

**ASSOCIATION OF HAWAIIAN CIVIC CLUBS
TESTIMONY OF PRESIDENT SOULEE STROUD**

HOUSE COMMITTEE ON HAWAIIAN AFFAIRS

**HOUSE BILL 1986 RELATING TO THE HAWAIIAN
LANGUAGE IMMERSION PROGRAM**

Wed.; Jan. 25, 2012; 9:15 am; Room 329

Aloha Madame Chair Hanohano, vice chair Lee and members of the House Committee on Hawaiian Affairs. I am Soulee Stroud, president of the Association of Hawaiian Civic Clubs, and I am here to testify in support of HB 1986 that would develop assessment tests in olelo Hawaii for math, reading and science for third and fourth grade public school students.

The Association I represent is comprised of sixty component clubs in Hawaii and eleven states on the continent. There are twenty six clubs on Oahu alone, as well as clubs on each of the neighbor islands. Several of our clubs were founded by Hawaiian language graduates of the University of Hawaii and olelo makuahine is at the core of their existence.

The addition of a new chapter to Hawaii Revised Statutes that includes assessments to assist third and fourth grade students to become proficient in other subjects through the use of olelo Hawaii would be beneficial to the students by broadening the scope of their learning skills.

Mahalo for the opportunity to testify.

Contact: jalna.keala2@hawaiiantel.net

clee1 - Lina

From: mailinglist@capitol.hawaii.gov
Sent: Tuesday, January 24, 2012 8:07 PM
To: HAWtestimony
Cc: brathfon@yahoo.com
Subject: Testimony for HB1986 on 1/25/2012 9:15:00 AM

Testimony for HAW 1/25/2012 9:15:00 AM HB1986

Conference room: 329
Testifier position: Support
Testifier will be present: No
Submitted by: William Rathfon
Organization: Individual
E-mail: brathfon@yahoo.com
Submitted on: 1/24/2012

Comments:

I strongly support this bill that would require assessments for 3rd and 4th grade students in the Hawaiian Language Immersion Program be developed originally in the Hawaiian language.

clee1 - Lina

From: mailinglist@capitol.hawaii.gov
Sent: Tuesday, January 24, 2012 8:03 PM
To: HAWtestimony
Cc: dreed@yahoo.com
Subject: Testimony for HB1986 on 1/25/2012 9:15:00 AM

Testimony for HAW 1/25/2012 9:15:00 AM HB1986

Conference room: 329
Testifier position: Support
Testifier will be present: No
Submitted by: Dana Reed
Organization: Individual
E-mail: dreed@yahoo.com
Submitted on: 1/24/2012

Comments:

I strongly support this measure! I am a Hawaiian language student (adult) and have become fairly involved in the Hawaiian immersion program. I feel strongly that the immersion community should be responsible for constructing any testing done on the immersion students.

clee1 - Lina

From: mailinglist@capitol.hawaii.gov
Sent: Tuesday, January 24, 2012 6:19 PM
To: HAWtestimony
Cc: monicalindsey08@gmail.com
Subject: Testimony for HB1986 on 1/25/2012 9:15:00 AM

Testimony for HAW 1/25/2012 9:15:00 AM HB1986

Conference room: 329
Testifier position: Support
Testifier will be present: No
Submitted by: Monica Lindsey
Organization: Individual
E-mail: monicalindsey08@gmail.com
Submitted on: 1/24/2012

Comments:

cleel1 - Lina

From: mailinglist@capitol.hawaii.gov
Sent: Tuesday, January 24, 2012 8:20 PM
To: HAWtestimony
Cc: henoheal@yahoo.com
Subject: Testimony for HB1986 on 1/25/2012 9:15:00 AM
Attachments: OHAHB1986.docx

Testimony for HAW 1/25/2012 9:15:00 AM HB1986

Conference room: 329
Testifier position: Support
Testifier will be present: No
Submitted by: Linda Henohea Linker
Organization: Individual
E-mail: henoheal@yahoo.com
Submitted on: 1/24/2012

Comments:

