



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

Date: 03/21/2016
Time: 02:30 PM
Location: 309
Committee: House Education

Department: Education

Person Testifying: Kathryn S. Matayoshi, Superintendent of Education

Title of Bill: SB 2476, SD2, HD1 RELATING TO HEALTH.

Purpose of Bill: Enhances early language services for children who are deaf, hard of hearing, or deaf-blind. Establishes a working group for the purposes of investigating issues related to resources and tools for parents of children who are deaf, hard of hearing, or deaf-blind and improvements to the statewide system of services that support age-appropriate language development for children from birth to age five who are deaf, hard of hearing, or deaf-blind. Requires working group to report to legislature. Appropriates funds for two positions to support the early language services within the Department of Health. (SB2476 HD1)

Department's Position:

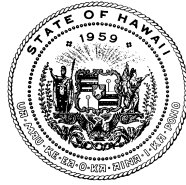
The Department of Education (Department) supports the intent of SB 2476 SD2 HD1 to improve language and literacy development outcomes for deaf, hard-of-hearing, and deaf-blind students and offers comments.

The Department has been in close communication with the Department of Health (DOH) and the Executive Office of Early Learning (EOEL) on this measure.

Further, the Department will continue to work collaboratively with our partners to identify services to achieve the goal of ensuring deaf, hard-of-hearing, and deaf-blind students enter school on equal footing with their peers in literacy and language.

Respectfully, the Department defers to the DOH as to administrative or budgetary issues.

Thank you for the opportunity to provide testimony on this measure.



STATE OF HAWAII
DEPARTMENT OF HEALTH
P. O. Box 3378
Honolulu, HI 96801-3378
doh.testimony@doh.hawaii.gov

**Testimony COMMENTING on S.B. 2476 H.D. 1
RELATING TO HEALTH**

REPRESENTATIVE ROY M. TAKUMI, CHAIR
HOUSE COMMITTEE ON EDUCATION

Hearing Date: March 21, 2016

Room Number: 309

Fiscal Implications: The Department of Health (DOH) currently lacks resources to enhance early language services for children age 0-3 years who are deaf, hard of hearing, or deaf-blind (D/HH/DB). The Department defers to the Governor's Executive Budget request and DOH appropriations and personnel priorities.

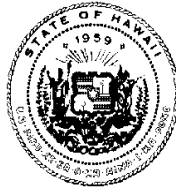
Department Testimony: The Department supports the intent of this bill. It offers the opportunity for the Department of Education (DOE), Executive Office of Early Learning (EOEL), and DOH, working with the D/HH/DB community, to improve the statewide system of services that support age-appropriate language development for children age 0-5 years who are D/HH/DB. In collaboration with the DOE and EOEL, the DOH is willing to establish and convene a working group to address various issues and make recommendations to the legislature on supporting age-appropriate language development for children age 0-5 years who are D/HH/DB.

The Department is willing to work with state and community representatives in addressing for children age 0-5 years who are D/HH/DB: resource guide for parents; tools used to assess and plan language development services; data and the availability of data on the language and literacy development; improvements concerning the statewide system of services that support age-appropriate language development; and improvements concerning the transition of children at age 3 years from the DOH early intervention services to the DOE services.

The DOH is committed to strengthening its services to support the language development of young children who are D/HH/DB. The Early Intervention Section (EIS) is responsible for

1 the provision of early intervention (EI) services under Part C of the Individuals with Disabilities
2 Education Act (IDEA) for eligible children age 0-3 years, including those who are D/HH/DB,
3 who have developmental delays or are at biological risk for developmental delays. The DOH
4 will need additional staff and funding resources to enhance the EIS early language services.
5 These services include teacher of the deaf in American Sign Language (ASL), teacher of the deaf
6 in listening and spoken language, contracted services of deaf mentors, and contracted ASL
7 instructors for ASL classes for families in rural areas of Oahu and on the Neighbor Islands.

8 Thank you for the opportunity to testify.



STATE OF HAWAII
DEPARTMENT OF HUMAN SERVICES

P. O. Box 339
Honolulu, Hawaii 96809-0339

March 20, 2016

TO: The Honorable Roy M. Takumi, Chair
House Committee on Health

FROM: Rachael Wong, DrPH, Director

SUBJECT: **SB 2476 SD2 HD1 – RELATING TO HEALTH**
Hearing: Monday, March 21, 2016, at 2:30 p.m.
Conference Room 309, State Capitol

DEPARTMENT'S POSITION: The Department of Human Services (DHS), Division of Vocational Rehabilitation (DVR), appreciates the intent of this bill as it seeks to develop a language acquisition program along with the support services needed to ensure the success of children entering our secondary education program and provides comments. The DHS defers to the Departments of Health and Education regarding implementation and costs associated with developing and administering the program statewide.

PURPOSE: The purpose of this bill is the establishment of an early language acquisition program, along with the provision of various services for children who are deaf, hard of hearing, or deaf-blind within the Department of Health and to support age-appropriate language development for children from birth to age three with these types of hearing loss. The bill further establishes a working group that will investigate issues related to resources and tools and the improvement on a statewide system of services that support deaf, hard of hearing and deaf-blind children from birth to age five; and to provide the appropriate funds needed to support such an early language acquisition program.

Through the joint efforts of the Department of Education, the Department of Health and the Executive Office on Early Learning, Hawaii will begin to assess what is needed for the

legislature to act on behalf of our deaf, hard of hearing and deaf-blind community and to build the foundation of literacy and language acquisition that is dearly needed.

The DHS Division of Vocational Rehabilitation is tasked with providing the supports necessary for our disabled residents who are unable to achieve meaningful employment solely on their own. The barrier for many of our residents is their ability to learn the marketable skills needed to enter into our 21st century workforce. Previous national research for students who are deaf or hard of hearing indicates that the average student with a hearing loss graduates from high school with reading comprehension skills at approximately the fourth grade level, and approximately 20% (some 2,000 annually) of students who are deaf or hard of hearing leave school with a reading level at or below second grade.

