand and interest for kaiapuni, there has been inequitable distribution and unsustainable funding sources to support the increasing need for Kumu Kaiapuni. Data provided by the DOE indicates that of the 74 GOO applicants for the 2021 and 2022 cohorts, only 3 went to Hawaiian Studies teachers. Additionally and notably, Hawaiian studies is not the same as Hawaiian Immersion. **This bill will facilitate the State’s and DOE’s goals and policies by alleviating some of financial barriers to develop qualified kumu kaiapuni.**¹

Equitable distribution of resources will also facilitate the State of Hawai‘i in meeting its obligation under the Hawai‘i State Constitution, Article X, Section 4, to provide access to Hawaiian education programs consisting of language, culture, and history in the public schools, and the DOE’s goals towards equity. The COVID-19 pandemic has underscored the unique impacts and need for KumuKaiapuni. Additionally, Kaiapuni students have been disparately impacted by the COVID-19 pandemic when students were forced to utilize distance learning and the lack of availability and accessibility to Kumu Kaiapuni and Kaiapuni resources. “Opportunity to Learn” data further illustrates the unique challenges experienced by kaiapuni students.²

Accordingly, OHA urges the Committee to **PASS HB2284 HD1**. Mahalo nui for the opportunity to testify on this important issue.

¹ HAW. CONST. ART. X, SEC. 4; SEE BOARD OF EDUCATION POLICY 105-8.

² Pohai Shultz, Hālāwai ‘Aha Kauleo: Updates September 2021, Sept. 11, 2021, available at <https://drive.google.com/file/d/1gDv09hte2MlcUrUa71XZBrFDun96jHQ7/view>.



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

Date: 02/25/2022

Time: 11:00 AM

Location: 308 Via Videoconference

Committee: House Finance

Department: Education

Person Testifying: Keith T. Hayashi, Interim Superintendent of Education

Title of Bill: HB 2284, HD1 RELATING TO EQUITABLE DISTRIBUTION OF GROW OUR OWN RESOURCES FOR HAWAIIAN IMMERSION TEACHERS.

Purpose of Bill: Establishes a stipend program to be administered by DOE for students enrolled in a teacher education program at UH and who agree to teach in the public school system for five years. Establishes a similar stipend program to be administered by the state public charter school commission for students enrolled in a teacher education program at UH and who agree to teach in a public charter school for five years. Gives preference to teachers who choose to teach in a Hawaiian immersion school. Appropriates funds. Effective 7/1/2050. (HD1)

Department's Position:

The Hawaii State Department of Education (Department) supports HB 2284, HD 1 to establish a grow-our-own stipend program specifically for Hawaiian Immersion teacher candidates.

With funding provided through legislative appropriations since 2017, the Department has made available an average of 30 stipends per year to grow our own teaching candidates in teacher shortage content areas, including Hawaiian Immersion.

The Department has also engaged in discussions with University of Hawaii programs to

further expand and support Hawaiian Immersion teacher preparation. Dedicated funding specific to Hawaiian Immersion teacher preparation would benefit the growing enrollment in Kaiapuni schools.

The Department respectfully suggests that repayment service years as indicated on page 6, line 13 of HB 2281, HD 1 be amended from five (5) consecutive years to three (3) consecutive years to align with other current stipend program requirements.

The Department appreciates this proposal and the inclusion of funding but asks that any additional funding does not affect the Department's top budget priorities to restore funds that were reduced as a result of the fiscal fallout from COVID-19 and the funding of existing budget shortfalls that were included in the Department's supplemental budget request. Without those funds, the Department will face severe constraints on its ability to continue to promote equity and access to needed resources and support for all students and schools.

Thank you for the opportunity to testify on HB 2284, HD 1.

DAVID Y. IGE
GOVERNOR



JOHN S.S. KIM
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: HB2284 HD1 Relating to Equitable Distribution of Grow Our Own Resources for Hawaiian Immersion Teachers

DATE: February 25, 2022

TIME: 11:00 A.M.

COMMITTEE: Committee on Finance

ROOM: Conference Room 308 & Videoconference

FROM: Yvonne Lau, Interim Executive Director
State Public Charter School Commission

Chair Luke, Vice Chair Yamashita, and members of the Committee:

The State Public Charter School Commission (“Commission”) appreciates the opportunity to submit this testimony in **SUPPORT of HB 2284 HD1** which establishes a stipend program for students enrolled in a teacher education program at the University of Hawaii and who agree to teach in the public school system, including charter schools, for a five year period. This stipend program provides a preference to teachers who teach in a Hawaiian immersion school.

The Commission appreciates the inclusion of funding by the Education and Higher Education & Technology committees that allows public charter school teachers to participate in the stipend program which is intended to provide access to and promote Hawaiian immersion education.

The Commission is available to work with the Legislature, the DOE, and public charter schools in moving this legislation forward. Thank you for the opportunity to provide this testimony.

DAVID Y. IGE
GOVERNOR



KEITH T. HAYASHI
INTERIM SUPERINTENDENT

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

Date: 02/25/2022

Time: 11:00 AM

Location: 308 Via Videoconference

Committee: House Finance

Department: Education

Person Testifying: Keith T. Hayashi, Interim Superintendent of Education

Title of Bill: HB 2284, HD1 RELATING TO EQUITABLE DISTRIBUTION OF GROW OUR OWN RESOURCES FOR HAWAIIAN IMMERSION TEACHERS.

Purpose of Bill: Establishes a stipend program to be administered by DOE for students enrolled in a teacher education program at UH and who agree to teach in the public school system for five years. Establishes a similar stipend program to be administered by the state public charter school commission for students enrolled in a teacher education program at UH and who agree to teach in a public charter school for five years. Gives preference to teachers who choose to teach in a Hawaiian immersion school. Appropriates funds. Effective 7/1/2050. (HD1)

Department's Position:

The Hawaii State Department of Education (Department) supports HB 2284, HD 1 to establish a grow-our-own stipend program specifically for Hawaiian Immersion teacher candidates.

With funding provided through legislative appropriations since 2017, the Department has made available an average of 30 stipends per year to grow our own teaching candidates in teacher shortage content areas, including Hawaiian Immersion.

The Department has also engaged in discussions with University of Hawaii programs to

further expand and support Hawaiian Immersion teacher preparation. Dedicated funding specific to Hawaiian Immersion teacher preparation would benefit the growing enrollment in Kaiapuni schools.

The Department respectfully suggests that repayment service years as indicated on page 6, line 13 of HB 2281, HD 1 be amended from five (5) consecutive years to three (3) consecutive years to align with other current stipend program requirements.

The Department appreciates this proposal and the inclusion of funding but asks that any additional funding does not affect the Department's top budget priorities to restore funds that were reduced as a result of the fiscal fallout from COVID-19 and the funding of existing budget shortfalls that were included in the Department's supplemental budget request. Without those funds, the Department will face severe constraints on its ability to continue to promote equity and access to needed resources and support for all students and schools.

Thank you for the opportunity to testify on HB 2284, HD 1.

DAVID Y. IGE
GOVERNOR



CRAIG K. HIRAI
DIRECTOR

GLORIA CHANG
DEPUTY DIRECTOR

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

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

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

WRITTEN ONLY
TESTIMONY BY CRAIG K. HIRAI
DIRECTOR, DEPARTMENT OF BUDGET AND FINANCE
TO THE HOUSE COMMITTEE ON FINANCE
ON
HOUSE BILL NO. 2284, H.D. 1

February 25, 2022
11:00 a.m.
Room 308 and Videoconference

RELATING TO EQUITABLE DISTRIBUTION OF GROW OUR OWN RESOURCES
FOR HAWAIIAN IMMERSION TEACHERS

The Department of Budget and Finance (B&F) offers comments on this bill.

House Bill (H.B.) No. 2284, H.D. 1, adds two new sections to Chapter 302A, HRS, to establish: 1) the Hawai'i Teacher Stipend Program (HTSP) to be administered by the Department of Education (DOE) to address the shortfall of licensed teachers in DOE schools, especially in Hawaiian immersion and identified shortage area schools; and 2) the HTSP Special Fund (HTSPSF) into which shall be deposited legislative appropriations and all moneys received as repayment from students due to a breach in contractual agreements under the HTSP.

The measure also adds two new sections to Chapter 302D, HRS, to establish: 1) the Hawai'i Charter School Teacher Stipend Program (HCSTSP) to be administered by the State Public Charter School Commission to address the shortfall of licensed teachers in public charter schools, especially in Hawaiian immersion and identified shortage area schools; and 2) the HCSTSP Special Fund (HCSTSPSF) into which shall

be deposited legislative appropriations and all moneys received as repayment from students due to a breach in contractual agreements under the HCSTSP.

Lastly, the bill also appropriates undetermined sums of general funds for FY 23 for the HTSP, HTSPSF, HCSTSP, and HCSTSPSF.