Lā 25 Ianuali 2012

Aloha mai kākou,

O wau nō o Linda Henohea Linker. No ka mokupuni o Molokai mai au. Aia au i mua o oukou me ka leo kāko o ikaika no kēia pila nei o ia ho'i HB 1986. Ke o'lelo paipai nei au ma ke ano he mākuā no kekahi mau haumāna kaiapuni a pēlā pū ma ke ano he kumu kula kaiapuni kekahi. He pono ka haku ana i ka hō'ike ko'iko'i, o nā hō'ike e like me ka HSA, ma ka o'lelo Hawai'i me nā mana o na'auao Hawai'i pū i hiki i nā haumāna kaiapuni ke hana i ia hō'ike ma kā lākou o'lelo kula mua, o ia ho'i, o ka o'lelo Hawai'i.

Me ka mahalo ha'aha'a,

na L. Henohea Linker

Aloha mai kākou,

I'm Linda Henohea Linker. I am from the island of Molokai. I am writing in strong support for Bill HB 1986. I am writing as a parent of Hawaiian immersion students, as well as a Hawaiian immersion school teacher. Important tests, such as the HSA, need to be created in Hawaiian language with Hawaiian education perspectives included so that the immersion students may take the test in their first academic language, Hawaiian.

With all greatful sincerity,

L. Henohea Linker

cleel - Lina

From: mailinglist@capitol.hawaii.gov
Sent: Tuesday, January 24, 2012 8:51 PM
To: HAWtestimony
Cc: brathfon@yahoo.com
Subject: Testimony for HB1986 on 1/25/2012 9:15:00 AM

Testimony for HAW 1/25/2012 9:15:00 AM HB1986

Conference room: 329
Testifier position: Support
Testifier will be present: No
Submitted by: William Rathfon
Organization: Individual
E-mail: brathfon@yahoo.com
Submitted on: 1/24/2012

Comments:

I strongly support this bill that would require assessments for 3rd and 4th grade students in the Hawaiian Language Immersion Program be developed originally in the Hawaiian language.

cleef1 - Lina

From: mailinglist@capitol.hawaii.gov
Sent: Wednesday, January 25, 2012 8:18 AM
To: HAWtestimony
Cc: nlkanuenu@gmail.com
Subject: Testimony for HB1986 on 1/25/2012 9:15:00 AM
Attachments: HB1986 TestimonyHAW-nlk.doc

Testimony for HAW 1/25/2012 9:15:00 AM HB1986

Conference room: 329
Testifier position: Support
Testifier will be present: No
Submitted by: Na Leo Kakoo Executive Board
Organization: Na Leo Kakoo Executive Board
E-mail: nlkanuenu@gmail.com
Submitted on: 1/25/2012

Comments:

LATE TESTIMONY

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

Fr: Nā Leo Kākoꞑo Executive Board
Parent Group of Ke Kula Kaiapuni ꞑo Ānuenuē

Date: January 23, 2012

Subject: Testimony in Support of House Bill 1986: Relating to the Hawaiian Language Immersion Program

On behalf of the Executive Board of Nā Leo Kākoꞑo, the parent group of Ke Kula Kaiapuni ꞑo Ānuenuē, we stand in strong support of HB 1986 that requires the DOE to develop reading, math, and science assessment tests in the Hawaiian language for grades 3 and 4 students in the Hawaiian language immersion program.

Nā Leo Kakoꞑo has been involved in ensuring that our children are not subjected to unfair, untested, and flawed translated standardized assessment tests since last year when the Department of Education forced these translated tests on the Hawaiian immersion program. That decision by the DOE was met with strong opposition from our Hawaiian immersion community, and we stood in opposition to that decision and provided testimony to the Board of Education last year. Despite this opposition, the DOE continues to use these tests on our children this school year.