It is s necessary to create an affirmative action plan that looks at the global issues associated with this community and the development of services and the provision of the resources that will level the playing field for our children as they transition from the secondary educational system and into adulthood.

Thank you for this opportunity to submit testimony on this bill.



STATE OF HAWAII
Executive Office on Early Learning
1390 Miller Street, Room 303
HONOLULU, HAWAII 96813

March 14, 2016

TO: Della Au Bellatti, Chair
House Committee on Health

FROM: Lauren Moriguchi, Director

SUBJECT: SB 2476, SD 2, HD1 – RELATING TO HEALTH
Hearing Date: Monday, March 21, 2016
Time: 2:30 p.m.
Location: Conference Room 309

Purpose of Bill: Enhances early language services for children who are deaf, hard of hearing, or deaf-blind. Establishes a working group for the purposes of investigating issues related to resources and tools for parents of children who are deaf, hard of hearing, or deaf-blind and improvements to the statewide system of services that support age-appropriate language development for children from birth to age five who are deaf, hard of hearing, or deaf-blind. Requires working group to report to legislature. Appropriates funds for two positions to support the early language services within the Department of Health.

EXECUTIVE OFFICE ON EARLY LEARNING'S POSITION: The Executive Office on Early Learning (EOEL) supports the intent of SB 2476, SD2, HD1 to improve language acquisition, development and literacy development outcomes for deaf, hard-of-hearing, and deaf-blind students. EOEL will collaborate with the Department of Health (DOH) and Department of Education (DOE) and participate in a working group to support age-appropriate language development for children from birth to age five who are deaf, hard of hearing, or deaf-blind.

EOEL defers to the Department of Health (DOH) with respect to financial or administrative issues.

Thank you for the opportunity to provide testimony on this bill.



DISABILITY AND COMMUNICATION ACCESS BOARD

919 Ala Moana Boulevard, Room 101 • Honolulu, Hawaii 96814
Ph. (808) 586-8121 (V/TDD) • Fax (808) 586-8129

March 21, 2016

TESTIMONY TO THE HOUSE COMMITTEE ON EDUCATION

Senate Bill 2476, SD2, HD1 – Relating to Health

The Disability and Communication Access Board (DCAB) supports Senate Bill 2476, SD2, HD1 - Relating to Health. This bill enhances early language services for children who are deaf, hard of hearing, or deaf-blind; establishes a working group for the purposes of investigating issues related to resources and tools for parents of children who are deaf, hard of hearing, or deaf-blind and improvements to the statewide system of services that support age-appropriate language development for children from birth to age five who are deaf, hard of hearing, or deaf-blind. Requires the working group to report to the legislature; and appropriates funds for two positions to support the early language services within the Department of Health.

House Draft 1 was a collaborative effort from a group of representatives from the Departments of Health and Education, along with DCAB, meeting twice with community advocates to discuss and develop HD1, and is a good starting point to establish early language acquisition services within the Department of Health and to begin the development of resources and tools needed to implement a sound program for language acquisition for children who are deaf, hard of hearing, or deaf-blind. The working group can begin that effort, as well as investigate and recommend any additional legislation needed to sustain efforts to have deaf, hard of hearing and deaf-blind children language-ready by the time they begin kindergarten.

We strongly believe that the majority of representatives of the working group be deaf, hard of hearing, or deaf-blind regardless of the type of communication mode they choose to use. Planning for a specific population's needs must include members of the target group in order to achieve the best results. DCAB is willing to participate as a member of the working group, and is honored to have a role in the development of this important effort to ensure equal access to language for all children.

DCAB defers to the Department of Health regarding the number of positions and appropriation necessary to establish language acquisition services for children who are deaf, hard of hearing, and deaf-blind.

Thank you for the opportunity to provide testimony.

Respectfully submitted,

BARBARA FISCHLOWITZ-LEONG
Chairperson
Legislative Committee

FRANCINE WAI
Executive Director

March 21, 2016

TESTIMONY TO THE HOUSE COMMITTEE ON EDUCATION

Monday, March 21, 2016 at 2:30 P.M.
Conference Room 309, State Capitol

RE: SENATE BILL 2476, HD1 RELATING TO HEALTH

Dear Chair Takumi:

My name is Marisa Bolivar, Chairperson for the School Community Council of the Hawaii School for the Deaf and the Blind. As you know, Senate Bill 2476 passed the House Committee on Health and was scheduled for a hearing by the House Committee on Education. I urge you to lend your support to SB 2476 and vote for it.

The members of the SCC work closely with the administration and staff of HSDB in order to support the vision and mission of the school. One of the most important cornerstones of our school's philosophy is communication, and access to language. Our students communicate through the use of American Sign Language and written English, and their access to language and communication on campus is of the utmost importance. What we cannot control, is the language/communication environment of their homes, and the access to language that they are provided before they become school age.

The academic success of our students is of the utmost importance, and we strive to ensure our students are provided access to appropriate curriculum while still aligning to the Common Core State Standards. The problem that arises when we align our instruction to Common Core is this: Common Core Standards assume that students are entering school with language; they assume that the children entering kindergarten have the background knowledge to be able to approach content area instruction. More often than not, Deaf students arrive to school for the first time with little to no formal language. A professional educator would never expect an infant to comprehend and analyze content; linguistically, our students arrive at school as infants. If we are expected to rise to such a high level of learning and understanding, we must build the language capacity of our students before they arrive in kindergarten.

The DHHDB community has been ignored for too long. According to the 2015 Hawai'i Department of Education State Systemic Improvement Plan, only 14% of Deaf and Hard-of-Hearing students demonstrate reading proficiency, compared to 74% for students without disabilities. It is staggering to think that 86% of our Deaf and Hard-of-Hearing students are illiterate. SB 2476 will ensure that necessary steps are taken to end this statewide epidemic of language deprivation that our DHHDB keiki currently struggle with.