As a matter of general policy, B&F does not support the creation of any special fund which does not meet the requirements of Section 37-52.3, HRS. Special 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. Regarding H.B. No. 2284, H.D. 1, it is difficult to determine whether the proposed special funds would be self-sustaining.

B&F notes that, with respect to the general fund appropriations in this bill, the federal Coronavirus Response and Relief Supplemental Appropriations Act requires that states receiving Elementary and Secondary School Emergency Relief (ESSER) II funds and Governor's Emergency Education Relief II funds must maintain state support for:

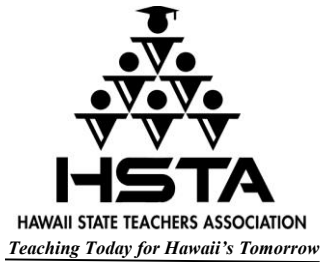
- Elementary and secondary education in FY 22 at least at the proportional level of the state's support for elementary and secondary education relative to the state's overall spending, averaged over FYs 17, 18 and 19; and
- Higher education in FY 22 at least at the proportional level of the state's support for higher education relative to the state's overall spending, averaged over FYs 17, 18 and 19.

Further, the federal American Rescue Plan (ARP) Act requires that states receiving ARP ESSER funds must maintain state support for:

- Elementary and secondary education in FY 22 and FY 23 at least at the proportional level of the state's support for elementary and secondary education relative to the state's overall spending, averaged over FYs 17, 18 and 19; and
- Higher education in FY 22 and FY 23 at least at the proportional level of the state's support for higher education relative to the state's overall spending, averaged over FYs 17, 18 and 19.

The U.S. Department of Education has issued rules governing how these maintenance of effort (MOE) requirements are to be administered. B&F will be working with the money committees of the Legislature to ensure that the State of Hawai'i complies with these ESSER MOE requirements.

Thank you for your consideration of our comments.



Osa Tui, Jr.
President
Logan Okita.
Vice President
Lisa Morrison
Secretary-Treasurer
Wilbert Holck
Executive Director

TESTIMONY BEFORE THE HOUSE COMMITTEE ON FINANCE

RE: HB 2284, HD1 - RELATING TO EQUITABLE DISTRIBUTION OF GROW
OUR OWN RESOURCES FOR HAWAIIAN IMMERSION TEACHERS

FRIDAY, FEBRUARY 25, 2022

OSA TUI, JR., PRESIDENT
HAWAII STATE TEACHERS ASSOCIATION

Chair Luke, and Committee members:

The Hawaii State Teachers Association **supports HB 2284, HD1**, relating to equitable distribution of grow our own resources for Hawaiian immersion teachers. This bill establishes stipend programs to be administered by the Department of Education and the State Public Charter School Commission for students enrolled in a teacher education program at the University of Hawaii and who agree to teach in the public school system for 5 years. Appropriates moneys.

There is a shortage of Hawaiian immersion teachers and it has reached a crucial point in the last decade. Approximately fifty Hawaiian immersion teacher vacancies were advertised this year and another thirty positions will be needed to address school growth. Equitable distribution of resources, particularly with the grow our own initiative, will provide much-needed and sustained funding to meet Hawaiian immersion teacher shortages. **Equitable distribution of resources will also facilitate the State of Hawaii in meeting its obligation under the Hawaii State Constitution, article X, section 4, to provide access to Hawaiian education programs consisting of language, culture, and history in the public schools, and the department of education's goals towards equity.**

With the state's goal of expanding Hawaiian Immersion in our public schools, including our public charter schools, the Hawaii State Teachers Association asks your committee to **support this bill**, to move forward on this promise.



'AHA KAULEO

STATEWIDE COUNCIL FOR KA PĀPĀHANA KAIAPUNI

Date: February 23, 2022

To: House Committee on Finance
Representative Luke, Chair
Representative Yamashita, Vice Chair, and Members

From: Kahele Dukelow, Luna Ho'omalū (President)
Kananinohea Māka'imoku, Hope Luna Ho'omalū (Vice President)
'Aha Kauleo, Hui of Hawaiian Immersion Schools
Advisory to the Office of Hawaiian Education

RE: **STRONG Support for HB2284 HD1** - *Relating to Equitable Distribution of Grow Our Own Resources for Hawaiian Immersion Teachers*

The 'Aha Kauleo represents 27 Kaiapuni schools, community organizations and University partners and advises the Office of Hawaiian Education. **We write in strong support of HB224 HD1 to establish Grow Our Own (GOO) resources for Hawaiian Immersion Teachers.** The Hawai'i State legislature has a constitutional mandate to provide equal educational resources for Hawaiian language and education as outlined in Article X, Section 4 of the Hawai'i State Constitution.

Furthermore, the United States Department of Education has identified Hawaiian language and Hawaiian language immersion (HLI) as a Federal Teacher Shortage area (Kishimoto, 2019). This Federal designation, recognized by the State, demonstrates that there is a critical need to increase stakeholder access to Hawaiian language and pedagogical content courses (i.e., teacher preparation programs), which will increase Hawaiian language fluency at both the pre-service teacher and in-service teacher levels.

The COVID-19 pandemic has exasperated the challenges that already existed because of the teacher shortage. At the start of the school year 2021-2022, there were approximately fifty (50) Hawaiian language immersion teacher vacancies across the state.

Currently, there aren't funds designated for Hawaiian language immersion (HLI) positions and/or teacher candidates. HB2284 HD1 allocates a percentage of the funds to support HLI candidates. In addition, students at the University of Hawaii at Manoa's State Approved Teacher Education

Program (SATEP) are the only candidates eligible to apply for the current funds, and HLI candidates are not a priority (e.g., MEdT secondary listed 4th; MEdT/BEEd elementary did not make the list). HB2284 HD1 ensures that both Hawaiian Language Immersion SATEP (UH-Manoa and UH-Hilo) and all HLI students are supported.

HB2284 HD1 will secure the support needed for Hawaiian language immersion teacher candidates pursuing a teacher licensure at a SATEP in Hawai‘i, which will help create a steady stream of HLI licensed teachers to address this critical area of need.

The Aha Kauleo appreciates the opportunity to provide testimony in **strong support** of HB2284 HD1.

E OLA MAU KA ‘ŌLELO HAWAI‘I!



Aloha 'Āina Legal Group, LLC

Elwen A. Freitas, Esq.
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HB2284 HD1

Relating to Equitable Distribution of Grow Our Own Resources for Hawaiian Immersion
Teachers
House Committee on Finance

February 25, 2022

11:00 AM

Room 308

Aloha 'Āina Legal Group **STRONGLY SUPPORTS HB2284 HD1**, which would equitably distribute Grow Our Own (GOO) resources for Hawaiian immersion teachers. This bill is needed as there are no current funds designated for Hawaiian language immersion positions and/or teacher candidates, and to support closing the gap for needed Hawaiian language immersion teachers.

This bill will support the State fulfilling its constitutional obligations with providing access to Hawaiian medium education. Without Hawaiian language immersion teachers, it is difficult, if not impossible to provide access to Hawaiian medium education. Further, Article X, Section 4, and Article XV, Section 4 of the Hawai'i State Constitution establishes the importance of perpetuating Hawaiian culture, history, language, values, and practices.

Hawai'i's public education has two language pathways: English and Hawaiian. These two language pathways further supports the need for an equitable distribution of GOO resources. Unfortunately, no GOO funds have gone to students who are on a Hawaiian immersion path.

The COVID-19 pandemic highlights unique challenges for Hawaiian language immersion and Hawaiian language immersion teachers as students were forced to distance learning with limited to no available resources. **This bill will facilitate achieving mutually beneficial goals for the State to meet its constitutional mandate to provide access to Hawaiian medium education, closing the gap in developing Hawaiian immersion teachers, and also effectuating the Department of Educations' stated strategic goal towards equity.**

Accordingly, we urge your Committee to **PASS** HB2284 HD1. Mahalo for the opportunity to testify.

TO: Lunamaka‘āinana Sylvia Luke, Luna Ho‘omalū,
Lunamaka‘āinana Kyle Yamashita, Hope Luna Ho‘omalū,
Kōmike Kālā o ka Hale Lunamaka‘āinana

FROM: Kananinohea Māka‘imoku, Coordinator, Kahuawaiola Indigenous Teacher Education Program
Faculty Senate, Ka Haka ‘Ula O Ke‘elikōlani, Hawaiian Language College at the University
of Hawai‘i at Hilo

RE: HB 2284 HD1
Hearing on February 25, 2022
IN STRONG SUPPORT of HB2284 HD1

E nā po‘o a me nā lālā o ke Kōmike Kālā, aloha ‘oukou,

Ka Haka ‘Ula o Ke‘elikōlani (KH‘UOK) Hawaiian Language College at the University of Hawai‘i at Hilo SUPPORTS HB2284, which would approve the equitable distribution of resources, specifically the “Grow Our Own” initiative (GOO) for kumu kaiapuni (Hawaiian language medium and immersion teachers). With the increasing growth of Hawaiian language medium and immersion schools, there has never been a greater need for new kumu for such schools. This bill will ensure an equitable distribution of resources to fill approximately eighty teaching positions for our state's Hawaiian language medium and immersion schools.

