

Date: 02/09/2011

Committee: House Education
House Hawaiian Affairs

Department: Education

Person Testifying: Kathryn S. Matayoshi, Superintendent of Education

Title of Bill: HB 0712 Relating to Hawaiian Education

Purpose of Bill: Requires the Department of Education to establish a complete Hawaiian education program, incorporating Hawaiian language and cultural curricula.

Department's Position: The Department of Education (Department) does not support HB 712. HB 712 will amend the current language of Hawaii Revised Statute 302H, pertaining to the Hawaiian language medium education program and would require the Department to provide funds to establish a Hawaiian medium education agency. At this time and in consideration of the Department's current financial position, the Department will not be able to provide for the change. HB 712 also attempts to duplicate services currently provided under the existing organizational structure of the Department.

Poni Daines

From: Namaka Rawlins [rnamaka@gmail.com]
Sent: Tuesday, February 08, 2011 8:43 AM
To: Rep. Faye Hanohano
Cc: Namaka Rawlins
Subject: HB 712

Aloha e Faye,

Aia au I DC. Akahi a leka Mai e Hoolohe ia ana ka pila Hawaiian Medium Education. He noi e hoopuka I ka pila.

In support of this bill.

Mahalo nui

Namaka

Sent from my iPhone

TESTIMONY IN STRONG OPPOSITION TO HB712 and SB1070

By Sam L. Noʻeau Warner

Submitted to Representative Faye Hanohano (Chair, Hawaiian Affairs Committee) and Representative Roy Takumi (Chair, House Education Committee)

Alohe e ka Luna Hoʻomalū Hanohano a me ka Luna Hoʻomalū Takumi,

Mahalo a nui for the opportunity to testify before your committees. My name is Sam L. Noʻeau Warner. I am an Associate Professor of Hawaiian at Kawaihuelani (Center for Hawaiian Language) at the University of Hawaiʻi at Mānoa. However, I am testifying today as an individual concerned for the future of our community and the Hawaiian language and culture.

I am here to testify against HB712 and its Senate counterpart SB1070. It is necessary to look at both bills in order to understand the full impact of these bills.

This bill seeks to create an educational entity which will “direct and control” the Hawaiian medium education program and that “Publicly funded institutions of higher education shall create teacher preparation programs to ensure that pre-service training is provided to students interested in teaching elementary and secondary students in the Hawaiian language.” In SB1070, this controlling entity and the publicly funded institution of higher education is named as the Hawaiian Studies program at UH Hilo and they will be the sole provider of those teacher preparation programs, etc. listed above.

This is the program and individuals (UH Hilo Hawaiian Studies) which as part of their first long-range plan to the Board of Education back in the late 1980s proposed that there would be only one high school for all Hawaiian language programs across the state and it would be a boarding school located in Hilo. As such all families would have to send their children to this boarding school Hilo. Presumably, the reason for this was to reduce the cost of having too many high schools. This harkens back to the Indian boarding schools, where native American children were separated from their families to have a different culture inculcated into them. Fortunately, families did not support this notion of sending their babies away at such a young age.

This is the same group of individuals of the UH Hilo Hawaiian Studies program who got their Masters program approved (with the support of the Hawaiian language program at UH Mānoa), but who sent representatives to the Board of Regents to oppose the establishment of both Masters programs in Hawaiian Studies and Hawaiian Language. Had the Board of Regents not approved both programs, the result, of course, would have been, until today, there would have been only one Masters program in Hawaiian Language and Hawaiian Studies. And, of course, all students seeking a Masters in Hawaiian Language and Hawaiian Studies would have to go to Hilo. Again, the primary reason was “lack of rigor” and to reduce funding.

And I didn’t even mention that the Hawaiian Studies program at UH Hilo got their Hawaiian language curriculum development center Ka Hale Kuamoʻo (with the support of UH Mānoa), then sent representatives to oppose the establishment of a curriculum center at UH Manoa in 1993 despite the tremendous lack and need for curriculum materials for the Hawaiian Immersion

programs across the state. They said instead, give them the extra money. So the thought is eliminate other programs to reduce spending, unless you give us the money.

It is my hope that everyone is seeing a pattern here. Namely, that the UH Hilo Hawaiian Studies group, which has a smaller program than UH Mānoa, has been trying for years to be the exclusive provider of Hawaiian language services across the state for years. Even to the detriment of our students and families relationships.

