



UNIVERSITY OF HAWAII SYSTEM

Legislative Testimony

Written Testimony
presented before the
House Committee on Higher Education
Thursday, February 9, 2012 at 2:10 p.m.

by
Virginia S. Hinshaw, Chancellor
and
Donald B. Young, Interim Associate Dean
College of Education
University of Hawai'i at Mānoa

HB 2706 RELATING TO EDUCATION

Chair Nishimoto, Vice Chair Nakashima, and members of the House Committee on Higher Education, thank you for this opportunity to provide testimony on HB 2706.

The University of Hawai'i College of Education supports HB 2706. We appreciate the acknowledgement of Ho'okulaiwi's accomplishments on behalf of Native Hawaiian children and their exemplary work with schools on the Leeward coast, Ni'ihau, and Moloka'i. Our College of Education faculty, including those associated with Ho'okulaiwi, have been successful in obtaining grant funds through the Native Hawaiian Education Act and other sources, enabling us to support teachers and schools through curriculum development and professional development throughout the state. However, such grant funding is inconsistent and short term, usually for two to five years maximum.

In addition, the College has reallocated its own resources, expanding its outreach to and support of Native Hawaiian communities by increasing recruiting efforts to bring more Native Hawaiians into our teacher preparation programs, streamlining access to these programs for students coming from community colleges, and establishing counseling and student support efforts for undergraduate students interested in pursuing education as a career. Even with these increased efforts the need remains great.

HB 2706 proposes to complement these efforts with more stable funding of permanent positions that will better ensure sustained focus and support through programs of proven effectiveness. Ho'okulaiwi has established a strong record of accomplishments and by working closely with communities gained their support and appreciation.

We note one clarification in the current language of the bill. Ho'okulaiwi is a program within our department of curriculum studies and not an official center within the University, a designation that requires Board of Regents approval.

As with other legislative initiatives of this kind, however, we support this bill provided that its passage does not replace or adversely impact priorities as indicated in the University's Board of Regents Approved Executive Biennium Budget.

Thank you for the opportunity to provide this testimony.

Date: 02/09/2012

Committee: House Higher Education

Department: Education

Person Testifying: Kathryn S. Matayoshi, Superintendent of Education

Title of Bill: HB 2706 Relating to Education

Purpose of Bill: Appropriates funds for three permanent positions and operating expenses for Ho'okulaiwi: 'Aha Ho'ona'auao 'Oiwi (the center for Native Hawaiian and indigenous education) within the University of Hawaii at Manoa.

Department's Position:

The Department supports HB 2706; however, we do not agree with certain claims as stated in the bill as the existing language disregards the Hawaiian Studies Program's kupuna component and the secondary Hawaiian Studies component that currently exist in the Department. We recommend replacing the fourth paragraph in Section 1 with the following: "The legislature acknowledges the Hawaiian Studies Program's kupuna component and the secondary Hawaiian studies component currently in the curricula of Hawaii public schools, but finds there is a need for more opportunities for Native Hawaiian language and culture in the curricula. Research indicates that children learn best when they are able to relate new learning to familiar experiences."

nakashima2 - Susie

From: mailinglist@capitol.hawaii.gov
Sent: Wednesday, February 08, 2012 11:29 AM
To: HEDtestimony
Cc: publicpolicy@oha.org
Subject: Testimony for HB2706 on 2/9/2012 2:10:00 PM
Attachments: Testimony HB2706.pdf

Testimony for HED 2/9/2012 2:10:00 PM HB2706

Conference room: 309
Testifier position: Oppose
Testifier will be present: Yes
Submitted by: Sterling Wong
Organization: Office of Hawaiian Affairs
E-mail: publicpolicy@oha.org
Submitted on: 2/8/2012

Comments:



HB2706
RELATING TO EDUCATION
House Committee on Higher Education

February 9, 2012

2:10 p.m.

Room 309

The Office of Hawaiian Affairs (OHA) **OPPOSES** HB2706, which requires OHA to match \$400,000 in state funding to establish and resource Ho'okulaiwi: 'Aha Ho'ona'auao 'Oiwī (center for Native Hawaiian and indigenous education) within the University of Hawaii at Manoa.

OHA currently funds a number of state commissions and task forces, including the Native Hawaiian Roll Commission, the Taro Task Force and the Criminal Justice Task Force. Cumulatively, OHA expends hundreds of thousands of dollars to finance these state entities. During this legislative session, a number of proposed bills seek to shift financial responsibility for a number of additional state entities to OHA. Given OHA's duty to commit its financial and human resources to furthering its mandate to better the conditions of Native Hawaiians, OHA's Board of Trustees must carefully weigh the costs and benefits to the Native Hawaiian community of each proposed funding requirement, including the requirement proposed by this bill.