All we are asking for is that the assessments used to measure our childrens' achievement are fair and that the process the DOE goes through to administer and create these tests is equitable. This bill will ensure that this fairness and equity is present for our children, who are the future of the perpetuation of our native language. Mahalo for your consideration.

clee1 - Lina

From: mailinglist@capitol.hawaii.gov
Sent: Wednesday, January 25, 2012 7:41 AM
To: HAWtestimony
Cc: makai@maui.net
Subject: Testimony for HB1986 on 1/25/2012 9:15:00 AM

Testimony for HAW 1/25/2012 9:15:00 AM HB1986

Conference room: 329
Testifier position: Support
Testifier will be present: No
Submitted by: Piliialoha Duro
Organization: Individual
E-mail: makai@maui.net
Submitted on: 1/25/2012

Comments:

cleef - Lina

From: mailinglist@capitol.hawaii.gov
Sent: Wednesday, January 25, 2012 8:34 AM
To: HAWtestimony
Cc: kehaulani_a@leoki.uhh.hawaii.edu
Subject: Testimony for HB1986 on 1/25/2012 9:15:00 AM
Attachments: LSBNāwahīTestimony.HB1986.House.HAW..pdf

Testimony for HAW 1/25/2012 9:15:00 AM HB1986

Conference room: 329
Testifier position: Support
Testifier will be present: No
Submitted by: Kehaulani Aipia-Peters
Organization: Ke Kula O Nawahiokalaniopuu LPCS, LSB
E-mail: kehaulani_a@leoki.uhh.hawaii.edu Submitted on: 1/25/2012

Comments:
Support with amendments.

Hō'ike Kāko'o me nā Loli no ka Pila HB 1986

25 Ianuali 2012

LATE TESTIMONY

Aloha e ka Lunaho'omalua Hanohano a me nā lālā o ke Kōmike Kuleana Hawai'i:

Eia mākou ka Papa Alaka'i o Ke Kula Ho'okolohua a Ho'āmana Aupuni 'o Nāwahīokalani'ōpu'u Iki ke kāko'o nei i ka Pila HB 1986. He pono e ma'ema'e a kaulike ka hō'ike ana mākaukau ma loko o ka 'ōlelo Hawai'i. Eia pū ho'i ke noi nei mākou me kēia mau loli i ka pila HB 1986.

1. E ho'ololi 'ia mai ka "Hawaiian language immersion program" a e ho'onui a'e a 'ōlelo 'ia no nā papahana ho'ona'auao aupuni a pau i a'o 'ia ma loko o ka 'ōlelo Hawai'i.
2. E ho'ololi 'ia mai nā papa 3 a me ka 4, a komo nā papa a pau loa.

He mau loli kūpono kēia no ko mākou kula nei, 'oiai, he mālama piha 'ia 'o Nāwahī i loko o ka 'ōlelo Hawai'i, ma loko a ma waho o ka papa, ma waena o nā kumu, a ma waena o nā 'ohana. 'O Nāwahī ka papahana kaiā'ōlelo Hawai'i ma HRS 302H-1. Ma Nāwahī, he nui loa nā haumāna keiki mānaleo o ka 'ōlelo Hawai'i mai ka home mai a ke pi'i nei ia heluna a pākēneka i nā makahiki a pau.

Eia hou 'oiai, a'o 'ia nā papa a pau o Nāwahī nei i loko o ka 'ōlelo Hawai'i, 'a'ole wale nō ma nā papa 3 a me ka 4, he kūpono no nā pae papa a pau ke hā'awi 'ia nā hō'ike heluhelu, makemakika a me ka 'epekema ma loko o ka 'ōlelo Hawai'i, 'a'ole ma ka 'ōlelo Pelekānia. He launa 'ole ka hā'awi hō'ike mākau kālai'ike i nā haumāna i loko o kekahi 'ōlelo e a'o 'ole 'ia ana ia mau mākau ma loko o ia 'ōlelo.

Ho'oholo 'ia ma ke koho a ka Papa Alaka'i ma ka lā 24 o Ianuali MH 2012.
Kēhaulani 'Aipia-Peters, Pelekikena

Testimony in Support with Amendments to HB1986 **25 January 2012**

Aloha Representative Hanohano and members of the Hawaiian Affairs Committee:

We the Local School Board of Ke Kula 'O Nāwahīokalani'ōpu'u Iki Laboratory Public Charter School hereby express our **support** for Bill HB 1986. Skills assessment testing through Hawaiian needs to be error free and fair. We also request the following amendments to HB 1986.