This latest grab to control the Hawaiian Immersion schools program has the same intent and for the same reasons. That is, by placing the Office of Hawaiian Medium Education in the hands of the same people in the Hawaiian Studies program at UH Hilo, they will again claim that only students from their programs are sufficiently well trained to teach, create curriculum, provide assessments etc. to force students at the tertiary level to go to their school. And again, the presumable reason for this is to reduce funding for the program.

So what is the difference between the Hawaiian Medium Education and Hawaiian Immersion that warrants this new office. In an article published on their □Aha Pūnana Leo website (and I should add that the individuals who run the □Aha Pūnana Leo are the same ones who run Hawaiian Studies at UH Hilo) the only difference is that all other staff members (administrative, secretarial, janitorial, etc.) speak Hawaiian. Also on their website they claim and/or imply that only their Hawaiian medium education students can **lead** public presentations in Hawaiian (I should say “their” public presentations in Hawaiian). Through this, the article implies that only their students can be leaders and that Hawaiian Immersion students, the model without other Hawaiian staff (secretaries, etc.), can only be participants in such presentations, and therefore cannot be leaders. So does this mean that it is the secretaries, janitors, and support staff that turn our children into leaders since that is the only real difference between the programs? If you believe that, . . . you probably should not be a Representative of the House.

Presenting misleading information is a major problem. On this same APL web-site, an article claims Hawaiian medium students have gone to prestigious schools such as Stanford and Oxford. Well the truth is that Le□ahi Hall, a graduate of the program did go to Stanford, but she was a graduate of the **Hawaiian Immersion** schools on Maui. There may be another student who went to Stanford, and I congratulate her or him but I do not know him or her. □ōiwi Parker Jones, a true native speaker of English, and a graduate of Nāwahīokalani□ōpu□u went to Oxford. He graduated in the first class in 1999—and attended a Hawaiian Immersion school in his formative years.

The reality is that secretaries and janitors are not responsible for students□ leadership abilities, nor the prestigious universities they attend. There are many, many success stories across the Hawaiian language immersion programs and Hawaiian medium programs. Till today, according to what I have heard there have been 409 graduates of the program since 1999. Only one graduate has had a problem with the law, and it was a car accident. The values being learned by our students in addition to Hawaiian language and culture are a tribute to the successes of a very young program. But it is not the secretaries and support staff that made the difference.

The reality is that Hawaiian is the only native language of OUR ʻĀina. If someone were to propose that all kuleana to teach English, at MA and levels Ph.D. and kuleana to develop curriculum, conduct teacher preparation (pre-service and in-service programs), develop and conduct assessment for the English language be placed at ONE university in the US in order so save money, this would be viewed as ludicrous. It is ludicrous because intelligence and research is not limited to one school or a few individuals in one school. This is true of English scholars, French scholars, Japanese scholars, and even Hawaiian scholars. Hawaiians say ʻAʻole pau ka ʻike i ka hālau hoʻokahi (not all knowledge is contained in one school). And this wisdom needs to be recognized in Hawaiian as it is true in English.

With respect to Hawaiian language at UH Mānoa, I should say that not only are we have the largest Hawaiian language and Hawaiian Studies programs. But the faculty of Kawaihuelani (Center for Hawaiian Language) are conducting the most cutting-edge research—in the world. For example, we have developed and disseminated a new kind of book to all Hawaiian Immersion and Medium Schools, classrooms, teachers, school libraries and ALL FAMILIES across the state. Reports from parents and grandparents tells us that the books take many, many children from being emergent readers to fluent readers of Hawaiian in as few as two months.

We have made presentations related to these books at national and international conferences to other native peoples in Alaska, New Zealand, Arizona, New York, San Diego, etc. and Hawaiʻi and have been enthusiastically received. We are currently be asked to conduct a workshop for native peoples in Canada.

We at Kawaihuelani have developed a new pedagogical approach to teaching Hawaiian and our currently conducting in-service training with nearly all the faculty at the only K-12 Hawaiian Immersion school at Ānuenue (elementary, middle, and high school), and the teachers have already seen a shift in the children's language ability. Today, as we speak, children (elementary, middle, and high schools) are producing language structures that have not been produced by students in the program in 22 years before. You can ask the teachers we are working with at Ānuenue and Waiau Hawaiian Language Programs.

The introduction of this research was due to the DOE Hawaiian Immersion program office that provided the means and funding to support this in-servicing. You can ask the teachers from Ānuenue and Waiau about what they have learned about language and teaching. What is great about the current DOE Hawaiian Immersion Office is that the leadership (and I mean the LEADERship) of the DOE Hawaiian Immersion Program is trying to support the entire program and all of our children and families. Their current plan is for us to work with the rest of Oʻahu programs this Summer and Fall, and then move to work with the outer island programs as well.