OHA has consistently demonstrated a deep and sincere commitment to Native Hawaiian education, both through its grants program and its Education advocacy initiative, as well as its support of Native Hawaiian charter schools. At this time, OHA is not in a position to accept an additional responsibility of the magnitude proposed by HB2706. Therefore, OHA urges the Committee to HOLD HB2706. Mahalo for the opportunity to testify on this important measure.

nakashima2 - Susie

From: mailinglist@capitol.hawaii.gov
Sent: Wednesday, February 08, 2012 10:56 AM
To: HEDtestimony
Cc: mbrumaghim@gmail.com
Subject: Testimony for HB2706 on 2/9/2012 2:10:00 PM

Testimony for HED 2/9/2012 2:10:00 PM HB2706

Conference room: 309
Testifier position: Support
Testifier will be present: Yes
Submitted by: Myron K. Briumaghim
Organization: Sovereign Councils Of Hawaiian Homelands Assembly
E-mail: mbrumaghim@gmail.com
Submitted on: 2/8/2012

Comments:
February 8, 2012

Representative Scott Y. Nishimoto, Chair, Committee on Higher Education Representative Mark M. Nakashima, Vice Chairperson, Committee on Higher Education

Aloha mai kākou:

Our Sovereign Councils of Hawaiian Homelands Assembly (SCHHA) is profoundly heartened by the introduction of House Bill 2706, which appropriates funds for three permanent positions and operating expenses for Ho'okulaiwi: 'Aha Ho'ona'auao 'Oiwī (the center for Native Hawaiian and indigenous education) within the University of Hawaii at Manoa.

In particular, by appropriating funds for the SCHHA's educational initiative, which involves a partnership with the University of Hawai'i at Mānoa College of Education Ho'okulāiwi: 'Aha Ho'ona'auao 'Oiwī (Center for Native Hawaiian and Indigenous Education), each of you has displayed great wisdom in your understanding that in these times of severe hardship, significant strides need to be made to enhance life opportunities for our Hawaiian people. As our economy recovers, we want to ensure that our people are able to recover with the necessary swiftness that sees them enjoying healthy and happy lives.

The mission of the SCHHA is to enhance the health and wellbeing of more than 30,000 beneficiaries residing in the communities of the Hawaiian Home Lands Trust. As such, we are delighted that this bill accords the Office of Hawaiian Affairs (OHA) the opportunity to work with us on meeting, not only our mission, but theirs as well.

The SCHHA takes the stand that all programs and initiatives for the advancement of our people in our Hawaiian homesteads must involve community participation in all stages of conceptualization, planning, implementation, and assessment. I think we can all agree that the work of our SCHHA/Ho'okulāiwi partnership, under the direction of Dr. Margaret Maaka and me, is ground-breaking and critically needed. Never before have we seen a largely Native Hawaiian driven initiative of this caliber. Educators who have strong backgrounds in Hawaiian language, culture, and education; who are well-versed in English language, culture, and education; and who have the expertise to research and develop new theories, pedagogy, and curricula that reflect the needs of Hawaiian communities are the key to raising the educational achievement of Native Hawaiians.

As such, the goals of our SCHHA/Ho'okulāiwi Partnership are to:

- o to prepare teachers for Hawai'i Department of Education (DOE) Title I schools with large numbers of Hawaiian children
- o to prepare teachers for the Hawai'i DOE Hawaiian Language Immersion Program
- o to prepare teachers for Hawaiian charter schools
- o to prepare Native Hawaiian educational leaders in areas such as research, school administration, and teacher education through study at the master's and doctoral levels

In closing, we want our Hawaiian people to live their dreams. We want educational opportunities for our people that focus energies and resources on guiding and supporting them as they journey towards success in life. We want to ensure that our people 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, we want to be self-determining in this process.

It is for these reasons that I strongly support House Bill 2706.

‘Owau me ka ha‘aha‘a,

Myron K. Brumaghim,
Co-Chair Education Committee for the Sovereign Council of Hawaiian Homelands Assembly

February 7, 2012

Aloha mai Representative Nishimoto (Chair), Representative Nakashima (Vice Chair) and Members of the House Committee on Higher Education:

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

I respectfully ask that, per the educational priorities of

- The Sovereign Councils of the Hawaiian Homelands Assembly (SCHHA) (Contact Person: Kamaki Kanahale, Chair) and
- The Nanakuli-Mailii Neighborhood Board #36 (Contact Person: Kimo Kelii, Chair of the Education Committee),

YOUR COMMITTEE PASS THIS BILL UNAMENDED.