The Kahuawaiola Indigenous Teacher Education Program (Kahuawaiola) was established in 1997 in response to a state law creating the Hawaiian Language College, including a Hawaiian medium teacher preparation program. As an educator preparation unit internationally accredited by the World Indigenous Higher Education Consortium, Kahuawaiola’s graduate certificate program offers three SATEP approved programs:

- 1) Kaia‘ōlelo-Kaiapuni Hawai‘i (Hawaiian Medium-Immersion): PK-3, K-6, 6-12, PK-12
- 2) Hawaiian Knowledge: PK-3, K-6, p-12
- 3) Elementary Education

To develop the distinct teacher qualities and skills of kumu kaiapuni, Kahuawaiola provides all preparation (coursework and practicum experiences) through the medium of the Hawaiian language,

which makes the program unique from other educator preparation units in Hawai‘i. Additionally, KH‘UOK offers workshops, courses, and advanced degrees in Hawaiian language and pedagogy as professional development opportunities. Since 1998, Kahuawaiola has prepared 146 qualified, licensed teachers; they make up the bulk of the current PK-12 Hawaiian language medium immersion workforce.

The need for kumu kaiapuni who are highly fluent in the Hawaiian language and culture and skilled in Hawaiian culture-based pedagogy continues to grow yearly as the DOE Papahana Kaiapuni, the Hawaiian medium public charter schools, and Pūnana Leo preschools expand their programs. As you may be aware, kumu kaiapuni have been included on the critical shortage list for many years, with recent reports of over 40% of kumu kaiapuni as non-licensed teachers - a situation of dire concern.

We consider HB2284 a critical step forward, as this bill will create a “Hawai‘i teacher stipend program” to be administered by the Department of Education to address the shortfall of licensed Hawaiian immersion by financially supporting students in teacher education programs at the University of Hawai‘i. This change to the current Grow Our Own will include Kahuawaiola’s students. Many of our students complete Kahuawaiola’s program with debt. This stipend program will offer some relief to the financial burdens, such as the costly graduate-level tuition, so that they can focus on their first years of teaching. Additionally, we anticipate the positive impacts of this stipend program to attract and recruit new kumu kaiapuni. The retention rate of Kahuawaiola’s program completers teaching for more than 5 years is 77%. Therefore, the stipend that HB2284 will provide for Kahuawaiola’s students supports the purpose and intention of GOO, which is to provide a stipend for students from Hawai‘i that plan on teaching in Hawai‘i and staying in the teaching profession.

We ask that the bill clearly include BOTH DOE Hawaiian Immersion and Hawaiian Immersion Public Charter Schools as qualifying sites for fulfilling the 5 year teaching requirement of the Grow Our Own funds. This will enable all of the Hawaiian immersion schools to attract teachers to fill much needed positions at all schools across the state.

Mahalo for this opportunity to submit testimony in SUPPORT of bill HB2284 on behalf of the Faculty Senate of Ka Haka ‘Ula O Ke‘elikōlani College of Hawaiian Language at the University of Hawai‘i at Hilo.



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Ka Papa Alaka'i

Dr. Kēhaulani
'Aipia-Peters,
Pelekikena

Kēhaulani Shintani,
Hope Pelekikena

Hi'ilei Vuta,
Kākau 'Ōlelo

Leilani Ka'apuni,
Pu'ukū

Kamalei Hayes

Dr. Kauanoē
Kamanā

Nāmaka Rawlins

Dr. Pila Wilson

Kyla Manzano

Kayla Ahsing

No 'Ane'i Ko
Kākou Ola!

Representative Sylvia Luke, Chair
Representative Kyle T. Yamashita, Vice-Chair

Date of Hearing: 02-25-2022
Time: 11:00am
Location: Conference Room 308

*Testimony of Dr. Kēhaulani 'Aipia-Peters, Governing Board Chair
Ke Kula 'O Nāwahīokalani 'ōpu 'u Iki LPCS*

HB2284 HD1, RELATING TO EQUITABLE DISTRIBUTION OF GROW OUR OWN RESOURCES FOR HAWAIIAN IMMERSION TEACHERS

E nā Po'o Kōmike a me nā Lālā Kōmike o ke Kālā, aloha nui kākou:

I urge your SUPPORT of HB2284 as this is an important bill to support the success of Hawaiian immersion education in our state.

There is a critical need for Hawaiian immersion teachers. The United States Department of Education has identified Hawaiian language and Hawaiian language immersion (HLI) as Federal Teacher Shortage areas (Hawai'i Superintendent, 2019). Providing equal access for Hawaiian immersion teacher candidates to already established state funding for teacher shortage areas through the Grown Our Own (GOO) program is in alignment with the Hawai'i State's constitutional responsibility to Article X, Section 4, and Article XV, Section 4 of the Hawaii State Constitution (1978) establishing Hawaiian language as an official State language and providing for Hawaiian education in our public schools.

The introduction of HB 2284 indicates an awareness of the significance of Hawaiian immersion education and the forward movement of this bill will support and address teacher shortages in this area of need.

Mahalo for this bill and the many other related initiatives that have come out of our State Legislature.

Mahalo,

Dr. Kēhaulani 'Aipia-Peters
Chair, Governing Board
Ke Kula 'O Nāwahīokalani 'ōpu 'u Iki LPCS



Kamehameha Schools®

House Committee on Finance

Time: 11:00 a.m.

Date: February 25, 2022

Where: Conference Room 308

TESTIMONY

By Dr. Wai‘ale‘ale Sarsona
Kamehameha Schools

RE: HB 2284, HD1, Relating to Equitable Distribution of Grow Our Own Resources for Hawaiian Immersion Teachers

E ka Luna Ho‘omaluku, ka Hope Luna Ho‘omaluku Yamashita, a me nā lālā o ke Kōmike Waiwai o ka Hale o nā Lunamaka‘āinana, aloha kākou! My name is Dr. Wai‘ale‘ale Sarsona, Vice President of Hi‘ialo at Kamehameha Schools.

Kamehameha Schools **supports** HB 2284, HD1, which establishes a stipend program to be administered by the DOE for students enrolled in a teacher education program at UH and who agree to teach in the public school system for five years. This measure also establishes a similar stipend program to be administered by the state public charter school commission for students enrolled in a teacher education program at UH and who agree to teach in a public charter school for five years. Furthermore, this measure gives preference to teachers who choose to teach in a Hawaiian immersion school and appropriates funds.

‘Ōlelo Hawai‘i is the language of our home—being used and celebrated by thousands across Hawai‘i in government, education and commerce alike. In 1978, through a state constitutional convention, the convention delegates restored the Hawaiian language as an official language and instructed that a Hawaiian education program be provided in the public schools to revive and preserve ‘ōlelo Hawai‘i to rectify the ill effects of Hawaiian language suppression.

The proposed stipend program articulates a financially supportive pathway for prospective public education teachers being educated in our state university system to shorten the gap in licensed-teacher shortage area schools, like Hawaiian immersion. The great need in Hawaiian immersion teaching is evidenced by the reporting that approximately fifty (50) Hawaiian language immersion teacher vacancies were advertised this school year and an estimated thirty (30) more teacher positions are needed to address school growth demands. This bill proposes to not only address the shortfall of licensed teachers in our public schools but to also support the revival and renormalization of our home language: ‘ōlelo Hawai‘i.

Founded in 1887, Kamehameha Schools is an educational organization striving to restore our people through education and advance a thriving Lāhui where all Native Hawaiians are successful, grounded in traditional values, and leading in the local and global communities. We

believe that community success is individual success, Hawaiian culture-based education leads to academic success and local leadership drives global leadership.

‘A‘ohe ‘ulu e loa‘a i ka pōkole o ka lou. There is no success without preparation. **Please advance this measure.**



96 Pu'uhonu Place
Hilo, HI 96720
(808) 935-4304
(808) 969-7512
ahapunanaleo.org

Testimony of the 'Aha Pūnana Leo to the House Committee on Finance

Date: February 25, 2022
Time: 11:00AM
Location: State Capitol, Room 308

Ka Papa Alaka'i
Board of Directors

- Kauanoë Kamanā
Pelekikena
- 'Alohilani Rogers
Kākau'Ōlelo
- Larry Kimura
- William H. Wilson
- Ki'ope Raymond
- Huilau Wilson
- Keawe Lopes

H.B. 2284 HD1: Relating to Equitable Distribution of Grow Our Own Resources for Hawaiian Immersion Teachers

Aloha Chair Luke, Vice Chair Yamashita and members of the House Committee on Finance,

'O wau 'o Ka'iulani Laehā, ka Luna Ho'okele o ka 'Aha Pūnana Leo. Kāko'o 'ia H.B. 2284 HD1

My name is Ka'iulani Laehā, CEO, 'Aha Pūnana Leo.