Currently, a significant proportion of Deaf children between the ages of 0-5 have minimal to no language instruction and arrive at kindergarten with inadequate and delayed language development. This makes it extremely difficult for them to achieve academic success and social and emotional growth. It is time to end this tragic statewide epidemic with accountability. SB 2476 will require the state Department of Health and Education

to work collaboratively to improve statewide services for children who are DHHDB so that they begin kindergarten with the necessary language skills needed to become successful in school and life.

Passing the bill and implementing its requirements will ignite a paradigm shift in the education of DHHDB children. It is our kuleana to ensure all keiki – including our DHHDB – are given legitimate access to language development in Hawai'i. Please support this bill and adopt the proposed draft developed by Hawai'i's Deaf community and the Department of Health. Mahalo for the opportunity to submit testimony.

Sincerely,

Marisa Bolivar
Chairperson, HSDB School Community Council

March 18, 2016

Testimony by Billy Kekua, President
Aloha State Association of the Deaf
www.deafaloha.org

Support for SB2476 RELATING TO HEALTH.

Language Development Milestones; Deaf; Hard of Hearing; Deaf-blind; Early Language Acquisition Program; Early Language Acquisition Advisory Committee; Appropriation

COMMITTEE ON EDUCATION
Representative Roy M. Takumi, Chair
Representative Takashi Ohno, Vice Chair

Dear Chair Takumi and committee members,

We must ensure and recognize that Deaf, Hard of Hearing, and DeafBlind (DHHDB) children have the basic human rights as the hearing peers. The goals of the Bill are to encourage language learning experiences for all DHHDB aged 0-5, prevent the severe language deprivation, prepare them to be kindergarten-ready when they arrive at a school, and the spirit of nurturing to ensure that they become the world-class citizens when they graduate from high school.

We would like to remind ourselves that we are responsible to provide guidance, healthy environment, and stability for our DHHDB children. Therefore, we are in the agreement with Department of Health's proposed draft (SB2476 HD1). With your assistance to pass the Bill, our quality of living will be absolutely improved to the sky.

Mahalo for the opportunity to share our testimony with you.

Malama pono.

March 21, 2016
TESTIMONY TO THE HOUSE COMMITTEE ON EDUCATION
Monday, March 21, 2016 at 2:30 PM
Conference Room 309, State Capitol
RE: SENATE BILL 2476, HD1 RELATING TO HEALTH

Dear Chair Takumi:

As you know, Senate Bill 2476 passed the House Committee on Health and was scheduled for a hearing by the House Committee on Education. As a resident of Hawai'i, I strongly URGE you to lend support SB 2476 and vote for it.

According to the 2015 Hawai'i Department of Education State Systemic Improvement Plan, only 14% of Deaf and Hard-of-Hearing students demonstrate reading proficiency, compared to 74% for students without disabilities. It is staggering to think that 86% of our Deaf and Hard-of-Hearing are illiterate. SB 2476 will ensure that necessary steps are taken to end this statewide epidemic of language deprivation that our Deaf, Hard of Hearing, and Deafblind (DHHDB) keiki struggle with.

Currently, a significant proportion of Deaf children between the ages of 0-5 have minimal to no language instruction and arrive at kindergarten with inadequate and delayed language development. This makes it extremely difficult for them to achieve academic success and social and emotional growth. It is time to end this tragic statewide epidemic with accountability. SB 2476 will require the state Departments of Health and Education to work collaboratively to improve statewide services for children who are DHHDB so that they begin kindergarten with the necessary language skills needed to become successful in school and life.

Passing the bill and implementing its requirements will ignite a paradigm shift in education of DHHDB children. It is our kuleana to ensure all keiki — including our DHHDB — are given legitimate access to language development in Hawai'i. Please support this bill, and mahalo for the opportunity to submit testimony.

Sincerely,

Misella Tomita

From: mailinglist@capitol.hawaii.gov
Sent: Sunday, March 20, 2016 9:09 PM
To: EDNtestimony
Cc: CANtheCANT@gmail.com
Subject: *Submitted testimony for SB2476 on Mar 21, 2016 14:30PM*

SB2476

Submitted on: 3/20/2016

Testimony for EDN on Mar 21, 2016 14:30PM in Conference Room 309

Submitted By	Organization	Testifier Position	Present at Hearing
Darlene Ewan	Individual	Support	No

Comments:

Please note that testimony submitted less than 24 hours prior to the hearing, improperly identified, or directed to the incorrect office, may not be posted online or distributed to the committee prior to the convening of the public hearing.

Do not reply to this email. This inbox is not monitored. For assistance please email webmaster@capitol.hawaii.gov

March 21, 2016

TESTIMONY TO THE HOUSE COMMITTEE ON EDUCATION

Monday, March 21, 2016 at 2:30 P.M.
Conference Room 309, State Capitol

RE: SENATE BILL 2476, HD1 RELATING TO HEALTH

Dear Chair Takumi:

As you know, Senate Bill 2476 passed the House Committee on Health and was scheduled for a hearing by the House Committee on Education. As a resident of Hawai'i, I urge you to lend support to SB 2476 and vote for it.

According to the 2015 Hawai'i Department of Education State Systemic Improvement Plan, only 14% of Deaf and Hard-of-Hearing students demonstrate reading proficiency, compared to 74% for students without disabilities. It is staggering to think that 86% of our Deaf and Hard-of-Hearing students are illiterate. SB 2476 will ensure that necessary steps are taken to end this statewide epidemic of language deprivation that our Deaf, Hard of Hearing, and Deafblind (DHHDB) keiki struggle with.

Currently, a significant proportion of Deaf children between the ages of 0-5 have minimal to no language instruction and arrive at kindergarten with inadequate and delayed language development. This makes it extremely difficult for them to achieve academic success and social and emotional growth. It is time to end this tragic statewide epidemic with accountability. SB 2476 will require the state Departments of Health and Education to work collaboratively to improve statewide services for children who are DHHDB so that they begin kindergarten with the necessary language skills needed to become successful in school and life.