1. change be made from "Hawaiian language immersion program" to include all public educational programs conducted through the Hawaiian language.
2. change be made limiting assessments for grades 3 and 4 to include all testing grades.

These changes are appropriate for our school as Nāwahī is operated entirely through Hawaiian, both inside and outside the classes, among teachers, and among families. HRS 302H-1 Hawaiian language medium education allows for these changes. At Nāwahī, a large number of children enrolled as students are native speakers of Hawaiian from the home and the number and percentage of such students is growing every year.

We also note that since all classes here at Nāwahī are taught through Hawaiian, not just grades 3 and 4, it is appropriate that all grades be given their reading, mathematics, and science tests through Hawaiian, and not English. It is inappropriate and unfair to our students to administer tests on academic content through a language other than the language of instruction.

Passed by the Local School Board on the 24th of January 2012.
Kehaulani 'Aipia-Peters, President

LATE TESTIMONY

LATE TESTIMONY
LATE TESTIMONY

WRITTEN COMMENTS

Date: 01/25/2012

Committee: House Hawaiian Affairs

Department: Education

Person Testifying: Kathryn S. Matayoshi, Superintendent of Education

Title of Bill: HB 1986 Relating to the Hawaiian Language Immersion Program

Purpose of Bill: Requires the DOE to develop reading, math, and science assessment tests in the Hawaiian language for grades 3 and 4 students in the Hawaiian language immersion program.

Department's Position: No Position
The Department takes no position on HB 1986 as long as its implementation does not impact or replace the priorities set forth in the Executive Supplemental Budget of Fiscal Year 2012-2013.

Under the No Child Left Behind Act of 2001, each state is required to annually administer valid and reliable assessments in grades 3 through 8 and one grade in high school (grades 10-12) in mathematics and reading or language arts and one grade in elementary, middle school, and high school for science. The assessments must be aligned to the State's adopted academic content standards and are consistent with relevant nationally recognized professional and technical standards. The Department of Education's (Department) large scale assessments are aligned to the Hawaii Content and Performance Standards III to measure students' progress on these standards. Further, the assessments are developed, administered, and scored following these technical standards.

The following are key challenges that would impact the implementation of HB 1986.

1. Development

A. To develop assessments in reading, mathematics, and science for the Hawaiian Language Immersion Program students in grades 3 and

4 would require some modifications and revisions to the technical standards in various areas due to the limited number of students that are available for field testing. The modifications and revisions associated with test and item type development and related field test and operational statistics would need to be presented to the Technical Advisory Committee for review, analysis, and guidance.

B. Measureable and appropriate program standards would need to be developed for each content area to be assessed and grade level. Once developed, these standards would need to be independently reviewed for alignment to state adopted academic content standards. In addition, the standards would need to be adopted by the Hawaii State Board of Education as standards to be implemented for the Hawaiian Language Immersion Program.

C. The development of a new assessment that follows the guidelines set forth in *Standards for Educational and Psychological Testing* (American Educational Research Association, 1999) is gauged to be approximately 24 months. This time frame has been reduced at various times, but compressing each phase of development may necessitate additional personnel and possibly lead to errors that would need to be addressed once the test has become live for student scores.

2. Personnel

A. The development of an assessment in the Hawaiian language would require numerous individuals to be trained as experts in the development of the item type as well as understanding the breadth and scope of the standards. The number of individuals in Hawaii that are considered fluent in reading, writing, and speaking the Hawaiian language and possess a full understanding and comprehension of the State's academic content standards for mathematics, reading, and science would be considered limited. This limitation of personnel would increase the length of the development process.

B. Many of the individuals that would be considered fluent or qualified to develop assessments and item types as well as participate in

reviews are school level personnel that provide direct instruction to students. To ensure confidentiality and security of the development process and the assessment items requires that a person who creates an item does not review, administer, or score that item.

3. Cost

A. Approximately a total of 340 students are enrolled in the Hawaiian Language Immersion Program for grades 3 and 4 (170 students per grade). The following chart shows the total and per student cost of all phases of assessment development, administration, scoring, and reporting for the current online computer adaptive Hawaii State Assessment (HSA) in the Hawaiian language and the estimated cost of the assessments for HB 1986. This is for one year only.

