

cleel - Lina

From: mailinglist@capitol.hawaii.gov
Sent: Tuesday, January 31, 2012 10:04 PM
To: HAWtestimony
Cc: info@schha.com
Subject: Testimony for HB2706 on 2/1/2012 8:30:00 AM
Attachments: 2012 HB2706 Testimony SCHHA Chair and Leg Chair ltr.doc

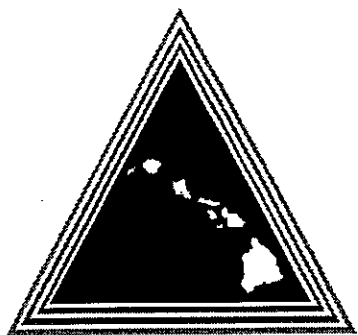
LATE TESTIMONY

Testimony for HAW 2/1/2012 8:30:00 AM HB2706

Conference room: 329
Testifier position: Support
Testifier will be present: No
Submitted by: Chairman Kamaki Kanahale
Organization: SCHHA
E-mail: info@schha.com
Submitted on: 1/31/2012

Comments:

Sovereign Councils of the



Hawaiian Homelands Assembly

1050 Queen St. Suite 200
Honolulu, HI 96814
Ph: (808) 529-1627
Fax: (808) 356-3556

Kamaki Kanahale
Chair
O'ahu

Kammy Purdy
Vice-Chair
Molokai

Lorraine Rapozo
Secretary
Kauai

M. Kanani Kapuniai
Treasurer
Hawaii

Jared Aiwoh
Executive Officer
Maui

31 January 2012

Aloha mai Representative Hanohano (Chair), Representative Lee (Vice Chair) and Members of the House Committee on Hawaiian Affairs:

LATE TESTIMONY

I write in very **VERY STRONG SUPPORT** of HB2706 to appropriate funds for three permanent positions and operating expenses for Hookulaiwi: Aha Hoonaaauao O'iwi (the Center for Native Hawaiian and Indigenous Education) within the University of Hawaii.

The educational statistics on Native Hawaiian people are damning--in terms of student achievement, Native Hawaiian children as a group score in the bottom quartile on standardized tests of reading and mathematics, are overrepresented in special education, and have the highest school drop out rate. Long term effects of this educational failure can be seen in the social indicators of wellbeing--Native Hawaiian people experience the worst health, have the highest rates of homelessness, are in the lowest socio-economic group, have a high rate of drug use, and are over represented in the prison population. Of special concern is that among Native Hawaiian youth, the suicide rate is greater than found for any other population in Hawaii.

While there is no immediate nor easy solution to this situation, it is clear that all programs and initiatives proposing educational advancement for Native Hawaiian people in Hawaiian homestead communities must involve community participation in all stages of conceptualization, planning, implementation, and assessment.

We believe that our Sovereign Councils of the Hawaiian Homelands Assembly/Hookulaiwi Partnership is the first step in bringing about systemic reform to public education in Hawaii that will provide enhanced educational opportunities for Native Hawaiians. That the community is central to this initiative--in the conceptualization, planning, implementation, and assessment--brings a "never-before-attempted" element to educational reform in Hawaii. Our goal is to make significant progress in addressing the critical need to prepare;

- teachers for Hawaii DOE Title I schools with large numbers of Hawaiian children
- teachers for the Hawaii DOE Hawaiian Language Immersion Program
- teachers for Hawaiian charter schools, and
- Native Hawaiian educational leaders in areas such as curriculum research, school administration, and teacher education through study at the master's and doctoral levels.

In short, the Hookulaiwi initiative is a multifaceted, community-based partnership dedicated to the achievement of a significantly greater number of fully licensed teachers and educational leaders, particularly Native Hawaiians from homestead communities. Hookulaiwi has evolved over many, many years of intensive research and development. It embraces the central belief that the first step towards the enhancement of education for Native Hawaiian children is the recruitment, retention, and professional development of high quality teachers. The second step towards enhancement is the development of a pedagogy of hope that emerges from and affirms the cultural experiences of the Hawaiian people.

We want Native Hawaiian children to live their dreams. We want educational opportunities for children that focus energies and resources on guiding and supporting them as they journey towards success in life. We want to ensure that Hawaiian children receive rich educational opportunities that prepare them for good jobs, to be good people who live healthy lives and who raise healthy families, to be good citizens, and to have passions for learning beyond their formal educations. And, most important, community members want to be self-determining in this process. Appropriating funds to increase Hookulaiwi faculty numbers and resources will result in an ability to offer services/programs to a much wider population.