Passing the bill and implementing its requirements will ignite a paradigm shift in the education of DHHDB children. It is our kuleana to ensure all keiki – including our DHHDB – are given legitimate access to language development in Hawai'i. Please support this bill, and mahalo for the opportunity to submit testimony.

Sincerely,

Kurstin Chun
Aiea, Hawaii

March 21, 2016

TESTIMONY TO THE HOUSE COMMITTEE ON EDUCATION

Monday, March 21, 2016 at 2:30 P.M.
Conference Room 309, State Capitol

RE: SENATE BILL 2476, HD1 RELATING TO HEALTH

Dear Chair Takumi:

As you know, Senate Bill 2476 passed the House Committee on Health and was scheduled for a hearing by the House Committee on Education. As a resident of Hawai'i, I urge you to lend support to SB 2476 and vote for it.

According to the 2015 Hawai'i Department of Education State Systemic Improvement Plan, only 14% of Deaf and Hard-of-Hearing students demonstrate reading proficiency, compared to 74% for students without disabilities. It is staggering to think that 86% of our Deaf and Hard-of-Hearing students are illiterate. SB 2476 will ensure that necessary steps are taken to end this statewide epidemic of language deprivation that our Deaf, Hard of Hearing, and Deafblind (DHHDB) keiki struggle with.

Currently, a significant proportion of Deaf children between the ages of 0-5 have minimal to no language instruction and arrive at kindergarten with inadequate and delayed language development. This makes it extremely difficult for them to achieve academic success and social and emotional growth. It is time to end this tragic statewide epidemic with accountability. SB 2476 will require the state Departments of Health and Education to work collaboratively to improve statewide services for children who are DHHDB so that they begin kindergarten with the necessary language skills needed to become successful in school and life.

Passing the bill and implementing its requirements will ignite a paradigm shift in the education of DHHDB children. It is our kuleana to ensure all keiki – including our DHHDB – are given legitimate access to language development in Hawai'i. Please support this bill, and mahalo for the opportunity to submit testimony.

Sincerely,

Keri Lee
55-568 Naniloa Loop 2C
Laie, HI 96762

March 20, 2016

TESTIMONY TO THE HOUSE COMMITTEE ON EDUCATION

Monday, March 21, 2016 at 2:30 P.M.
Conference Room 309, State Capitol

RE: SENATE BILL 2476, HD1 RELATING TO HEALTH

Dear Chair Takumi:

As you know, Senate Bill 2476 passed the House Committee on Health and was scheduled for a hearing by the House Committee on Education. As a resident of Hawai'i, I urge you to lend support to SB 2476 and vote for it.

According to the 2015 Hawai'i Department of Education State Systemic Improvement Plan, only 14% of Deaf and Hard-of-Hearing students demonstrate reading proficiency, compared to 74% for students without disabilities. It is staggering to think that 86% of our Deaf and Hard-of-Hearing students are illiterate. SB 2476 will ensure that necessary steps are taken to end this statewide epidemic of language deprivation that our Deaf, Hard of Hearing, and Deafblind (DHHDB) keiki struggle with.

Currently, a significant proportion of Deaf children between the ages of 0-5 have minimal to no language instruction and arrive at kindergarten with inadequate and delayed language development. This makes it extremely difficult for them to achieve academic success and social and emotional growth. It is time to end this tragic statewide epidemic with accountability. SB 2476 will require the state Departments of Health and Education to work collaboratively to improve statewide services for children who are DHHDB so that they begin kindergarten with the necessary language skills needed to become successful in school and life.

Passing the bill and implementing its requirements will ignite a paradigm shift in the education of DHHDB children. It is our kuleana to ensure all keiki – including our DHHDB – are given legitimate access to language development in Hawai'i. Please support this bill, and mahalo for the opportunity to submit testimony.

Sincerely,

Christine Holmes
418 N. Vineyard Blvd. #C-11

March 21, 2016

TESTIMONY TO THE HOUSE COMMITTEE ON EDUCATION

Monday, March 21, 2016 at 2:30 P.M.
Conference Room 309, State Capitol

RE: _SENATE BILL 2476, HD1 RELATING TO HEALTH

Dear Chair Takumi:

As you know, Senate Bill 2476 passed the House Committee on Health and was scheduled for a hearing by the House Committee on Education. As a resident of Hawai'i, I urge you to lend support to SB 2476 and vote for it.

According to the 2015 Hawai'i Department of Education State Systemic Improvement Plan, only 14% of Deaf and Hard-of-Hearing students demonstrate reading proficiency, compared to 74% for students without disabilities. It is staggering to think that 86% of our Deaf and Hard-of-Hearing students are illiterate. SB 2476 will ensure that necessary steps are taken to end this statewide epidemic of language deprivation that our Deaf, Hard of Hearing, and Deafblind (DHHDB) keiki struggle with.

Currently, a significant proportion of Deaf children between the ages of 0-5 have minimal to no language instruction and arrive at kindergarten with inadequate and delayed language development. This makes it extremely difficult for them to achieve academic success and social and emotional growth. It is time to end this tragic statewide epidemic with accountability. SB 2476 will require the state Departments of Health and Education to work collaboratively to improve statewide services for children who are DHHDB so that they begin kindergarten with the necessary language skills needed to become successful in school and life.

Passing the bill and implementing its requirements will ignite a paradigm shift in the education of DHHDB children. It is our kuleana to ensure all keiki – including our DHHDB – are given legitimate access to language development in Hawai'i. Please support this bill, and mahalo for the opportunity to submit testimony.

Sincerely,

Mala Arkin
Po Box 11988
Honolulu, HI 96828

March 21, 2016

TESTIMONY TO THE HOUSE COMMITTEE ON EDUCATION

Monday, March 21, 2016 at 2:30 P.M.
Conference Room 309, State Capitol

RE: SENATE BILL 2476, HD1 RELATING TO HEALTH

Dear Chair Takumi:

As you know, Senate Bill 2476 passed the House Committee on Health and was scheduled for a hearing by the House Committee on Education. As a resident of Hawai'i, I urge you to lend support to SB 2476 and vote for it.