<u>TEST:</u> <u>PER STUDENT:</u>	<u>TOTAL COST:</u>	<u>COST</u>
2010-2011 HSA (94,960 students)	\$7,105,00	\$74.82
HB 1986 Test Initial Year (350 students-grade 3 and 4)	\$2,800,000 (estimated)	\$8,000
HB 1986 Test Year 2	\$1,900,000	\$5,249

B. The costs for development of online assessments are higher in the initial year as many tasks need to be developed and implemented. Each year, the cost would decrease as these initial tasks are implemented over the course of the assessment and would only need upgrades and enhancements to improve the delivery of the assessment.

The Department of Education is open to options, but must work within its limited fiscal and human resources. The Department would also need to work with the United States Department of Education and its peer reviewers to ensure that the development plan meets related regulations and guidelines.

HB 1986
Relating to the Hawaiian Language Immersion Program
House Committee on Hawaiian Affairs
January 25, 2012
9:15AM

LATE TESTIMONY

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

From: The Executive Board of the
'AHA KAULEO KAIAPUNI HAWAI'I
Hawaiian Language Immersion Advisory Council

Date: January 23, 2012

Subject: Testimony in **STRONG SUPPORT** of House Bill 1986: Relating to the
Hawaiian Language Immersion Program

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

The 'Aha Kauleo Kaiapuni Hawai'i: Hawaiian Language Immersion Advisory Council was established in 1990 by the Board of education to advise the Hawai'i Department of Education (HDOE) on all matters dealing with the Hawaiian Language Immersion Program. Through this testimony in strong support of HB 1986, we assert this responsibility and advise that HDOE support this legislation. The Hawaiian Language Immersion Program, or Ka Papahana Kaiapuni (KPK), has grown over the last three decades and has increased its expertise in the field of native language revitalization. This expertise has made KPK, and the HDOE, an international spearhead for all forms of native language revitalization movements. The State of Hawai'i Legislature must also recognize these impressive strides and legislatively continue the innovative work of this program. KPK has developed curriculum, rediscovered native strategies of teaching and learning, drafted policy and has engaged the education community at the federal and international level. The next juncture is language immersion educational assessments developed and implemented solely in the language of instruction, Ka 'Ōlelo Hawai'i.

The 'Aha Kauleo Kaiapuni Hawai'i represents that vast majority of all KPK schools. During our latest 'Aha Kauleo meeting on Saturday January 21, 2012, 19 of the 21 state KPK schools were in attendance. The resounding voice of the 'Aha Kauleo unanimously supported this legislation. The 'Aha Kauleo, along with the KPK, values valid and reliable assessment strategies as required by the No Child Left Behind Act of 2001. The 'Aha Kauleo states the following as the main justification for the need of this legislation.

- (1) Historically, KPK stakeholders have not held any assessment positions of legitimate decision-making subsequent to the development of the Hawaiian Aligned Portfolio Assessment (HAPA). The HAPA was an innovation known worldwide that had the beginnings of a bright new path for native language assessments. However, the HDOE has since branded the HAPA as invalid and unreliable and has started translating the

Hawai'i State Assessment (HSA). We believe this decision to be strictly related to politics and funding and NOT related to best educational practice with our children's well being at its core. The 'Aha Kauleo recommends that the process from which HAPA was developed be explored further and rebirthed. This process, an in depth partnership between Hawaiian language educators of KPK and psychometricians, was one that gained national recognition and was the basis for many significant educational decisions worldwide. The 'Aha Kauleo supports this legislation because it returns power to the experts of this field and demands that the HDOE make well-researched decisions. These decisions cannot be made without consulting and empowering those KPK stakeholders who possess the expertise in the field of language immersion education. We also charge the HDOE with disempowering the HDOE staff of the Hawaiian Language Immersion Section and constraining their innovation and administration. Therefore, we implore the HDOE to empower their own staff members, along with all of the other KPK stakeholders, and rely on their guidance and leadership for all decisions relating to KPK.