If providing support staff was the solution then helping native and indigenous languages survive would be an easy matter. You would not need research. Just hire more native and indigenous speakers (not just the teacher). This is fantasy. Has hiring secretaries and janitors in English turned out local kids into native-like speakers of English and leaders?

If the members of this committee are truly concerned about the survival of the Hawaiian language and culture, they SHOULD NOT be placing control of a program in the hands of

individuals who have consistently and continually shown a desire to limit the choices and support for the program to their own school. The Hawaiian language is still dying and is not out of the woods. The survival of Hawaiian requires the need for the best minds to working on the problem of language perpetuation. We have two major universities that are needed to conduct the research necessary to conduct the research, develop the curriculum, provide teacher training, etc. to support the program. There are just two. Not 30 or 50 or 100. For the survival of our language, the only native language of Hawai'i, allow both universities to contribute. Do not put control in the hands of a group that has a history of looking for its own self interest. If anything control should to the programs at UH Mānoa which have consistently supported the efforts of UH Hilo for the better good of the Hawaiian language and community.

The truth is this issue addressed in this bill has not even been brought before the Hawaiian and local communities so that all our communities, Hawaiian and local, our parents, students, teachers and universities can find the best solution to our problems. I strongly urge this committee to kill this bill and allow the community to engage in the necessary discussions as to the best way to perpetuate our Hawaiian language and culture for all our children and families.

February 9, 2011

Honorable Representative Roy Takumi, Chair
Committee on Education
Honorable Representative Faye Hanohano, Chair
Committee on Hawaiian Affairs
State Capitol

RE: HB 712 Relating to Hawaiian Education

Aloha Mr. Takumi, Mrs. Hanohano and Committee Members,

My name is Roland Keaka Kauhi Kealoha and I have lived in Waimānalo on Hawaiian homestead land for twelve years. I am a former student of Ke Kula Kaiapuni ʻŌ Ānuenue. I attended the Hawaiian Language Immersion Program (HLIP) for seven years, initially housed at Waiau Elementary School and moved to the current campus in Pālolo until I reached the sixth grade.

I am in strong opposition of HB 712 and SB 1070 for personal reasons. I believe it is important to preserve the diversity of learning experiences contained at each HLIP site. The passage of these two bills will do the exact opposite.

While I understand that this legislation is an attempt to amend current law, I believe it is premature to do so. I also believe that in connection with SB 1070, this legislation will diminish the ability of all HLIP schools to preserve the knowledge specific to the community in which the school resides. As a former student, I will always retain a special affinity with the Pālolo school campus and community even though I am a proud resident of Waimānalo. It was there that I was able to participate in a unique and academically challenging learning experience, rich in Hawaiian language and culture.

ʻŪAʻohe pau ka ʻike i ka hālau hoʻyokahi. The place-based knowledge I gained as a participant has a lasting impression on my current life. I use what I have learned to give back to my homestead community as an active voting member of the Waimānalo Hawaiian Homes Association, in the work I do with visitors to the Waimānalo community at Bellows Air Force Station, and in building strong relationships with my ʻōhana.

I would like to thank for your time and for your serious consideration of my testimony. I humbly ask that you vote to prevent these bills and any other like it until a collaborative decision of all stakeholders can be made for the best interest of all keiki of Hawaiʻi.

Sincerely,

Roland K. K. Kealoha
41-167 Nalu Street
Waimānalo, HI 96795
Cellular: 286-9621

RE: Personal Testimony Against
 HB 712: RELATING TO HAWAIIAN EDUCATION

TO: Senate Committee on Education
 February 9, 2011 at 2:05 p.m.
 Conference Room 309

FROM: G. Kalehua Krug

Aloha mai kākou e Chair Hanohano, Chair Takumi, Vice Chair Lee and Vice Chair Belatti:

My name is Kalehua Krug. I have been an educator for the last 12 years. I have taught at the elementary level in the Hawaiian Language Immersion program and am currently a faculty member of the University of Hawaii at Mānoa, College of Education. I teach in a program that prepares teachers to teach in the Hawaiian Language Immersion Program (HLIP) through graduate level courses that are taught through the Hawaiian language. My most important position, however, is as a father of two students of Ke Kula Kaiapuni ʻŌʻŌ Ānuenue a Hawaiian Language Immersion School. It is from this position for which I testify strongly against HB712.