In keeping with the educational priorities of the SCHHA and the Nanakuli-Mailii Neighborhood Board #36, the primary purpose for this appropriation is to acquire faculty positions and operations monies for the UHM Hookulaiwi in order to deliver critically needed teacher education/education programs in Hawaiian homestead communities of highest need—beginning with Molokai and Maui. The appropriation will also be used to support existing initiatives in Nanakuli/Waianae. The plan is to extend to other Hawaiian communities state-wide in the near future.

Please note that this is a Native Hawaiian community-driven bill. It has been introduced BY community, FOR community—in partnership with the University of Hawaii Hookulaiwi Center for Native Hawaiian and Indigenous Education. While Hookulaiwi is housed, in part, in the UHM College of Education, it is a Hawaiian community initiative in every sense of the word.

Hookulaiwi is unique in that, for the first time in Hawaiian history, this is an initiative that the communities of the Sovereign Councils of the Hawaiian Homelands Assembly and the Nanakuli-Mailii Neighborhood Board #36 have come together to grow. In other words, the essence of Hookulaiwi is tied inextricably with these communities. For the first time ever, through partnership with Hookulaiwi, community members are the determiners of their educational health and well-being.

We believe our Sovereign Councils of the Hawaiian Homelands Assembly, Nanakuli-Mailii Neighborhood Board #36, 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.

With this in mind, we, the undersigned, ask that you give your **VERY STRONGEST SUPPORT** to our community-driven HB2706 by **PASSING IT UNAMENDED**.

Mahalo nui,

Margaret Maaka, PhD
Co-Chair, SCHHA Committee on Education
Director, Hookulaiwi Center for Native Hawaiian and Indigenous Education

HO'OKULĀIWI: CENTER FOR NATIVE HAWAIIAN AND INDIGENOUS EDUCATION
(a Partnership with the Sovereign Councils of the Hawaiian Homelands Assembly)

Teacher Education & Curriculum Development Kimo Cashman	Administration Operations & University/Community Liaison Dr. Margie Maaka	Research & Development Dr. Laiana Wong
Advisory Board		
SCHHA Executive Committee (coordinated by Education Committee Co-Chairs Myron Brumaghim & Margie Maaka)		

Ho'okulāiwi Initiatives (Current)			
Initiatives	Coordinators	Student #	Notes
BEd Program [Ni'ihau Cohort] <i>Institute for Teacher Education</i>	Faria & Taniguchi	5	Graduation date: Fall 2012 OHA award/SCHHA Partnership; COE Fiscal support
MEdT Program [Kaina Cohort] <i>Institute for Teacher Education</i>	Faria & Kukahiko	24	Graduation date: Spring 2013 OHA award/SCHHA Partnership
MEdT Program [Kua'ana Cohort] <i>Institute for Teacher Education</i>	Furuta & Lenchanko	16	Graduation date: Spring 2012 OHA award/SCHHA Partnership
MEd Program [Nānākuli Cohort #1] <i>Department of Curriculum Studies</i>	Cashman	23	Graduation date: Spring 2012 US DOE NHEA grant/SCHHA Partnership
MEd Program [Nānākuli Cohort #2] <i>Department of Curriculum Studies</i>	Cashman	25	Graduation date: Spring 2013 US DOE NHEA grant/SCHHA Partnership
PhD Program <i>College of Education</i>	Maaka	20	Graduation date: Various Friday Fun Factory
EdD Program <i>College of Education</i>	Cashman	Var	Graduation date: Various
Local, National & International Research Networks			
Community Partnerships/SCHHA	Wong & Maaka	Var.	Includes 11+ countries, various MOUs; AERA; Ngā Pae
Grant Writing/Funding	Maaka & Cashman	N/A	Includes Native Hawaiian homestead communities statewide
Legislature; Public Relations	Maaka & Cashman	N/A	US DOE; OHA; KS; DHHL
Publications	Maaka	N/A	Senator Clayton Hee
	Maaka & Furuta	N/A	Ho'okulāiwi Journal; AlterNative Journal