With this in mind, we, the undersigned, ask that you give your **VERY STRONGEST SUPPORT** to our community-based HB2706. Mahalo.

Kamaki Kanahale and Mike Mahikina
Chairman Legislative Committee Chair

cleel1 - Lina

From: mailinglist@capitol.hawaii.gov
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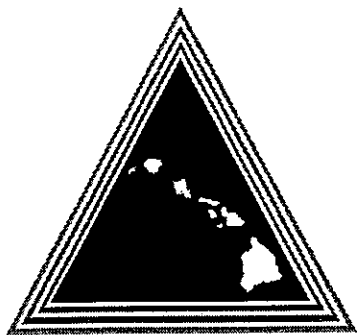
LATE TESTIMONY

Testimony for HAW 2/1/2012 8:30:00 AM HB2706

Conference room: 329
Testifier position: Support
Testifier will be present: Yes
Submitted by: Mike Kahikina, Legislation Chair
Organization: SCHHA
E-mail: info@schha.com
Submitted on: 1/31/2012

Comments:

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Hawaiian Homelands Assembly

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31 January 2012

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Kamaki Kanahale and Mike Mahikina
Chairman Legislative Committee Chair

clee1 - Lina

From: mailinglist@capitol.hawaii.gov
Sent: Tuesday, January 31, 2012 10:34 PM
To: HAWtestimony
Cc: info@schha.com
Subject: Testimony for HB2706 on 2/1/2012 8:30:00 AM

LATE TESTIMONY

Testimony for HAW 2/1/2012 8:30:00 AM HB2706

Conference room: 329
Testifier position: Support
Testifier will be present: No
Submitted by: Annie Au Hoon
Organization: SCHHA
E-mail: info@schha.com
Submitted on: 1/31/2012

Comments:

clee1 - Lina

From: mailinglist@capitol.hawaii.gov
Sent: Tuesday, January 31, 2012 11:00 PM
To: HAWtestimony
Cc: info@schha.com
Subject: Testimony for HB2706 on 2/1/2012 8:30:00 AM

LATE TESTIMONY

Testimony for HAW 2/1/2012 8:30:00 AM HB2706

Conference room: 329
Testifier position: Support
Testifier will be present: No
Submitted by: Kimo Keli
Organization: Nanakuli Hawaiian Homestead Community Association
E-mail: info@schha.com
Submitted on: 1/31/2012

Comments:

clee1 - Lina

From: mailinglist@capitol.hawaii.gov
Sent: Tuesday, January 31, 2012 11:01 PM
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LATE TESTIMONY

Testimony for HAW 2/1/2012 8:30:00 AM HB2706

Conference room: 329
Testifier position: Support
Testifier will be present: No
Submitted by: Beatrice Hew Len, Secretary
Organization: Sovereign Moku-puni O Oahu
E-mail: info@schha.com
Submitted on: 1/31/2012

Comments:

cleel1 - Lina

From: mailinglist@capitol.hawaii.gov
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LATE TESTIMONY

Testimony for HAW 2/1/2012 8:30:00 AM HB2706

Conference room: 329
Testifier position: Support
Testifier will be present: No
Submitted by: Herbert Hew Len, President
Organization: Waianae Kai Homestead Association
E-mail: info@schha.com
Submitted on: 1/31/2012

Comments:

cleel1 - Lina

From: mailinglist@capitol.hawaii.gov
Sent: Wednesday, February 01, 2012 6:20 AM
To: HAWtestimony
Cc: kaheaf@gmail.com
Subject: Testimony for HB2706 on 2/1/2012 8:30:00 AM

LATE TESTIMONY

Testimony for HAW 2/1/2012 8:30:00 AM HB2706

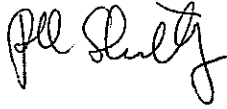
Conference room: 329
Testifier position: Support
Testifier will be present: No
Submitted by: Kahea Faria
Organization: Individual
E-mail: kaheaf@gmail.com
Submitted on: 2/1/2012

Comments:

Thank you for your time and consideration of this letter of support.
Me ke Aloha no, Kahea

To: Representative Faye P. Hanohano, Chair, Committee on Hawaiian Affairs
Representative Chris Lee, Vice-Chair, Committee on Hawaiian Affairs

Fr: Pōhai Kukea Shultz



Date: February 1, 2012

Subject: Testimony in Support of the intent of HB 2706

Aloha mai kākou,

I stand in support of the intent of HB 2706 relating to the appropriation of funds to the University of Hawai'i at Mānoa for Ho'okulāiwi. I started my career in education as a teacher at Mā'ili Elementary School in Wai'anae and then spent a majority of my career in the DOE as a teacher at Nānāikapono Elementary in Nānākuli. I was so fortunate to spend my entire career in the DOE in these communities. I then had an opportunity to work at the university and have been there for the past 7 years; 6 of these years were spent as the Co-Director of Operations for Ho'okulāiwi. I am no longer working with Ho'okulāiwi and have recently been charged by our dean, along with my colleague, Kalehua Krug, to increase the number of Native Hawaiian students in **all** initial teacher licensure programs for the entire College of Education.