Ka Luna Ho'okele
Chief Executive Officer

Ka'iulani J.K.N. Laehā

The 'Aha Pūnana Leo supports H.B. 2284 HD1 relating to Hawai'i teacher stipend program.

Ka Luna Ho'okō
Chief Operating Officer

K. Sean Kekina

As the only statewide early learning provider conducted in the medium of 'Ōlelo Hawai'i for Hawai'i's infants, toddlers, and preschoolers we have advocated for nearly 40 years in fulfilling the vision of E Ola Ka 'Ōlelo Hawai'i, Hawaiian language shall live. H.B. 2284 HD1 will give a much needed incentive for those wishing to become teachers in our Hawaiian language medium schools in public department and charter schools where our Pūnana Leo graduates attend. We welcome the amendment that explicitly include public charter schools ensures that those enrolled in teacher education programs and who agree to teach in public charter schools with a preference for students who commit to teach in a Hawaiian immersion have access to the resources.

Nā Papahana
Pūnana Leo
Pūnana Leo Programs

Aukukui

Hale Kipa 'Ōiwi

Kula Kamali'i

- Pūnana Leo o Hilo
- Pūnana Leo o Kaua'i
- Pūnana Leo o Maui
- Pūnana Leo o Moloka'i
- Pūnana Leo o Wai'anae
- Pūnana Leo o Kona
- Pūnana Leo o Waimea
- Pūnana Leo o Mānoa
- Pūnana Leo o Ko'olau Poko
- Pūnana Leo o Lahaina
- Pūnana Leo o Hāna
- Pūnana Leo o Nu'uauu
- Pūnaana Leo o Waialua

We appreciate this opportunity to provide support H.B. 2284 HD1

Mahalo,

Ka'iulani Laehā

Hui Makua o Pū'ōhala / 45-233 Kulauli St. Kāne'ōhe, Hawai'i /
HuiMakuaOPuohala@gmail.com

House Committee on Finance

Pō'alima, Pepeluali 25, 2022

11:00 o ke kakahiaka

Lumi Kūkā 308

RE: HB 2284, HD1, Relating to Equitable Distribution of Grow Our Own Resources for Hawaiian Immersion Teachers

Aloha mai e ka Luna Ho'omaluku, ka Hope Luna Ho'omaluku Yamashita, a me nā lālā o ke Kōmike Waiwai o ka Hale o nā Lunamaka'āinana.

We are the Hui Makua o Pū'ōhala (HMOP), a 501(c)(3) non-profit organization operated by volunteer parents of keiki attending Ke Kula Kaiapuni o Pū'ōhala, with a mission to support the success and activities of Ke Kula Kaiapuni O Pū'ōhala (the Hawaiian Language Immersion School at Pū'ōhala Elementary).

We offer our **strong support** of HB 2284, HD1, which establishes a stipend program to be administered by the Department of Education for students enrolled in a teacher education program at the University of Hawai'i and who agree to teach in the public school system for 5 years and appropriate funding. We humbly request that this measure advances.

We know first hand that the demand for teachers knowledgeable in Hawaiian language and culture is an ongoing area of need. The United States Department of Education has identified Hawaiian language and Hawaiian language immersion (HLI) as Federal Teacher Shortage areas (Hawai'i Superintendent, 2019). This Federal designation, recognized by the State, demonstrates that there is a critical need to increase stakeholder access to Hawaiian language and pedagogical content courses, which will increase Hawaiian language fluency at both the pre-service and in-service levels. The Hawai'i Superintendent (2019) agreed that Hawaiian language immersion teachers are also a large shortage category of teaching positions within the Department. At the start of school year 2021-2022, there are approximately 50 Kaiapuni teacher vacancies statewide and about 30 more positions are needed to meet growth demands. As announced by our principal, the Kaiapuni pathway of our school community will soon expand from high school and we need to assist all kumu interested to fulfill their teaching and accreditation goals.

We welcome communication and updates at HuiMakuaOPuohala@gmail.com, and visits at our website www.HuiMakuaOPuohala.weebly.com.

Ke aloha nō,

Board Members of Hui Makua O Pū'ōhala

Brandi Cutler	Ku'ulei Malohi
Jenny Bishop	Ka'ano'i Walk
Lehua Coloma	Amber Tenn

HB-2284-HD-1

Submitted on: 2/23/2022 1:10:57 PM

Testimony for FIN on 2/25/2022 11:00:00 AM

Submitted By	Organization	Testifier Position	Remote Testimony Requested
Leimomi Khan	Individual	Support	No

Comments:

I support HB2284 that would establish a stipend program to be administered by DOE for students enrolled in a teacher education program at UH and who agree to teach in the public school system for five years. Establishes a similar stipend program to be administered by the state public charter school commission for students enrolled in a teacher education program at UH and who agree to teach in a public charter school for five years. Gives preference to teachers who choose to teach in a Hawaiian immersion school. Appropriates funds. Effective 7/1/2050. (HD1). The purpose of this Act is to codify the Grow our Own Teacher initiative and give preference to teachers who teach in Hawaiian immersion schools, to further meet the intent of board of education policy 105-8 relating to Kaiapuni (Hawaiian immersion) education and aid implementation of the state constitutional requirement that the State make all reasonable efforts to provide access to Hawaiian immersion education.

Rationale: The bill itself and the testimonies of the Office of Hawaiian Affairs and Dr. Jon Osorio well articulate the need for this program. Urge the Finance Committee to support this measure and pass out of committee.

Mahalo for the opportunity to testify.

HB-2284-HD-1

Submitted on: 2/23/2022 1:19:38 PM

Testimony for FIN on 2/25/2022 11:00:00 AM

Submitted By	Organization	Testifier Position	Remote Testimony Requested
Kimo Cashman	Individual	Support	No

Comments:

Attn: Committee on Finance

FROM: Kimo Alexander Cashman

RE: HB 2284

Hearing on February 25, 2022

IN STRONG SUPPORT of HB2284 HD1

Aloha mai e na poo a me na lala o ka Aha Olelo,

My name is Kimo Alexander Caashman and I am a parent, educator, and supporter of ‘Aha Kauleo.

I am testifying in favor of HB2284 HD1- Relating to Equitable Distribution of Grow Our Own Resources for Hawaiian Immersion Teachers for the following reasons:

- The demand for teachers well versed in Hawaiian language and culture is an ongoing area of need.**
- The United States Department of Education has identified Hawaiian language and Hawaiian language immersion (HLI) as Federal Teacher Shortage areas (Hawai‘i Superintendent, 2019). This Federal designation, recognized by the State, demonstrates that there is a critical need to increase stakeholder access to Hawaiian language and pedagogical content courses, which will increase Hawaiian language fluency at both the pre-service and in-service levels.**
- The Hawai‘i State Teachers Association agrees with this assessment indicating that Hawaiian Immersion teachers are the foremost shortage within the Hawai‘i DOE at this time.**

- **The Hawai‘i Superintendent (2019) agreed that Hawaiian language immersion teachers are also a large shortage category of teaching positions within the Department.**
- **Approximately 50 kaiapuni teacher vacancies across the state for the start of school year 2021-2022. 30 more positions are needed to meet growth needs.**
- **The COVID-19 pandemic highlights unique challenges for kaiapuni and kumu kaiapuni as students were forced to distance learning with limited to no available resources.**
- **Many solutions were brought up to support hard to fill but they don‘t support Hawaiian immersion education**
- **Currently, the funds are not designated for Hawaiian immersion positions so it is only if there are leftover monies.**
- **Currently UH Mānoa students are the only ones that could benefit, however, UH Hilo is also 1 of the 2 SATEP approved programs that prepares kumu kaiapuni.**
- **This bill will create a “Hawai‘i teacher stipend program” to be administered by the Department of Education to address the shortfall of licensed Hawaiian immersion by financially supporting students in teacher education programs at the University of Hawai‘i.**
- **The current Grow Our Own program does not specify monies to meet the critical need of Hawaiian immersion teachers.**

I urge the Committee to PASS HB2284. Mahalo for the opportunity to submit testimony.

E OLA MAU KA ‘ŌLELO HAWAI‘I!!!

HB-2284-HD-1

Submitted on: 2/23/2022 2:45:15 PM

Testimony for FIN on 2/25/2022 11:00:00 AM

Submitted By	Organization	Testifier Position	Remote Testimony Requested
iyan barrera-sandri	Individual	Support	No

Comments:

Hello I am Iyan Barrera-Sandri I am an Ed.D student and am writing in support of HB2284 - Relating to Equitable Distribution of Grow OUR Own Resources for Hawaiian Immersion Teachers.