- (2) The majority of 'Aha Kauleo members are speakers of the Hawaiian language. 'Ōlelo Hawai'i is the life force of our students, our schools and our families. With this language being an official language of the state, we believe that all processes that English medium education is entitled to should so be the entitlement of our Hawaiian language. This includes all aspects of education from curriculum development and professional development to all forms of assessment. If the HSA is conceptualized, developed and implemented through the English language for English language speakers then all KPK assessments should be created in the Hawaiian language. The 'Aha Kauleo looks to move closer to educational equality through both official languages of this state.

Please allow this testimony in strong support for HB 1986 in its entirety. The reformation of the 'Aha Kauleo symbolizes a remarkable and inspiring unification of KPK stakeholders. This is a new time with a renewed sense of urgency. Let this legislation be the foundation for a fresh and exciting era for the Hawaiian people and Ka Papahana Kaiapuni.

'O ia ihola nō me ke aloha.

LATE TESTIMONY

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

Fr: Dawn K. Sang, Parent
91-1049 Keawanui Street
Kapolei, HI 96707

Date: January 23, 2012

Subject: Testimony in Support of House Bill 1986: Relating to the Hawaiian Language Immersion Program

Aloha Honorable Representative Hanohano and Committee Members,

My name is Dawn Kau'ilani Sang and I am a parent of two Hawaiian Language Immersion Program students. My eldest child is in the 3rd Grade and my second child is in the 1st Grade at Ke Kula Kaiapuni 'o Ānuenue. While I participate in the Hawaiian Language Immersion Program in other capacities, I am submitting my supportive testimony today as a parent.

Through its innovation, the Department of Education set precedence in school year 2005-2006 with the implementation of the Hawaii Aligned Performance Assessment (HAPA). I believe that such progressive thinking is key to the appropriate assessment of students in the Hawaiian Language Immersion Program. While the HAPA was not perfect, most of the elements required in its development and administration processes brought the Department closer to the target for sound educational practice in testing Hawaiian Language Immersion students.

The Department of Education has moved away from the HAPA and has once again reverted to using a translated version of the English Hawaii State Assessment. This decision to revert back to administering a translated test is problematic for several reasons. My husband and I have opted out of testing for our eldest son, as we believe the translated Hawaii State Assessment is an invalid testing tool.

I support this piece of legislation in its entirety, as it requires the Department of Education to do some very important things. First, the Department is required to develop assessment items in Hawaiian. I have worked on several translation projects and have had first hand experience with the problems that arise from translating test items. I have seen the intent of an item completely change as a result of the translation. Items originally written in one language and tested for reliability in another language will only yield invalid data.

Secondly, this amendment makes space for the assessment of the unique learning of HLIP classrooms. The proposed language of this amendment provides that,

"The assessments shall not be Hawaiian translations of the general state assessments and shall be:

- 1) Aligned with the vision, mission, and programmatic goals of the Hawaiian language immersion program;
- 2) Aligned with state academic content and achievement standards;
- 3) Valid, reliable, and consistent with relevant, nationally recognized professional and technical standards; and
- 4) Compliant with federal requirements."

The educational foundations, methodology and pedagogy employed in the Hawaiian Language Immersion Program are different than that of an English mainstream classroom. The basis of our program is built upon Hawaiian practice and principles found throughout the history of Hawaiian people and continued on through our own families and schools. The utilization of this "one size fits all" approach to testing is counter to the basis of our program and sound educational practice. It is prudent that the proposed language be included so a truer assessment of student knowledge can be our target and not only that of the English mainstream curriculum.

Moving forward, I am supportive of the development of a sound assessment tool. In order to do this, I feel that as part of the HLIP community, we must insert ourselves into the process. The expertise and knowledge base necessary to complete such a task is unique and the Department of Education must acknowledge its limitations in the area of Hawaiian immersion methodology and pedagogy as well as language, culture and knowledge. They must accept that the Hawaiian Language Immersion community should be included in all phases of test development and test administration and that this practice should take precedence in all decision making, not just for testing, but for program implementation at all levels.

I would like to thank each of you for your time and patience as we work to find a more valid method for meeting the mandates of government policy and equity for our children.