Informed by this new kuleana and a more broad perspective, I see the need to amend the wording of this bill to be more inclusive of all Native Hawaiian-serving programs working in the College of Education and not limit the funding only to the Ho'okulāiwi program. In my new role at the Office for Student Academic Services, I meet with Native Hawaiian students regularly, all who are looking for pathways to become teachers. What I am learning in this new role is that in order to truly service these students, we need to be able to recruit them into programs that fit them and their needs, and not force them into one particular program that may restrict their opportunities. They need as many options as possible because their needs are complicated and varied. This was made clear to me at a recruitment event in Wai'anae I recently attended, hosted by Kukuluao/Ka Lama/INPEACE (another Native Hawaiian serving organization), and I was blown away with the sheer number of community members who were interested in education. There were over 150 people in attendance and this reaffirmed to me that there is much work to be done in our Hawaiian communities and that no one program can possibly meet all of these needs. Rather than being exclusive and limiting this funding to only one program, I believe this funding can be better utilized by including all Native Hawaiian serving programs in the College of Education. Isn't it common sense to work collaboratively and be inclusive of all perspectives and programs that are serving our communities? This common sense was best illustrated by our kūpuna in the saying: 'a'ole pau ka 'ike i ka hālau ho'okahi – not all knowledge is found in one school. This wisdom still resonates today and speaks to the need for this funding to be appropriated to all of the programs and people in the College of Education who are doing good work in our Hawaiian communities.

I also believe that the language of this bill should be amended in regards to the requirement that the Office of Hawaiian Affairs provide a 1:1 match. As I mentioned earlier, my new responsibilities in the college are focused on providing a pu'uhonua or sanctuary for Native Hawaiian students in the College of Education, and I am part of a team who was just recently awarded a grant from OHA to support these new efforts. We recognized the need to acquire additional funding to be able to enhance the services that we provide and went through the rigorous grants process that is required to apply for funds from OHA. Our initiative and many other worthy organizations followed the policies set forth by OHA in order to secure funding for our projects - mandating a match from OHA circumvents the process that everyone else is required to follow and devalues the hard work of every other project that aims to improve the lives of our people. Mahalo for your time.

To: Representative Faye P. Hanohano, Chair, Committee on Hawaiian Affairs
Representative Chris Lee, Vice-Chair, Committee on Hawaiian Affairs

From: G. Kalehua Krug
Native Hawaiian, Resident of Wai'anae



Date: February 1, 2012

Subject: Testimony in Support of the Intent of House Bill 2706: Relating to the
Appropriation of Funds to the University of Hawai'i at Mānoa for Ho'okulāiwi.

Aloha mai kākou e nā Luna o Nā Kōmike Pili Hawai'i, Pili Kālā a Pili Ho'ona'auao,

I am testifying in support of the intent of HB 2706 and propose some amendments. I began working as a Hawaiian language immersion teacher over 12 years ago. Currently, I work in the College of Education at the University of Hawai'i at Mānoa and have so for eight years now. For seven of them I worked under Ho'okulāiwi as co-director of teacher education and have experienced the inter-workings of this initiative. During that time, I focused on Hawaiian language immersion education and strengthening Ho'okulāiwi partnerships within the larger Native Hawaiian community, primarily focusing on my home community of Nānākuli and Wai'anae. However, over the last year I have broadened my scope of work and partnership outside of the confines of Ho'okulāiwi and have discovered a vast array of Native Hawaiian initiatives that, like Ho'okulāiwi, service my people in my community. My current duties in the College, based in the Office of Student Academic Services (OSAS), now focus on the recruitment and retention of Native Hawaiian students. OSAS data of the College teaches us that Native Hawaiian enrollment of the College has topped 200 students per semester since 2008 and that the majority of our Native Hawaiian students actually exist outside of Ho'okulāiwi. This does not, however, belittle the work of Ho'okulāiwi. Simply, I testify today that this bill centralizes funding in one initiative and limits the resourcing of other well deserving Native Hawaiian initiatives of the College of Education.