I write in support of this bill as it will enable the state to build up the number of Hawaiian Immersion Teachers. I also view the passing of the bill as assisting the state in reaching its constitutional requirement to provide Hawaiian Immersion as reiterated in Clarabal vs Department of Education of the State of Hawai'i

Thank you

HB-2284-HD-1

Submitted on: 2/23/2022 5:56:31 PM

Testimony for FIN on 2/25/2022 11:00:00 AM

Submitted By	Organization	Testifier Position	Remote Testimony Requested
Jennifer Noelani Ahia	Individual	Support	No

Comments:

I strongly support this bill

HB-2284-HD-1

Submitted on: 2/23/2022 8:20:58 PM

Testimony for FIN on 2/25/2022 11:00:00 AM

Submitted By	Organization	Testifier Position	Remote Testimony Requested
Briana Rodrique	Individual	Support	No

Comments:

Aloha mai kākou,

My son attends Hawaiian immersion school on Hawai'i Island. They have a wait-list because there is such a high demand. I support this measure to encourage more kumu in Hawaiian immersion schools.

Na‘u me ke mahalo,

na Briana Rodrique

TO: Representative Sylvia Luke, Chair, House Committee on Finance
Representative Kyle Yamashita, Vice Chair, House Committee on Finance
House Committee on Finance Members

FROM: Nā Leo Kāko‘o o Maui

RE: HB 2284 HD1
Hearing on February 25, 2022
IN STRONG SUPPORT of HB2284 HD1

Aloha mai e na poo a me na lala o ka Aha Olelo,

I am first a parent of a child who attends Ke Kula Kaiapuni o Maui ma Kalama (Hawaiian Immersion school at Kalama Intermediate). I have been an active parent in supporting our 501c3 non-profit parent support group, Nā Leo Kāko‘o o Maui, since my son started in the year 2015. Our non-profit supports doing fundraisers that provide opportunities for our keiki to go on various field trips, cultural events, and graduation events. It also supports our teachers with any necessary supplies that are not provided by the DOE. We also host educational events that teach our community of the value of Kaiapuni education and how we can grow and support our keiki in this school.

I am writing today as the President of Nā Leo Kāko‘o o Maui, who supports over 500 families who have keiki in Ke Kula Kaiapuni o Maui ma Pā‘ia, Kalama, and Kekaulike (Hawaiian Immersion schools at Pā‘ia Elementary, Kalama Intermediate, and Kekaulike High School).

I am also writing today as a second year Kaiapuni teacher who has recently completed a teacher certification program through the Masters of Education in Teaching at University of Hawai‘i at Mānoa.

I am testifying in **STRONG SUPPORT of HB2284 HD1** - *Relating to Equitable Distribution of Grow Our Own Resources for Hawaiian Immersion Teachers.*

There is a tremendous need for teachers in Hawai‘i. There is also a tremendous need for Hawaiian immersion teachers in Hawai‘i. These teachers cannot be outsourced to people on the continental U.S. And, it is preferred to have local teachers supporting, connecting with, and teaching our keiki. Approximately 50 kaiapuni teacher vacancies across the state for the start of school year 2021-2022 and approximately 60 kaiapuni teacher vacancies for school year 2022-2023 (HIDOE TATP, 2022). We need to support our schools better and we need to support our community in providing opportunities to fulfill this need.

At the time that I began looking for a program to get my teaching license, I found that the Masters of Education in Teaching was a best fit for me as someone who already had a bachelors. This program also provided support for Kaiapuni teachers. However, students at the University of Hawaii at Manoa's SATEP are the only ones eligible to apply for the current funds. HB2284 ensures that both Hawaiian Language Immersion SATEP (UH-Manoa and UH-Hilo) students are supported. With that, the current designation of funds has not supported any teacher who is on the Hawaiian immersion path. We need all avenues of teacher licensure to be supported.

With that, I strongly support this bill as it will create a "Hawai'i teacher stipend program" to be administered by the Department of Education to address the shortfall of licensed Hawaiian immersion by financially supporting students in teacher education programs at the University of Hawai'i. Our students can only be supported with the best teachers who have been educated to best educate our students.

In conclusion I **STRONGLY SUPPORT** of **HB2284 HD1**.

We urge the Committee to **PASS** HB2284 HD1. Mahalo for the opportunity to testify.

E OLA MAU KA 'ŌLELO HAWAI'I!!!

HB-2284-HD-1

Submitted on: 2/23/2022 9:10:17 PM

Testimony for FIN on 2/25/2022 11:00:00 AM

Submitted By	Organization	Testifier Position	Remote Testimony Requested
Curen Ohama	Individual	Support	No

Comments:

I am in full support of this Bill. We need to do all we can to get Public education as strong as possible.

I still can 't believe Timmy Chang is making \$500,00.00 in 1 year . My wahine is a intermediate kumu at Lahaina intermediate and is teaching 7 diffrent subjects... yes SEVEN.

HB-2284-HD-1

Submitted on: 2/23/2022 9:39:20 PM

Testimony for FIN on 2/25/2022 11:00:00 AM

Submitted By	Organization	Testifier Position	Remote Testimony Requested
Brandi Cutler	Individual	Support	No

Comments:

I support HB2284 as it supports the growing kaiapuni program.

HB-2284-HD-1

Submitted on: 2/23/2022 9:39:56 PM

Testimony for FIN on 2/25/2022 11:00:00 AM

Submitted By	Organization	Testifier Position	Remote Testimony Requested
Junior Rex Lokeni	Individual	Support	No

Comments:

I support HB2284.

HB-2284-HD-1

Submitted on: 2/23/2022 10:50:11 PM

Testimony for FIN on 2/25/2022 11:00:00 AM

Submitted By	Organization	Testifier Position	Remote Testimony Requested
Kahea Faria	Individual	Support	Yes

Comments:

Aloha mai kakou,

Thank you for the opportunity to provide testimony in strong support of HB2284 HD1 to ensure equitable resources for the Hawaiian language immersion teacher candidates.

Mahalo!

Kahea Faria

HB-2284-HD-1

Submitted on: 2/23/2022 10:59:20 PM

Testimony for FIN on 2/25/2022 11:00:00 AM

Submitted By	Organization	Testifier Position	Remote Testimony Requested
Hope McKeen	Individual	Support	No

Comments:

TO: Representative Sylvia Luke, Chair, House Committee on Finance
Representative Kyle Yamashita, Vice Chair, House Committee on Finance
House Committee on Finance Members

FROM: Hope McKeen

RE: HB 2284 HD1

Hearing on February 25, 2022

IN STRONG SUPPORT of HB2284 HD1

I am testifying in STRONG SUPPORT of HB2284 HD1 - Relating to Equitable Distribution of Grow Our Own Resources for Hawaiian Immersion Teachers.

Here are a few reasons why I support this bill.

- Currently, there aren't funds designated for Hawaiian language immersion (HLI) positions and/or teacher candidates. HB2284 HD1 allocates a percentage of the funds to support HLI candidates.
- The Current Grow Our Own program has not given any money to students who are on a Hawaiian immersion path.
- This bill requests equitable distribution of an already committed funding resource. We are not asking for an additional budget, but an equitable distribution of these existing resources for Hawaiian language immersion teachers to meet the critical need and shore up the teacher shortage.
- The United States Department of Education has identified the Hawaiian language and Hawaiian language immersion (HLI) as Federal Teacher Shortage areas (Hawai'i Superintendent, 2019). This Federal designation, recognized by the State, demonstrates that there is a critical need to increase stakeholder access to Hawaiian language and pedagogical content courses, which will increase Hawaiian language fluency at both the pre-service and in-service levels.

Lastly and most importantly we live in Hawai'i and Hawaiian is the language of the land.

Aloha Nui

Hope McKeen

HB-2284-HD-1

Submitted on: 2/23/2022 11:38:26 PM

Testimony for FIN on 2/25/2022 11:00:00 AM

Submitted By	Organization	Testifier Position	Remote Testimony Requested
Alexander K.D. McNicoll	Individual	Support	No

Comments:

I am in full support of **HB2284 HD1**.

TO: Representative Sylvia Luke, Chair, House Committee on Finance Representative
Kyle Yamashita, Vice Chair, House Committee on Finance
House Committee on Finance Members

FROM: 'Iolani Kū'oha
Kumu/TA Po'okumu Hope (Teacher/TA Vice Principal)
'O Hina i ka Malama, Ke Kula Waena
(Moloka'i Middle School)

RE: HB 2284 HD1
Hearing on February 25, 2022
IN STRONG SUPPORT of HB2284 HD1

Aloha mai e nā po'o a me nā lala o ka 'Aha 'Ōlelo,

My name is 'Iolani Kū'oha and I am a parent, was a teacher and now a TA Vice Principal at 'O Hina i ka Malama, ke Kula Waena (Moloka'i Middle School) and a Member of 'Aha Kauleo. I am testifying in **STRONG SUPPORT of HB2284 HD1 - Relating to Equitable Distribution of Grow Our Own Resources for Hawaiian Immersion Teachers.**

Currently, there aren't funds designated for Hawaiian language immersion (HLI) positions and/or teacher candidates. HB2284 HD1 allocates a percentage of the funds to support HLI candidates. With your kokua, these funds will help our future teacher candidates.