According to the 2015 Hawai'i Department of Education State Systemic Improvement Plan, only 14% of Deaf and Hard-of-Hearing students demonstrate reading proficiency, compared to 74% for students without disabilities. It is staggering to think that 86% of our Deaf and Hard-of-Hearing students are illiterate. SB 2476 will ensure that necessary steps are taken to end this statewide epidemic of language deprivation that our Deaf, Hard of Hearing, and Deafblind (DHHDB) keiki struggle with.

Currently, a significant proportion of Deaf children between the ages of 0-5 have minimal to no language instruction and arrive at kindergarten with inadequate and delayed language development. This makes it extremely difficult for them to achieve academic success and social and emotional growth. It is time to end this tragic statewide epidemic with accountability. SB 2476 will require the state Departments of Health and Education to work collaboratively to improve statewide services for children who are DHHDB so that they begin kindergarten with the necessary language skills needed to become successful in school and life.

Passing the bill and implementing its requirements will ignite a paradigm shift in the education of DHHDB children. It is our kuleana to ensure all keiki – including our DHHDB – are given legitimate access to language development in Hawai'i. Please support this bill, and mahalo for the opportunity to submit testimony.

Sincerely,

Samuel Garcia, Jr.
2937 Kalakaua Avenue, Apt. 25
Honolulu, HI 96815

March 21, 2016

TESTIMONY TO THE HOUSE COMMITTEE ON EDUCATION

Monday, March 21, 2016 at 2:30 P.M.

Conference Room 309, State Capitol

RE: SENATE BILL 2476, HD1 RELATING TO HEALTH

Dear Chair Takumi:

As you know, Senate Bill 2476 passed the House Committee on Health and was scheduled for a hearing by the House Committee on Education. As a resident of Hawai'i, I urge you to lend support to SB 2476 and vote for it.

According to the 2015 Hawai'i Department of Education State Systemic Improvement Plan, only 14% of Deaf and Hard-of-Hearing students demonstrate reading proficiency, compared to 74% for students without disabilities. It is staggering to think that 86% of our Deaf and Hard-of-Hearing students are illiterate. SB 2476 will ensure that necessary steps are taken to end this statewide epidemic of language deprivation that our Deaf, Hard of Hearing, and Deafblind (DHHDB) keiki struggle with.

Currently, a significant proportion of Deaf children between the ages of 0-5 have minimal to no language instruction and arrive at kindergarten with inadequate and delayed language development. This makes it extremely difficult for them to achieve academic success and social and emotional growth. It is time to end this tragic statewide epidemic with accountability. SB 2476 will require the state Departments of Health and Education to work collaboratively to improve statewide services for children who are DHHDB so that they begin kindergarten with the necessary language skills needed to become successful in school and life.

I work with students at Kapi`olani Community College and many students are not able to attend college because of their delayed language development when they were younger. I was also a teacher for 8 years to elementary school-age deaf students and saw the delayed language development again and again. This is so important to me and I'd like to see a change happen so that students can have the appropriate language development necessary to allow them to be successful!

Passing the bill and implementing its requirements will ignite a paradigm shift in the education of DHHDB children. It is our kuleana to ensure all keiki – including our DHHDB – are given legitimate access to language development in Hawai'i. Please support this bill, and mahalo for the opportunity to submit testimony.

Sincerely,

Layce Reed Garcia
Counselor/Kapi`olani Community College
4303 Diamond Head Road
Manono 102
Honolulu, HI 96816

PETER L. FRITZ

TELEPHONE (SPRINT RELAY): (808) 568-0077
E-MAIL: PLFLEGIS@FRITZHQ.COM

HOUSE OF REPRESENTATIVES THE TWENTY-EIGHTH LEGISLATURE REGULAR SESSION OF 2016

COMMITTEE ON EDUCATION Testimony on S.B. 2476 SD2 HD1 Hearing: March 21, 2016

Relating to Health

Chair Takumi, Vice Chair Ohno and members of the Committee. My name is Peter Fritz. I am an individual with a hearing disability. I am testifying **in strong support of this bill**. This bill will improve the statewide system of services that support age-appropriate language development for children age 0-5 years who are Deaf, Hard of Hearing or Deaf-Blind ("D/HH/DB").

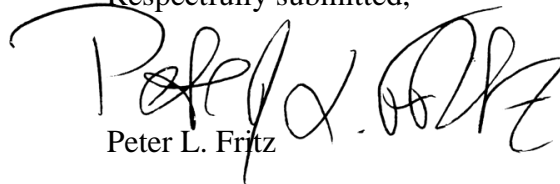
S.B. 2476 SD2HD1 incorporates suggestions and recommendations from stakeholders including advocates for the deaf. This bill would revise Hawaii Revised Statutes to require that early intervention services include early language service for infants and toddlers who are D/HH/DB, clarification of the members of the working 16 group, and refining the responsibilities of the working group.

Language is the words, structures, thoughts and concepts we have in our minds. Speech is one way in which we communicate our language to other people. Language can also be conveyed through sign language or through writing. For the development of language skills, deaf children need to be exposed to good language models in a signed language as soon as deafness is detected. Early exposure to sign language reduces the risks of linguistic deprivation, which is associated with cognitive impairment and psychosocial isolation.

Any hearing loss a child has will impact on both language and speech development, but language development is more important than speech development because almost all learning depends on language. The better language a child has, the broader the range of their mental concepts and the more they will be able to learn in school.

Early language acquisition will enable children to acquire the necessary language skills. I respectfully request your support of this bill.