Ho'okulāiwi Initiatives (Proposed)			
Initiatives	Coordinators	Student #	Notes
Multi Level Degree Program [Moloka'i Cohort] <i>Institute for Teacher Education; Department of Curriculum Studies; College of Education</i>	Maaka	TBA	In planning; SCHHA Partnership
BEd Program [Leeward Cohort] <i>Institute for Teacher Education</i>	Furuta & Lenchanko	TBA	In planning
MA/MEdT Hawaiian Language Education <i>HSHK Kawaihuelani; Institute for Teacher Education</i>	Wong, Oliveira, Maaka, & Faria	TBA	In planning; Joint Masters with HSHK Kawaihuelani Center for Hawaiian Language
Native Hawaiian Tribal College	Maaka/SCHHA	TBA	In planning; SCHHA Partnership

07 February 2012

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

I write in very **VERY STRONG SUPPORT** of HB2706 to appropriate funds for three permanent positions and operating expenses for Hookulaiwi: Aha Hoonaaauao Oiwi (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.

Name:

Kimo Cashman

Educator

Hookulaiwi: Aha Hoonaaauao Oiwi,

Address:

1776 University Avenue

Honolulu, HI 96822

956-3370

956-9905 (Fax)

09 February 2012

Aloha mai Representative Nishimoto (Chair), Representative Nakashima (Vice Chair) and Members of the House Committee on Higher Education:

I write in very **VERY STRONG SUPPORT** of HB2706 to appropriate funds for three permanent positions and operating expenses for Ho'okulāiwi: 'Aha Ho'ona'auao 'Ōiwi (the Center for Native Hawaiian and Indigenous Education) within the University of Hawaii.

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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.

I believe that our Sovereign Councils of the Hawaiian Homelands Assembly/Ho'okulāiwi 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;

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- 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 Ho'okulāiwi 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. Ho'okulāiwi 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.

I really want to see Native Hawaiian children to live their dreams. I want to see educational opportunities for children that focus energies and resources on guiding and supporting them as they journey towards success in life. I want to see 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, I, the undersigned, ask that you give your **VERY STRONGEST SUPPORT** to our community-based HB2706. Mahalo.

Name: Larson Ng

Address: 1155 Banyan Street
Honolulu, Hawaii 96817

February 8, 2012

Aloha mai Representative Nishimoto (Chair), Representative Nakashima (Vice Chair) and Members of the House Committee on Higher Education:

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I believe that the 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;

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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.

I want Native Hawaiian children to live their dreams. I want educational opportunities for children that focus energies and resources on guiding and supporting them as they journey towards success in life. I 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, ask that you give your **VERY STRONGEST SUPPORT** to the community-based HB2706.

Mahalo,
Jay M. Taniguchi
45-715 Ko Street
Kaneohe, HI 96744

To: Representative Scott Y. Nishimoto, Chair, House Committee on Higher Education
Representative Mark M. Nakashima, Vice Chair, House Committee on Higher Education

Fr: Pohai Kukea Shultz
Assistant Specialist, UH-Mānoa College of Education

Date: February 9, 2012

Re: Testimony in support of the intent of HB 2706

Aloha kākou,

I am writing my personal testimony in support of the intent of HB 2706 with amendments regarding the appropriation of \$400,000 and three positions to the College of Education of the University of Hawai'i at Mānoa for Ho'okulāiwi. This program is simply one of the many successful Hawaiian-serving educational initiatives of the College of Education. I fully support Hawaiian Education and would like to see it developed further throughout the entire College of Education. I propose to amend the scope of funding as noted in the House Standing Committee Report No. 135-12;

"Your Committee respectfully notes that while many Native Hawaiian education experts expressed support for the measure, some experts wished to see funding and support for all programs that serve native Hawaiians in the College of Education and to not limit funding only to the Ho'okulāiwi program. These experts proposed that the funding be directed to the College of Education so it can be distributed to all Hawaiian education initiatives, including Ho'okulāiwi. These experts find that to truly service students, the experts need to be able to recruit students into the multitude of programs in the College of Education that fit the students' needs and not force them into one particular program that may restrict their opportunities. Your Committee finds that these concerns merit acknowledgement as this measure progresses through the legislative process."

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. Many worthy Native Hawaiian-serving organizations follow the policies set forth by OHA in order to secure funding for their 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. This formal process ensures accountability and equity for all beneficiaries and should be applied to all.