I want to emphasize, the United States Department of Education has identified Hawaiian language and Hawaiian language immersion (HLI) as Federal Teacher Shortage areas (Hawai'i Superintendent, 2019). This Federal designation, recognized by the State, demonstrates that there is a critical need to increase stakeholder access to Hawaiian language and pedagogical content courses, which will increase Hawaiian language fluency at both the pre-service and in-service levels.

Mahalo to the Hawai'i Superintendent (2019) who has identified and agreed that Hawaiian language immersion teachers are also a large shortage category of teaching positions within the Department. And approximately 50 kaiapuni teacher vacancies across the state for the start of school year 2021-2022 and approximately 60 kaiapuni teacher vacancies for school year 2022-2023 (HIDOE TATP, 2022).

In conclusion, the need is there, it has been identified and I humbly ask for your support. I urge the Committee to **PASS** HB2284 HD1. Mahalo for the opportunity to testify.

E OLA MAU KA 'ŌLELO HAWAI'I!!!

HB-2284-HD-1

Submitted on: 2/24/2022 8:40:11 AM

Testimony for FIN on 2/25/2022 11:00:00 AM

Submitted By	Organization	Testifier Position	Remote Testimony Requested
Kaleleonalani Kekauoha-Schultz	Individual	Support	No

Comments:

I am testifying in STRONG SUPPORT of HB2284 HD1 - Relating to Equitable Distribution of Grow Our Own Resources for Hawaiian Immersion Teachers.

This bill requests equitable distribution of an already committed funding resource. We are not asking for an additional budget, but simply equitable distribution of these existing resources for Hawaiian language immersion teachers to meet the critical need and shore up the teacher shortage.

Approximately 50 kaiapuni teacher vacancies across the state for the start of school year 2021-2022 and approximately 60 kaiapuni teacher vacancies for school year 2022-2023 (HIDOE TATP, 2022).

I urge the Committee to PASS HB2284 HD1. E OLA MAU KA 'OLELO HAWAI'I!!!

TO: Representative Sylvia Luke, Chair, Committee on Finance
Representative Kyle T. Yamashita, Vice Chair, Committee on Finance, and Members

FROM: Pōhai Kūkea Shultz

RE: HB 2284
Hearing on February 25th, 2022
IN STRONG SUPPORT of HB2284

Aloha kākou,

My name is Pōhai Kūkea Shultz and I am an Associate Specialist at UH-Mānoa and the Principal Investigator of KĀ'EO (Kaiapuni Assessment of Educational Outcomes). This project works in collaboration with HIDOE to develop and administer assessments in the Hawaiian language for Kaiapuni students in Grades 3 – 8 for the purpose of state and federal accountability. I am testifying in favor of HB2284 - *Relating to Equitable Distribution of Grow Our Own Resources for Hawaiian Immersion Teachers*.

In my work at the university, both on KĀ'EO currently, and in the work I have done previously in teacher education and academic advising at the COE, there has been a significant need for Kaiapuni teachers for years. For KĀ'EO, the development and maintenance of the technical quality of these assessments for state and federal accountability is dependent on a robust and well-supported Kaiapuni teacher work force. In addition:

- The United States Department of Education has identified Hawaiian language and Hawaiian language immersion (HLI) as Federal Teacher Shortage areas (Hawai'i Superintendent, 2019). This Federal designation, recognized by the State, demonstrates that there is a critical need to increase stakeholder access to Hawaiian language and pedagogical content courses, which will increase Hawaiian language fluency at both the pre-service and in-service levels.
- The Hawai'i State Teachers Association agrees with this assessment indicating that Hawaiian Immersion teachers are the foremost shortage within the Hawai'i DOE at this time.
- The Hawai'i Superintendent (2019) agreed that Hawaiian language immersion teachers are also a large shortage category of teaching positions within the Department.
- There were approximately 50 kaiapuni teacher vacancies across the state for the start of school year 2021-2022. 30 more positions are needed to meet growth needs, as the demand for the opening of new Kaiapuni sites has been continuous.
- The COVID-19 pandemic highlights the unique challenges for kaiapuni and kumu kaiapuni as students were forced to distance learning with limited to no available resources.

In conclusion, this bill would ensure that: 1) **all** SATEP approved programs that prepare Kaiapuni teachers would receive support, 2) the Grow Our Own program would specifically support the critical need of Hawaiian immersion teachers, and 3) a "Hawai'i teacher stipend program" would be created and administered by HIDOE to address the shortfall of licensed Hawaiian immersion teachers by providing financial support to teacher education programs at our universities.

I urge the Committee to PASS HB2284. Mahalo for the opportunity to provide support for this bill.

E OLA MAU KA 'ŌLELO HAWAI'!!!!

HB-2284-HD-1

Submitted on: 2/24/2022 9:51:27 AM

Testimony for FIN on 2/25/2022 11:00:00 AM

Submitted By	Organization	Testifier Position	Remote Testimony Requested
Stephen Luksic	Individual	Support	No

Comments:

Aloha,

As a parent I recognize the need for allocation of resource to help our children. The approval of this bill would be a small step in the correct direction for the citizens of Hawai'i.

Mahalo,

Stephen Luksic

HB-2284-HD-1

Submitted on: 2/24/2022 9:51:59 AM

Testimony for FIN on 2/25/2022 11:00:00 AM

Submitted By	Organization	Testifier Position	Remote Testimony Requested
Leimomi Kaaihili Leong	Individual	Support	No

Comments:

TO: Representative Sylvia Luke, Chair, House Committee on Finance

Representative Kyle Yamashita, Vice Chair, House Committee on Finance

House Committee on Finance Members

FROM: Leimomi Ka‘aihil Leong

Hawaiian immersion teacher for 18 years, parent of 2 Hawaiian immersion students

RE: HB 2284 HD1

Hearing on February 25th, 2022

IN STRONG SUPPORT of HB2284 HD1

Aloha mai e na poo a me na lala o ka Aha Olelo,

My name is Leimomi Ka‘aihili Leong and I have been a public school Hawaiian immersion teacher for 18 years. I am currently working at Ke Kula Kaiapuni ‘o Ānuehue as a Special Education teacher. I am also a parent of 2 children who attend Hawaiian immersion education. I am testifying in favor of HB2284 - Relating to Equitable Distribution of Grow Our Own Resources for Hawaiian Immersion Teachers.

You must be aware by now of the critical need there is for Hawaiian immersion teachers. Families are being turned away on various islands and O‘ahu because of the shortage of Hawaiian immersion teachers. The Department of Education has not opened up a Hawaiian immersion school on the island of Kaua‘i which leaves 2 charter schools to provide access to public education in Hawaiian language. Hawai‘i island has 2 DOE schools in Hawaiian

immersion which are in Honoka‘a and Kona. O‘ahu has 2 DOE secondary campuses for Hawaiian medium education.

The current Grow Our Own initiative has not been equitable in providing resources that are designated for Hawaiian immersion teachers. It has also only been an option at the University of Hawaii Mānoa campus. We have teachers on every island and vacancies on every island that cannot benefit from it. UH Hilo is also 1 of the 2 SATEP approved programs that prepares a Hawaiian immersion teacher.

In conclusion I urge the Committee to PASS HB2284 in order to create a “Hawaii teacher stipend program” to be used to address the critical need for Hawaiian immersion teachers. Mahalo for the opportunity to testify.

E OLA MAU KA ‘ŌLELO HAWAI‘I!!!

HB-2284-HD-1

Submitted on: 2/24/2022 10:07:44 AM

Testimony for FIN on 2/25/2022 11:00:00 AM

Submitted By	Organization	Testifier Position	Remote Testimony Requested
Erin ODonnell	Individual	Support	No

Comments:

Aloha mai e na poo a me na lala o ka Aha Olelo,

My name is Erin Maluhia O'Donnell nd I am parent of a student at 'Alo Kēhau O Ka 'Āina Mauna and a parent representative in the'Aha Kauleo.

I am testifying in STRONG SUPPORT of HB2284 HD1 - Relating to Equitable Distribution of Grow Our Own Resources for Hawaiian Immersion Teachers.

I support HB2284 HD1 for ALL the reasons listed below. As a parent of a student at a Hawaiian language medium school in a small community, we see the need for this type of support. It is difficult to find qualified, 'ōlelo Hawai'i teachers, especially with the increasing cost of living in this community, and we need the State to show real effort in bringing up the resources for Hawaiian language medium schools to at LEAST the same standard as English medium schools, when actually it should be MORE considering our language was banned as a language of instruction for almost 100 years, which caused great concern for the state of our language. We are now working hard to renormalize our 'ōlelo, and we need the State to put resources into supporting this effort.