At first glance, HB712 appears to be a step in the right direction for the HLIP. It addresses some of the major issues that the program currently faces and seems to be a decision that would need to have been made by the majority of the HLIP stakeholders. This, however, is at the heart of my concern. 75% of the state student population of the HLIP is here on Oʻahu, yet none of the Oʻahu stakeholders had any idea that this bill was decked. Democracy purports that it is a system of government that represents the voice of the majority. In this case, the majority was not aware of this occurrence. I recommend that these issues be brought to the broader HLIP community before we say we "shall" do anything. Policy, in a democracy, should not change through underhanded means.

Furthermore, proponents of this bill will claim that Hawaiian Language Immersion and Hawaiian Medium Education are different. If this is true, what will happen to our students and school communities? The change in language is enormously problematic because it separates two inherently

similar programs to battle for administration, policy and funding. I propose that we sufficiently staff and fund the existing state agency within the Department of Education before we duplicate it. In this economy I do not believe that we have that luxury.

I caution the legislature against renaming the Hawaiian language educational programs. It deteriorates the Hawaiian-ness of our language revitalization movement by silently shifting political and financial power to the sneaky minority. Ask the hard questions and site the sources. What is the difference between Hawaiian immersion and Hawaiian medium? Why have these changes been made through legislation? Where did this come from? Let the majority voice of the Hawaiian language community guide the political decisions surrounding our educational structure(s). Let that voice be represented through legislation and let's show our children the pono way to do things. ʻO ia ihola nō me ke aloha i nā luna e noho nei ma ua mau komike i hea ʻia aʻela.

PERSONAL TESTIMONY AGAINST HB 712
Feb. 8, 2011

Honorable Mrs. Faye Hanohano, Chair
Committee on Hawaiian Affairs
State Capitol

Aloha Mrs. Hanohano and Committee Members,

My name is Christopher Yim and I am a parent of two students of Ke Kula Kaiapuni ʻŌʻŌ Ānuehue (Hawaiian Language Immersion Program). I am the husband of an Immersion teacher of 15 years. I am a former Immersion teacher, and am currently a faculty member of Hoʻokulāiwi in the College of Education at the University of Hawaiʻi at Mānoa, a program that prepares teachers for Hawaiian speaking schools and classrooms.

I am in strong opposition to HB712 and SB1070. It is important to look at both bills in conjunction with one another in order to fully understand the impact of this legislation. These bills seek to create an exclusionary educational entity to administer and control all aspects of education at all levels (Hawaiian Language Immersion, Hawaiian Medium Education, Community College and University) with no community input.

These bills ignore the voices of our students, parents, schools, and communities. As it stands, these bills assign and mandate governance to a non-DOE entity without the knowledge and or support of the vast majority of all stakeholders.

HB712 at first glance appears to be a step in the right direction for the Hawaiian Language Immersion Program. It addresses:

- 1. A stand-alone office, not a section confined to another, unrelated office as it operates now.
- 2. Personnel (sec 2) including positions to supervise instruction, special services as well as teacher training programs.
- 3. Facilities and transportation.
- 4. Assessment

(p.3, lines 5-17) HB712 also calls for the establishment of a Hawaiian Language Medium State Education Agency whose

responsibility it will be to operate districts and complex areas.

So what is wrong with HB712, why is it a matter to be brought in front of you today?

-If you look at the language of another bill SB1070 p.3 lines 15-22 , it names the Hawaiian Language College of UH Hilo as that agency (Hawaiian Language Medium State Education Agency) mentioned above. This is very problematic for a number of reasons:

1. There is a system in place now. The HLIP state office, while understaffed and under funded has been working to ensure that Hawaiian Language Immersion Schools are alive and well within the confines of the current DOE system.

-This "office" HB712 calls for is not the one that currently exists within the DOE. Why would we want to reinvent the wheel instead of improving the one we have?

2. Proponents of these bills will claim that Hawaiian Language Immersion and Hawaiian Medium Education are different. The only difference between the two is that school staff, whom are not engaged in direct instruction of the keiki such as secretaries, janitors and cafeteria workers will speak Hawaiian, and records will be kept in Hawaiian as well. There is no data that to support that this difference between has any affect on the outcome of the student.

There are also claims that Immersion focus on Hawaiian as "second language learning" where as Hawaiian medium focuses on Hawaiian as "first language". This is statement is inaccurate as it is the family's choice to ensure which is a child first language and many parents are able to do so in any type of school.

3. Very little to no public input. This was very obviously and deliberately set up in an attempt to avoid the public eye. Prior to the introduction of these bills no notice of any kind came to state HLIP office, school administrators, teachers, parents or students. The voices of stakeholders were silenced through the hidden actions of a few.