Respectfully submitted,



Peter L. Fritz

March 21, 2016

TESTIMONY TO THE HOUSE COMMITTEE ON EDUCATION

Monday, March 21, 2016 at 2:30 P.M.
Conference Room 309, State Capitol

RE: SENATE BILL 2476, HD1 RELATING TO HEALTH

Dear Chair Takumi:

As you know, Senate Bill 2476 passed the House Committee on Health and was scheduled for a hearing by the House Committee on Education. As a resident of Hawai'i, I urge you to lend support to SB 2476 and vote for it.

According to the 2015 Hawai'i Department of Education State Systemic Improvement Plan, only 14% of Deaf and Hard-of-Hearing students demonstrate reading proficiency, compared to 74% for students without disabilities. It is staggering to think that 86% of our Deaf and Hard-of-Hearing students are illiterate. SB 2476 will ensure that necessary steps are taken to end this statewide epidemic of language deprivation that our Deaf, Hard of Hearing, and Deafblind (DHHDB) keiki struggle with.

Currently, a significant proportion of Deaf children between the ages of 0-5 have minimal to no language instruction and arrive at kindergarten with inadequate and delayed language development. This makes it extremely difficult for them to achieve academic success and social and emotional growth. It is time to end this tragic statewide epidemic with accountability. SB 2476 will require the state Departments of Health and Education to work collaboratively to improve statewide services for children who are DHHDB so that they begin kindergarten with the necessary language skills needed to become successful in school and life.

Not providing the resources to help DHHDB children hit their language developmental milestones; they will experience challenges and struggles later in their lives. I personally experienced struggles with the language development delay when I was in pre-school. I didn't receive the appropriate language access my hearing peers had. I do not want our future DHHDB keiki go through same experience I had. Our DHHDB keiki will be our future leaders.

Passing the bill and implementing its requirements will ignite a paradigm shift in the education of DHHDB children. It is our kuleana to ensure all keiki – including our DHHDB – are given legitimate access to language development in Hawai'i. Please support this bill, and mahalo for the opportunity to submit testimony.

Sincerely,



LisaAnn Tom
Honolulu, HI

March 19, 2016

TESTIMONY TO THE HOUSE COMMITTEE ON EDUCATION

Monday, March 21, 2016 at 2:30 P.M.
Conference Room 309, State Capitol

RE: SENATE BILL 2476, SD2, HD1 RELATING TO HEALTH

Dear Chair Takumi:

As you know, Senate Bill 2476, SD2, HD1 passed the House Committee on Health and was scheduled for a hearing by the House Committee on Education. As a resident of Honolulu, Hawai'i, I am urging you please to lend support to SB 2476, SD2, HD1 and vote for it.

According to the 2015 Hawai'i Department of Education State Systemic Improvement Plan, only 14% of Deaf and Hard-of-Hearing students demonstrate reading proficiency, compared to 74% for students without disabilities. It is staggering to think that 86% of our Deaf and Hard-of-Hearing students are illiterate. No wonder so many DHHDB people are on welfare. It is not because they want to be on it, it's because they are having a very difficult time finding jobs that they can earn money to be able to support themselves and their families. Their inability to read and write is a huge obstacle to their ability to further their education beyond high school and/or find a decent paying job. SB 2476 will ensure that necessary steps are taken to end this statewide epidemic of language deprivation that our Deaf, Hard of Hearing, and Deafblind (DHHDB) keiki struggle with.

Currently, a significant proportion of Deaf children between the ages of 0-5 have minimal to no language instruction and arrive at kindergarten with inadequate and delayed language development. This makes it extremely difficult for them to achieve academic success and social and emotional growth. It is time to end this ongoing tragic statewide epidemic with accountability. It's our responsibility to make sure that our DHHDB keiki develop and acquire a language before they enter kindergarten. SB 2476 will require the state Departments of Health and Education to work collaboratively to improve statewide services for children who are DHHDB so that they begin kindergarten with the necessary language skills needed to become successful in school and life.

Passing the bill and implementing its requirements will ignite a paradigm shift in the education of DHHDB children. It is our kuleana to ensure all keiki – including our DHHDB – are given legitimate access to language development in Hawai'i. Please support this bill, and mahalo for the opportunity to submit testimony.

Sincerely,

Ami Tsuji-Jones
PO Box 12245
Honolulu, HI 96828

From: mailinglist@capitol.hawaii.gov
Sent: Saturday, March 19, 2016 9:59 PM
To: EDNtestimony
Cc: murrayj007@hawaii.rr.com
Subject: Submitted testimony for SB2476 on Mar 21, 2016 14:30PM

SB2476

Submitted on: 3/19/2016

Testimony for EDN on Mar 21, 2016 14:30PM in Conference Room 309

Submitted By	Organization	Testifier Position	Present at Hearing
James Murray	Individual	Comments Only	No

Comments: I support SB 2476 because without a strong language foundation children will be unable to meet high academic demands at school or live up to their full potential. Early language acquisition is critical, and SB 2476 will ensure that Deaf children have the same access to education as their same age peers.

Please note that testimony submitted less than 24 hours prior to the hearing, improperly identified, or directed to the incorrect office, may not be posted online or distributed to the committee prior to the convening of the public hearing.

Do not reply to this email. This inbox is not monitored. For assistance please email webmaster@capitol.hawaii.gov

March 21, 2016

TESTIMONY TO THE HOUSE COMMITTEE ON EDUCATION

Monday, March 21, 2016 at 2:30 P.M.
Conference Room 309, State Capitol

RE: SENATE BILL 2476, HD1 RELATING TO HEALTH

Dear Chair Takumi:

As you know, Senate Bill 2476 passed the House Committee on Health and was scheduled for a hearing by the House Committee on Education. As a resident of Hawai'i, I urge you to lend support to SB 2476 and vote for it.

According to the 2015 Hawai'i Department of Education State Systemic Improvement Plan, only 14% of Deaf and Hard-of-Hearing students demonstrate reading proficiency, compared to 74% for students without disabilities. It is staggering to think that 86% of our Deaf and Hard-of-Hearing students are illiterate. SB 2476 will ensure that necessary steps are taken to end this statewide epidemic of language deprivation that our Deaf, Hard of Hearing, and Deafblind (DHHDB) keiki struggle with.