- Currently, there aren't funds designated for Hawaiian language immersion (HLI) positions and/or teacher candidates. HB2284 HD1 allocates a percentage of the funds to support HLI candidates.**
- Current Grow Our Own program has given money to a student who is NOT a resident of Hawai'i.**
- Current Grow Our Own program has not given *any money* to students who are on a Hawaiian immersion path.**
- This bill requests equitable distribution of an already committed funding resource. We are not asking for an additional budget, *but simply equitable distribution of these existing resources for Hawaiian language immersion teachers to meet the critical need and shore up the teacher shortage.***
- The United States Department of Education has identified Hawaiian language and Hawaiian language immersion (HLI) as Federal Teacher Shortage areas (Hawai'i Superintendent, 2019). This Federal designation, recognized by the State, demonstrates that there is a critical need to increase stakeholder access to Hawaiian**

language and pedagogical content courses, which will increase Hawaiian language fluency at both the pre-service and in-service levels.

- The Hawai‘i State Teachers Association agrees with this assessment indicating that Hawaiian Immersion teachers are the foremost shortage within the Hawai‘i DOE at this time.
- The Hawai‘i Superintendent (2019) agreed that Hawaiian language immersion teachers are also a large shortage category of teaching positions within the Department.
- Approximately 50 kaiapuni teacher vacancies across the state for the start of school year 2021-2022 and approximately 60 kaiapuni teacher vacancies for school year 2022-2023 (HIDOE TATP, 2022).
- The COVID-19 pandemic highlights unique challenges for kaiapuni and kumu kaiapuni as students were forced to distance learning with limited to no available resources.
- Many solutions were brought up to support hard to fill but they don’t support Hawaiian medium and immersion education.
- Currently, students at the University of Hawaii at Manoa’s SATEP are the only ones eligible to apply for the current funds. HB2284 ensures that both Hawaiian Language Immersion SATEP (UH-Manoa and UH-Hilo) students are supported.
- This bill will create a “Hawai‘i teacher stipend program” to be administered by the Department of Education to address the shortfall of licensed Hawaiian immersion by financially supporting students in teacher education programs at the University of Hawai‘i.
- The current Grow Our Own program does not specify monies to meet the critical need of Hawaiian immersion teachers.
- The demand for teachers well versed in Hawaiian language and culture is an ongoing area of need.

In conclusion it is your kuleana to ensure that these funds be allocated FAIRLY, supporting this bill is the least you can do to support Hawaiian Immersion and Hawaiian Medium Language Education.

I urge the Committee to PASS HB2284 HD1. Mahalo for the opportunity to testify.

E OLA MAU KA ‘ŌLELO HAWAI‘I!!!

HB-2284-HD-1

Submitted on: 2/24/2022 10:13:57 AM

Testimony for FIN on 2/25/2022 11:00:00 AM

Submitted By	Organization	Testifier Position	Remote Testimony Requested
courtney o'kief	Individual	Support	No

Comments:

I support HB 2284

HB-2284-HD-1

Submitted on: 2/24/2022 10:29:53 AM

Testimony for FIN on 2/25/2022 11:00:00 AM

Submitted By	Organization	Testifier Position	Remote Testimony Requested
Michaellyn Burke	Individual	Support	No

Comments:

Aloha mai kākou,

I am writing to support HB2284. My keiki are enrolled in Kula Kaiapuni. The teacher shortage in Hawaii is really bad. However, the shortage in Kula Kaiapuni, specifically, is dangerous. In our moku, our kumu are teaching multiple grades because there just isn't enough kumu 'Ōlelo Hawai'i. And if our kumu are absent, there aren't even substitutes that can 'ōlelo hawaii'i. My keiki come home kaumaha (sad) when they have a substitute and have to namu haole (speak English) all day. Our kumu deserve not to be burdened by the kuleana (responsibility) of teaching multiple grade levels daily. Our keiki deserve to be IMMERSED in their 'ōlelo makuahine (mother tongue) daily, regardless of whether it's their kumu or a substitute. The DOE can recruit teachers from other states to come here. But where do we recruit Kumu Kaiapuni? Only Hawaii Nei. But why would a young haumāna (student), who for the last 13 years of their education have seen the DAILY struggle of Kumu Kaiapuni - with lack of resources, available curriculum, administration support, back-up teachers, dismal salary, having Kaiapuni being treated as the red-headed step child of the DOE - CHOOSE the path of Kaiapuni educator? They would be crazy to and that's a sad reality that we as a state, lawmakers, DOE, have systemically fostered. We must change that now or we will not be growing our native speakers. Change the narrative. Show these students that it's NOT crazy to become a Kumu Kaiapuni. Show them that the STATE supports their valant pursuit! Convince them that though the road ahead is not for everyone, it is a road meant to be traveled because the future of HAWAII is at stake. Kōkua these young haumāna. Because without 'ōlelo Hawai'i, this is NOT Hawaii.

If you went to Japan and no one spoke Japanese, would that be weird? If you went to France and no one spoke French, would that be weird? So why is it that we don't support the growth of our 'Ōlelo Hawaii speakers here????? Support this bill. Give them the stipend. The STATE wastes its money on much more frivolous pursuits.

Mahalo,

Michaellyn Burke

TO: Representative Sylvia Luke, Chair, House Committee on Finance
Representative Kyle Yamashita, Vice Chair, House Committee on Finance
House Committee on Finance Members

FROM: Moani Aiona
Ke Kula Kaiapuni 'o Hāna

RE: HB 2284 HD1
Hearing on February 25, 2022
IN STRONG SUPPORT of HB2284 HD1

Aloha mai e nā po‘o a me nā lālā o ka ‘Aha ‘Ōlelo,

My name is Moani Aiona and I am a school counselor at Kula Kaiapuni 'o Hāna in rural Hāna, Maui and have been a member and supporter of ‘Aha Kauleo for several years.

I am testifying in **STRONG SUPPORT of HB2284 HD1** - *Relating to Equitable Distribution of Grow Our Own Resources for Hawaiian Immersion Teachers*. Currently, there aren't funds designated for Hawaiian language immersion (HLI) positions and/or teacher candidates. HB2284 HD1 allocates a percentage of the funds to support HLI candidates. Current Grow Our Own program has given money to a student who is NOT a resident of Hawai‘i. Current Grow Our Own program has not given any money to students who are on a Hawaiian immersion path.

In our grass roots program, we have parents of keiki who have dreams of pursuing a teaching degree to be a part of their child's education but money is a huge barrier to this success. Supporting our 'ohana will strengthen our keiki's education and community.

In conclusion I strongly urge you to support HB2284 for the future of our keiki, school and entire community.

E OLA MAU KA ‘ŌLELO HAWAI‘I!!!

HB-2284-HD-1

Submitted on: 2/24/2022 10:59:46 AM

Testimony for FIN on 2/25/2022 11:00:00 AM

Submitted By	Organization	Testifier Position	Remote Testimony Requested
Bruce Kukini Suwa	Individual	Support	No

Comments:

Please support HB2284. We need to support our teachers, students and the DOE. The best way to accomplish all these above goals is to create additional incentives for our Immersion teachers. I have an eight year son in immersion at Paia and cannot express the amount of gratitude that we have the all of the immersion teachers. Not only do our immersion teachers work tirelessly to support and educate our keiki, reach learning outcomes, enculturatre, constantly pivot due to current state, county and doe mandates, they accomplish these goals through the use of our mother tongue, Olelo Hawaii, one of the State of Hawaii’s two official languages. Our teachers fulfill the same expectations of the English language teachers, along with translating and developing curriculum and assessments in Hawaiian Language. The curriculum, assessments and outcomes are ever changing, meaning our Hawaiian Language Immersion teachers are constantly creating new content. A lot of this creation of new and ever changing content comes at the expense of our teachers non instructional hours, after hours, weekends, and school breaks. The time, energy, and expertise it takes to constantly create new content and curriculum comes at the expense of our immersion educators and their families. Our immersion educators carry this burden for not only the benefit of our language speaking communities and native Hawaiians, but to the benefit of the entire State of Hawai’i. Please support our Hawaiian Language Immersion educators, students and the DOE though bills like this one.

February 20, 2022

TO: Representative Sylvia Luke, Chair, House Committee on Finance
Representative Kyle Yamashita, Vice-Chair, House Committee on Finance
House Committee on Finance Members

FROM: Margaret J. Maaka
K. Laiana Wong

RE: Hearing on February 25, 2022
IN STRONG SUPPORT of HB2284 HD1 *Relating to Equitable Distribution of Grow
Our Own Resources for Hawaiian Immersion Teachers.*

Aloha mai e nā po‘o a me nā lālā o ka ‘Aha ‘Ōlelo,

Maaka: I am a Professor at the University of Hawai‘i at Mānoa College of Education. During my career at UH, I have prepared teachers for both English medium and Hawaiian medium classrooms and graduated many Hawaiian educational leaders from the MEd and PhD programs.