4. Exclusionary language of the bill sets up the agency, and then names a very small group with a very specific agenda. I do not propose that we ignore the voice of those people, I am only proposing that all other stakeholders are equally, and honestly included in the conversations before any decisions are made.

Thank you all for helping to accurately represent the opinion of our community.

Sincerely,

Christopher D. Yim

7 February 2011

PERSONAL TESTIMONY IN STRONG OPPOSITION TO HB 712:

Relating to Hawaiian Education

**TO BE HEARD BY THE EDUCATION & HAWAIIAN AFFAIRS COMMITTEES
OF THE HOUSE ON 2/9/11 AT 2:05 PM AT CONFERENCE ROOM 309.**

Aloha mai e Chair Roy M. Takumi, Vice Chair Della Au Belatti, and members of the House Committee on Education as well as Chair Faye P. Hanohano, Vice Chair Chris Lee, and members of the House Committee on Hawaiian Affairs. I thank you for this opportunity to provide my personal testimony in strong opposition to House Bill 712.

My name is Maya Kawailanaokeawaiki Saffery. I am a faculty specialist at Kawaihuelani Center for Hawaiian Language at the University of Hawai'i at Mānoa. However, the personal testimony I present today does not represent the position of Kawaihuelani or UH Mānoa.

I strongly oppose HB 712 because it seeks to create a monopolized educational entity that will control all aspects of Hawaiian medium education at all levels—from instruction and curriculum development to teacher training and administration—without the input and participation of other groups and individuals throughout the community involved in Hawaiian revitalization. A similar proposal for any other field of knowledge (i.e., English, History, Biology) would be preposterous, so why even consider it for Hawaiian education? It simply does not make sense, from both a scholarly and an indigenous perspective.

Ensuring the survival of Hawaiian is a huge undertaking that depends on the hard work of multiple entities, agencies, schools, colleges, universities, community organizations, families, etc. from across Hawai'i in order to succeed. As someone involved in Hawaiian education, I have witnessed, benefited from, and participated in the development of innovative Hawaiian language curriculum and pedagogy taking place at UH Mānoa that supports the teaching and learning of Hawaiian out in the community, specifically at Hawaiian language immersion elementary, intermediate, and secondary schools. These amazing advancements in the field and their positive impacts on our stakeholder are not limited to UH Mānoa. On the contrary, I am aware of equally exciting developments and tangible successes coming out of UH West-O'ahu, Maui College, Hawai'i Community College, State Department of Education Hawaiian Language Immersion Program, and the list goes on. The establishment of this kind of exclusionary Hawaiian educational entity as proposed in HB 712 will limit the productivity and eventually eliminate the valuable contributions of groups such as these, thus damaging instead of supporting Hawaiian revitalization. With only about 1% of the Native Hawaiian population speaking our native language and fewer than 1,000 native speakers of Hawaiian left, we cannot afford to let this happen, therefore I strongly oppose HB 712.

February 9, 2011

Honorable Mr. Roy M. Takumi, Chair
Committee on Education
State Capitol

Aloha Mr. Takumi and Committee Members,

My name is Lordell Ka'oi Nu'uuanu and I am a teacher at Ke Kula Kaiapuni 'o Ānuenue in Pālolo. I have been teaching in the immersion program on the island of Oʻahu for 19 years. I started my teaching career at Ke Kula Kaiapuni o Waiau where I taught for three years. I was part of the original group of teachers who helped to open the first K-12 Hawaiian language immersion school on the current campus of Ke Kula Kaiapuni o Ānuenue.

I am in strong opposition to HB 712 and SB 1070. It is important to look at both bills in conjunction with one another in order to fully understand the impact of this legislation. This bill seeks to create an exclusionary educational entity to administer and control all aspects of Hawaiian education at all levels (Hawaiian immersion, Hawaiian Medium, Community College and University) with no community input.

Cultural identity is the foundation upon which immersion schools were built and I believe that it is of vital importance that the diversity and identity of each school and the community it represents be perpetuated and celebrated. This cannot happen if Hawaiian education is privatized, which is essentially what will happen if these bills are allowed to pass.

These bills ignore the voices of our students, parents, schools, and communities. As it stands, these bills assign and mandate absolute governance to a non-DOE entity without the knowledge and or support of the vast majority of all stakeholders.

Thank you for accurately representing the opinion of our community.

Sincerely,

Lordell Ka'oi Nu'uuanu