Currently, a significant proportion of Deaf children between the ages of 0-5 have minimal to no language instruction and arrive at kindergarten with inadequate and delayed language development. This makes it extremely difficult for them to achieve academic success and social and emotional growth. It is time to end this tragic statewide epidemic with accountability. SB 2476 will require the state Departments of Health and Education to work collaboratively to improve statewide services for children who are DHHDB so that they begin kindergarten with the necessary language skills needed to become successful in school and life.

Passing the bill and implementing its requirements will ignite a paradigm shift in the education of DHHDB children. It is our kuleana to ensure all keiki – including our DHHDB – are given legitimate access to language development in Hawai'i. Please support this bill, and mahalo for the opportunity to submit testimony.

Sincerely,

Emily Jo Noschese

March 21, 2016

TESTIMONY TO THE HOUSE COMMITTEE ON EDUCATION

Monday, March 21, 2016 at 2:30 P.M.
Conference Room 309, State Capitol

Dear Chair Takumi:

As you know, Senate Bill 2476 crossed over to the House and was referred to three House committees, including the Committee on Education. As a resident of Hawai'i, I, Carie Sarver, urge you to lend support to SB 2476 and vote for it.

SB2476 enforces language benchmarks in American Sign Language and English during each Deaf, Hard of Hearing and Deaf-Blind (DHHDB) child's first five years to ensure they are on track to be academically and socially ready for Kindergarten.

I support this bill because I have seen the effects of language delays and deprivation on DHHDB children and I want all kids in our state to start Kindergarten on even ground.

In my 18 years as a Sign Language interpreter I've worked with the DHHDB community in settings such as medical, legal, business, social, and educational. I've seen students from Pre-K through high school in two states in mainstream and residential programs enter the classroom unable to share their own names, the names of their families or caretakers and unable to express their wants and needs.

This delay in language acquisition follows them through their school years and into adult life as I've seen in doctor's offices, social security lines, social services meetings, and so on. I've seen DHHDB consumers struggle to read their mail, communicate with close family members, even to make a simple medical appointment. Currently, in Hawaii only 14% of DHHDB students read proficiently compared to 74% of their non-deaf peers. It is time to close that gap. It's time to provide our DHHDB children with the tools they need to prepare for their academic years and give them a fair shot at life.

As an ally to the DHHDB community and as an interpreter I want to see more of our adult citizens in board rooms, college classrooms, and professional settings than in court rooms, unemployment lines or other social services offices. I am hopeful that the work that SB2476 will do on behalf our children will help to lead them there.

Sincerely,

Carie Sarver

From: mailinglist@capitol.hawaii.gov
Sent: Saturday, March 19, 2016 8:45 PM
To: EDNtestimony
Cc: jrlcjc@gmail.com
Subject: Submitted testimony for SB2476 on Mar 21, 2016 14:30PM

SB2476

Submitted on: 3/19/2016

Testimony for EDN on Mar 21, 2016 14:30PM in Conference Room 309

Submitted By	Organization	Testifier Position	Present at Hearing
Joel Matusof	Individual	Support	No

Comments: March 21, 2016 TESTIMONY TO THE HOUSE COMMITTEE ON EDUCATION Monday, March 21, 2016 at 2:30 P.M. Conference Room 309, State Capitol RE: SENATE BILL 2476 RELATING TO HEALTH Dear Chair Rep. Takumi, I, Joel, support this bill SB2476. I am Deaf and my parents were Deaf too. When I was born I learn American Sign Language and when I start school I was fluent in ASL. I remember I feel jealous of other Deaf kids because teacher would spend a lot more time with them. Why? Because they did not have language. I wanted to have more interaction with my teachers but they told me to just keep moving forward in the lesson while they caught the other children up. I had to wait long time sometimes and we get into trouble mischief because teacher busy with other kids. I move on to other grades but some kids stay behind and not move on not learn quick. They were smart but not have language and slow to learn. I lived in the dorms at school and would go home on the weekend. Some deaf kids with little language if they live in dorm they learn ASL quick and pickup language. But kids that live home and commute to school everyday, some good have language but some not have. When I got to middle school we would make fun of the kids who didn't know any language and tease them. Now I am adult and I work as a cook in the cafeteria at the Hawaii School for the Deaf and the Blind. I see many children come to HSDB who don't have language. They only can gesture and that's not language. Many of them get into trouble violate Chapter 19 with theft, crime, other problems because they can't communicate. I believe it important that if Deaf children will go to Deaf school they should already know ASL. That way they will feel like they belong and feel same as other children. Also for the children who already have language they can learn quick and grow fast without waiting for other kids to catch up. Parents need to know what resources are in the community to support them and help the deaf child grow and succeed. For example they are commercials on the tv about stop smoking, about teen pregnancy, about children learning to speak...there should be commercial about deaf children and ways to help them succeed. Representative Roy Takumi, chair of the Committee on Education, please pass this bill SB2476. Mahalo, Joel Matusof

Please note that testimony submitted less than 24 hours prior to the hearing, improperly

identified, or directed to the incorrect office, may not be posted online or distributed to the committee prior to the convening of the public hearing.

Do not reply to this email. This inbox is not monitored. For assistance please email webmaster@capitol.hawaii.gov

March 21, 2016

TESTIMONY TO THE HOUSE COMMITTEE ON EDUCATION
RE: SENATE BILL 2476 RELATING TO HEALTH

Aloha Chair Takumi:

As you know, Senate Bill 2476 HD1 passed the House Committee on Health and was scheduled for a hearing by the House Committee on Education. As a hearing mother of a deaf child, I implore you to vote in favor in support of this bill.

I speak from experience that as a hearing parent I had very minimal to no information or resources on building a communication platform with my son. Most of our learning was of our own research and because of this, we were extremely delayed in communication. It had its share of emotional and physical delays for both my son and our family. It wasn't until we started to gain more resources and contacts did it improve. With that said, can you imagine the number of parents who don't pursue that route and wait until the school fulfills that gap? It's heartbreaking to say the least that during that entire process these children are left isolated and underdeveloped.