Wong: I am a Professor of Hawaiian Language at the University of Hawai‘i Kawaihuelani Center for Hawaiian Language. During my career at UH, I have also prepared teachers for both English medium and Hawaiian medium classrooms and graduated many Hawaiian educational leaders from the MEd and PhD programs. As well, two of my sons graduated from Ke Kula Kaiapuni ‘O Ānuenuē.

As you deliberate on HB2284 HD1, we ask that you use the Equal Educational Opportunities Act of 1974 as your guide. This federal law prohibits discrimination against faculty, staff, and students, including racial segregation of students. It requires school districts to take action to overcome barriers to the equal participation of students. For example, in the *Flores v. Arizona* (2000) case, parents accused schools of failing to provide adequate educational services for English language learners. The Court ruled that (a) educational programs were not adequately funded, (b) an insufficient number of teachers was provided, and (c) sufficient educational resources needed to be allocated. The Court later ruled that the EEO Act was violated.

While the funds for “grow your own resources” are not federal, it is truly a sad commentary that parents who wish to have their children educated in the indigenous language of Hawai‘i are forced to seek legislation for the fair and equitable distribution of state funds to do so. Therefore, in keeping with federal law, we urge Hawai‘i state lawmakers to mandate equal educational opportunities for the Hawaiian immersion program. Please PASS HB2284 HD1. Mahalo for the opportunity to testify.

HB-2284-HD-1

Submitted on: 2/24/2022 12:58:14 PM

Testimony for FIN on 2/25/2022 11:00:00 AM

Submitted By	Organization	Testifier Position	Remote Testimony Requested
Trinette Furtado	Individual	Support	No

Comments:

Aloha Mai Kākou!

ʻO Trinette Furtado ko`u inoa. Noho mai au ma ka moku-puni o Mauinuiakamalālāwalu.

I support HB 2284 and urge you to do so also..

As a makua of a keiki currently going through the kaiapuni education and instruction here on Maui and having been an executive board member of the `Aha Kauleo at a time when we were fighting for fair examination instead of a badly translated state assessment, I have seen the hurdles and obstacles kaiapuni has had to move through to continue to educate our keiki ma ka `ōlelo Hawai`i, in an environment that is stubborn to normalize and recognize its ola.

As the long as Kaiapuni has been part of the DOE and has had to do much with very little support or resources, the LEAST that can be given in concerns regarding kaiapuni statewide, is to have a seat at the table, so to speak.

Mahalo nui.

HB-2284-HD-1

Submitted on: 2/24/2022 1:14:23 PM

Testimony for FIN on 2/25/2022 11:00:00 AM

Submitted By	Organization	Testifier Position	Remote Testimony Requested
Mikaila Samsen	Individual	Support	No

Comments:

TO: Representative Sylvia Luke, Chair, House Committee on Finance
Representative Kyle Yamashita, Vice Chair, House Committee on Finance
House Committee on Finance Members

FROM: Kirsten K. N. Mawyer

RE: HB 2284 HD1
Hearing on February 25, 2022
IN STRONG SUPPORT of HB2284 HD1

Aloha mai e na poo a me na lala o ka Aha Olelo,

My name is Kirsten Mawyer and I am a private citizen whose occupation is that of an Associate Professor and Director of a Teacher Preparation program in the field of Education. Teacher candidates in my program, who are working in the Hawai'i Department of Education and/or in shortage areas, have received priority funding from the Grow Our Own Initiative. I am testifying in **STRONG SUPPORT of HB2284 HD1 - Relating to Equitable Distribution of Grow Our Own Resources for Hawaiian Immersion Teachers.**

As a kanaka maoli working in the field of education in Hawai'i, I am committed to supporting and advocating for educational spaces and opportunities for cultural revitalization through Hawaiian immersion education. To that end the adoption of this bill will ensure equitable access to resources and education specifically for aspiring Hawaiian immersion teachers. The United States Department of Education has identified Hawaiian language and Hawaiian language immersion (HLI) as Federal Teacher Shortage areas (Hawai'i Superintendent, 2019). This Federal designation, recognized by the State, demonstrates that there is a critical need to increase stakeholder access to Hawaiian language and pedagogical content courses, which will increase Hawaiian language fluency at both the pre-service and in-service levels. The Hawai'i State Teachers Association agrees with this assessment indicating that Hawaiian Immersion teachers are the foremost shortage within the Hawai'i DOE at this time. The current Grow Our Own program does not specify monies to meet the critical need of Hawaiian immersion teachers.

In conclusion I want to reiterate that I strongly believe in and support **HB2284 HD** as a mechanism for educational justice and cultural revitalization for k̄anaka maoli. I urge the Committee to pass HB2284 HD1. Mahalo for the opportunity to testify. **E OLA MAU KA 'OLELO HAWAI'I!**

Me ka ha'aha'a,



Kirsten K. N. Mawyer

HB-2284-HD-1

Submitted on: 2/24/2022 2:51:55 PM

Testimony for FIN on 2/25/2022 11:00:00 AM

Submitted By	Organization	Testifier Position	Remote Testimony Requested
cheryl B.	Individual	Support	No

Comments:

I fully support this bill.

Recently I had an opportunity to see the list for openings within the DOE for the upcoming school year. The first thing I noted was the need for Hawaiian Immersion educators in many areas. It seems inconceivable that this would be the case with `ōlelo Hawai`i being the native language of these islands, recognized as an official language. It is way past time we give greater attention and support to education possibilites for all in the language of these islands.

" With the increasing demand and interest for Kula Kaiapuni (Hawaiian Immersion), this bill will ensure an equitable distribution of resources for needed qualified Kumu Kaiapuni to close the gap and need of approximately eighty Kumu Kaiapuni." cr: OHA

Again, as a citizen of these islands and a retired educator I SUPPORT this bill.

HB-2284-HD-1

Submitted on: 2/25/2022 6:31:35 AM

Testimony for FIN on 2/25/2022 11:00:00 AM

Submitted By	Organization	Testifier Position	Remote Testimony Requested
Eomailani Kukahiko	Individual	Support	Yes

Comments:

TO: Representative Sylvia Luke, Chair, House Committee on Finance Representative Kyle Yamashita, Vice Chair, House Committee on Finance House Committee on Finance Members

FROM: Eōmailani Kukahiko, PhD

RE: HB 2284 HD1

Hearing on February 25, 2022

IN STRONG SUPPORT of HB2284 HD1

Aloha mai e na poo a me na lala o kaAha Olelo,

My name is Eōmailani Kukahiko and I am a Specialist at the University of Hawai‘i at Mānoa in the College of Education.. As a part of my professional responsibilities, I prepare students to become Hawaiian language immersion teachers. I am testifying in STRONG SUPPORT of HB2284 HD1 - Relating to Equitable Distribution of Grow Our Own Resources for Hawaiian Immersion Teachers.

In my 16 years at the College of Education, we have struggled to recruit and retain enough students to fill the current number of vacancies in the HIDOE. Currently, there aren't funds designated specifically Hawaiian language immersion (HLI) positions and/or teacher candidates. So although the Grow Our Own resources have been generous and have supported teacher education in general, there have been zero immersion teachers supported by this funding. HB2284 HD1 allocates a percentage of the funds to support HLI candidates which needs to include support for recruitment, Hawaiian language and pedagogical content courses, which will increase Hawaiian language fluency at both the pre-service and in-service levels.

The United States Department of Education has identified Hawaiian language and Hawaiian language immersion (HLI) as Federal Teacher Shortage areas (Hawai‘i Superintendent, 2019). This Federal designation, recognized by the State. The Hawai‘i State Teachers Association agrees with this assessment indicating that Hawaiian Immersion teachers are the foremost shortage within the Hawai‘i DOE at this time.

In response to this critical shortage, the College of Education at UH Mānoa has created additional pathways to licensure, a dual Hawaiian Language immersion and Elementary

Bachelor's degree, and a BaM a streamlined Bachelor and Masters Degree for licensure. In spite of this increase, there are still humble numbers of students that have taken on the kuleana of teacher licensure. It is my contention that committed funding, will go a long way to recruit eligible candidates to this teaching field.

Currently, students at the University of Hawaii at Manoa's SATEP are the only ones eligible to apply for the current funds. HB2284 ensures that both Hawaiian Language Immersion SATEP (UH-Manoa and UH-Hilo) students are supported.

Additionally, as if this bill is able to create a "Hawai'i teacher stipend program" to be administered by the Department of Education I would recommend two additional caveats, that the funding is co-administered by the licensure programs that work directly with teacher candidates, and secondly that the possible recipients of this funding are notified 2-3 months prior to the start of their program rather than once they have already started. Most of our students do not have financial means to front this money and teachers should not have to incur personal debt to pursue a career in education.

I/we urge the Committee to PASS HB2284 HD1. Mahalo for the opportunity to testify. E OLA MAU KA 'OLELO HAWAI'I!!!