In partnership with the Institute for Native Pacific Education and Culture (INPEACE), the Kalama Education Academy, administered by Alice Kawakami a Native Hawaiian teacher educator, continues to service the Nānākuli and Wai'anae communities and prepare home-grown teachers for Leeward coast schools. The Kalama Academy recently held a recruitment event at LCC Wai'anae and this meeting amassed a total of over 150 potential students all from the Leeward community. Throughout the last year, I have had the opportunity to observe the great work of Alice and the program and aspire to uphold the levels of educational successes of this program in the Leeward community. Ku'u lei Serna, a Native Hawaiian teacher educator, is beginning a dual preparation SPED B.Ed. cohort based on the principles of Kalama for the Leeward Coast focusing on teacher preparation for Native Hawaiian communities. Native Hawaiian faculty prepare to increase the total number of Native Hawaiians of the College of

Education and to increase the services offered to our native communities. This movement is lead by the Director of OSAS Melvin Spencer. He is also Native Hawaiian. These are just a few of the Hawaiians doing great work in the College. Native Hawaiians exist all over the College and are working, like Ho'okulāiwi, to better education for our people.

There is also plenty of work to do for the Hawaiian language immersion community and culture-based education. The College of Education holds a vast variety of expertise in Hawaiian language and culture. Part of this expertise is housed within Ho'okulāiwi, however Ho'okulāiwi is not the only initiative that needs these precious resources to accomplish all of the work needed by our people and our communities. Appropriating these funds to just one group limits the potential of others that do similar work. For some individuals, the appropriation of narrow funding such as this is will be misinterpreted as an appropriation of kuleana. Widening the focus of this funding will allow Native Hawaiian education to exist more significantly in the College.

As a resident of Wai'anae, I see the value of educational initiatives that focus on our Native Hawaiian communities. The intent of this bill for the communities that it proposes to service is virtuous. However, my future vision for the College of Education is one that extends the collaborative reach of Hawaiians in Hawaiian serving programs across the College of Education and across the island chain. I propose that the wording of this bill be amended to fund all Native Hawaiian educational initiatives of the College of Education and that the requested three positions be given to the College of Education to work solely in Native Hawaiian education or in Hawaiian language or cultural initiatives. This way, the individuals hired into these positions may determine for themselves the most appropriate way to serve our communities and have the freedoms to choose who they work with.

To: Representative Faye P. Hanohano, Chair, Committee on Hawaiian Affairs
Representative Chris Lee, Vice-Chair, Committee on Hawaiian Affairs
Fr: Baba Yim, Jr. Specialist, College of Education (Faculty Member-Ho'okulāiwi)
Date: February 1, 2012
Subject: Testimony in Support of the intent of HB 2706 (with amendments)

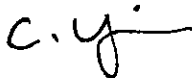
Aloha Chair Hanohano, Vice Chair Lee, and members of the committee,
My name is Babā Yim. I am a Junior Specialist in the College of Education at the University of Hawai'i at Mānoa. My position at the university was created three years ago and is a permanent, tenure track position funded through the legislature. Although it sits within the college of Education, for all intents and purposes, it belongs to Ho'okulāiwi as will the positions being requested in this bill .

I sit here today as someone working under Ho'okulāiwi to testify that while I support the intent of the bill, I can not support HB2706 as it is written. While I support funding Hawaiian education, appropriating funds in this matter is extremely problematic in that it limits the ability of people in these types of positions to work with other native Hawaiian initiatives within the college, university and the Hawaiian community at large. Because we at Ho'okulāiwi is not a Board of Regents recognized center within the college nor the university, when questions arise in regards to these positions, there is never a clear cut answer to be found.

Prior to the 2007 legislative session, positions like the one I currently sit in did not exist anywhere in the university. This type of cart-before-the-horse funding treats permanent, tenure track lines like temporary grant positions without the same academic freedoms and will be the source of more problems in the future by creating positions to be filled with no real center for them to exist in, and no established policies or procedures as to how the monies will be administered. I am living proof of that.

The legislature should be supporting Hawaiian education and my thought is that the language of the bill should be amended to appropriate the proposed funding to the College of Education so it can be properly administered to all Hawaiian education initiatives including Ho'okulāiwi.

I am fortunate to work in Hawaiian Education, especially Hawaiian Language Immersion, and to be allowed in to Hawaiian communities. As faculty of the College of Education, as well as Ho'okulāiwi, it is our duty to serve humbly in the Hawaiian communities we work with, not dictate what that work will be and how it is to be done. There is so much work to be done and many capable hands to do it. We need to empower native Hawaiians working in education, not create positions that limit them.



C. Baba Yim