According to the 2015 Hawai'i Department of Education State Systemic Improvement Plan, only 14% of Deaf and Hard-of-Hearing students demonstrate reading proficiency, compared to 74% for students without disabilities. It is staggering to think that 86% of our Deaf and Hard-of-Hearing students are illiterate. SB 2476 will ensure that necessary steps are taken to end this statewide epidemic of language deprivation that our Deaf, Hard of Hearing, and Deafblind (DHHDB) keiki struggle with.

Currently, a significant proportion of Deaf children between the ages of 0-5 have minimal to no language instruction and arrive at kindergarten with inadequate and delayed language development. This makes it extremely difficult for them to achieve academic success and social and emotional growth. It is time to end this tragic statewide epidemic with accountability. SB 2476 will require the state Departments of Health and Education to work collaboratively to improve statewide services for children who are DHHDB so that they begin kindergarten with the necessary language skills needed to become successful in school and life.

Passing the bill and implementing its requirements will ignite a paradigm shift in the education of DHHDB children. It is our kuleana to ensure all keiki – including our DHHDB – are given legitimate access to language development in Hawai'i. Please support this bill, and mahalo for the opportunity to submit testimony.

With Respects,

Nikki Kepo'o

Hearing mother of a deaf child

From: mailinglist@capitol.hawaii.gov
Sent: Saturday, March 19, 2016 8:41 PM
To: EDNtestimony
Cc: nomit002@gmail.com
Subject: Submitted testimony for SB2476 on Mar 21, 2016 14:30PM

SB2476

Submitted on: 3/19/2016

Testimony for EDN on Mar 21, 2016 14:30PM in Conference Room 309

Submitted By	Organization	Testifier Position	Present at Hearing
Taichi Nomi	Individual	Comments Only	No

Comments: I support SB 2476 because without a strong language foundation children will be unable to meet high academic demands at school or live up to their full potential. Early language acquisition is critical, and SB 2476 will ensure that Deaf children have the same access to education as their same age peers.

Please note that testimony submitted less than 24 hours prior to the hearing, improperly identified, or directed to the incorrect office, may not be posted online or distributed to the committee prior to the convening of the public hearing.

Do not reply to this email. This inbox is not monitored. For assistance please email webmaster@capitol.hawaii.gov

From: mailinglist@capitol.hawaii.gov
Sent: Saturday, March 19, 2016 8:39 PM
To: EDNtestimony
Cc: heather.interpreter@gmail.com
Subject: Submitted testimony for SB2476 on Mar 21, 2016 14:30PM

SB2476

Submitted on: 3/19/2016

Testimony for EDN on Mar 21, 2016 14:30PM in Conference Room 309

Submitted By	Organization	Testifier Position	Present at Hearing
Heather Benjamin	Individual	Support	No

Comments: March 21, 2016 TESTIMONY TO THE HOUSE COMMITTEE ON EDUCATION Monday, March 21, 2016 at 2:30 P.M. Conference Room 309, State Capitol RE: SENATE BILL 2476 RELATING TO HEALTH Dear Chair Rep. Takumi: My name is Heather Benjamin and I am a resident of Honolulu. I am also a professional sign language interpreter and have been professionally interpreting since 2001. I am very concerned about our Deaf and Hard of Hearing keiki and ask that you support Senate Bill 2476 SD2. In my 15 years of interpreting I have come to know one undeniable truth. Deaf, Hard-of-Hearing, and Deaf-Blind children suffer from language deprivation. I can not even begin to convey the countless times I interpret for Deaf adults and see that as an adult, their lack of language fluency is the biggest barrier for their success. If they can find work it will usually be in the type of job that doesn't require much reading or writing and they need job coaches and ASL interpreters in order to understand what the job duties and policies are. Simply put, they are at a huge disadvantage for a healthy and prosperous life because of their lack of language proficiency. And, if their language is not fostered adequately in those first five to seven years of their life, by the time they arrive to school they are well behind not only academically but socially and emotionally as well. This puts them on a track that is difficult to recover from. The early years of any child is critical and that's why this bill is so important. It addresses their early years of language acquisition so they don't slip through the cracks, which happens far too often. It's only been recently that we've had hard data to show the lack in language proficiency; a sad fact. Yet now is the time for our keiki and we want this bill to pass so there is accountability and support for them. We want them to start school on the right foot along with their hearing peers who've been fortunate enough to have language exposure since being in the womb. Please support this bill, SB 2476. Mahalo for your support, Heather Benjamin, CI, CT Nationally Certified Sign Language Interpreter

Please note that testimony submitted less than 24 hours prior to the hearing, improperly identified, or directed to the incorrect office, may not be posted online or distributed to the committee prior to the convening of the public hearing.

Do not reply to this email. This inbox is not monitored. For assistance please email webmaster@capitol.hawaii.gov

From: mailinglist@capitol.hawaii.gov
Sent: Saturday, March 19, 2016 8:03 PM
To: EDNtestimony
Cc: lbolivar79@yahoo.com
Subject: Submitted testimony for SB2476 on Mar 21, 2016 14:30PM

SB2476

Submitted on: 3/19/2016

Testimony for EDN on Mar 21, 2016 14:30PM in Conference Room 309

Submitted By	Organization	Testifier Position	Present at Hearing
Leon Bolivar	Individual	Support	No

Comments: I support SB 2476 because without a strong language foundation children will be unable to meet high academic demands at school or live up to their full potential. Early language acquisition is critical, and SB 2476 will ensure that Deaf children have the same access to education as their same age peers.

Please note that testimony submitted less than 24 hours prior to the hearing, improperly identified, or directed to the incorrect office, may not be posted online or distributed to the committee prior to the convening of the public hearing.

Do not reply to this email. This inbox is not monitored. For assistance please email webmaster@capitol.hawaii.gov