To: Representative Scott Y. Nishimoto, Chair, House Committee on Higher Education
Representative Mark M. Nakashima, Vice Chair, House Committee on Higher Education

Fr: Kalehua Krug
Assistant Specialist; UH-Mānoa College of Education

Date: February 9, 2012

Re: Testimony in support of the intent of H.B. 2706 with amendments

Aloha kākou e nā Luna o ke Kōmike Pili Kula Nui,

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To: Representative Scott Y. Nishimoto, Chair, House Committee on Higher Education
Representative Mark M. Nakashima, Vice Chair, House Committee on Higher Education

Fr: C. Babā Yim, Junior Specialist

Date: February 9, 2012

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Mahalo,

C. Babā Yim

February 8, 2012

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I respectfully ask that, per the educational priorities of

- The Sovereign Councils of the Hawaiian Homelands Assembly (SCHHA) (Contact Person: Kamaki Kanahale, Chair) and
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In keeping with the educational priorities of the SCHHA and the Nanakuli-Mailii Neighborhood Board #36, the primary purpose for this appropriation is to acquire faculty positions and operations monies for the UHM Hookulaiwi in order to deliver critically needed teacher education/education programs in Hawaiian homestead communities of highest need—beginning with Molokai and Maui. The appropriation will also be used to support existing initiatives in Nanakuli/Waianae. The plan is to extend to other Hawaiian communities state-wide in the near future.

Please note that this is a Native Hawaiian community-driven bill. It has been introduced BY community, FOR community—in partnership with the University of Hawaii Hookulaiwi Center for Native Hawaiian and Indigenous Education. While Hookulaiwi is housed, in part, in the UHM College of Education, it is a Hawaiian community initiative in every sense of the word.

Hookulaiwi is unique in that, for the first time in Hawaiian history, this is an initiative that the communities of the Sovereign Councils of the Hawaiian Homelands Assembly and the Nanakuli-Mailii Neighborhood Board #36 have come together to grow. In other words, the essence of Hookulaiwi is tied inextricably with these communities. For the first time ever, through partnership with Hookulaiwi, community members are the determiners of their educational health and well-being.

We believe our Sovereign Councils of the Hawaiian Homelands Assembly, Nanakuli-Mailii Neighborhood Board #36, 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.

With this in mind, we, the undersigned, ask that you give your **VERY STRONGEST SUPPORT** to our community-driven HB2706 by **PASSING IT UNAMENDED**.

Mahalo nui,

Name: Kamuela Kimokeo

Address: 1919 Citron St. #502, Honolulu, HI., 96826

To: Representative Scott Y. Nishimoto, Chair, Committee on Higher Education
Representative Mark M. Nakashima, Vice Chair, Committee on Higher Education

Fr: Kapua Keliikoa-Kamai
dkapua@gmail.com

Date: February 9, 2012

Subject: Testimony in Support of the intent of HB2706 (HCR135-12)

Aloha kakou,

I support the intent of this bill to appropriate funds for three permanent faculty positions for Ho 'okulaiwi: 'Aha Ho 'ona 'auao 'Oiwī (center for Native Hawaiian and indigenous education) within the College of Education of the University of Hawaii at Manoa.

While I commend Ho 'okulaiwi for their positive gains in teacher recruitment, retention, and professional development of high quality teachers, I am dismayed in their absence and lack of support for the Hawaiian language immersion program, Ke Kula Kaiapuni o Nanakuli (at Nanakuli Elementary School), located within one mile of Nanaikapono Elementary, Ho 'okulaiwi's host school.

During the three years that my children attended Ke Kula Kaiapuni o Nanakuli (2005-2007), I was disappointed that Ho 'okulaiwi did not have a presence or steady support system for our kumu. I am aware that one of our kumu participated in Ho 'okulaiwi, but due to unforeseen circumstances she was not able to complete the program. To this day, I am not aware of any Ho 'okulaiwi graduates at Ke Kula Kaiapuni o Nanakuli. I find this very disheartening for several reasons:

1. Ke Kula Kaiapuni o Nanakuli possesses three of the four critical needs that Ho 'okulaiwi purports to address:
 - a. Its a Title I school with a large number of Hawaiian children
 - b. It houses a Hawaiian language immersion program (a struggling one)
 - c. It needs Native Hawaiian educational leaders in areas such as curriculum research, school administration and teacher education.
2. The 96792 (Nanakuli, Maili, Wai 'anae, Makaha, Kaena) community recognizes the challenges that Ke Kula Kaiapuni o Nanakuli has endured with their transitory and sometimes ill-equipped kumu, declining enrollment and most of all non-supportive school administration that they are considering various educational options, to include the creation of a charter school – the fourth and final critical need that Ho 'okulaiwi purports to address.

3. My biggest dismay is that our community supports and lauds Ho 'okulaiwi and its successful history, yet we – the 96792 Hawaiian language immersion community – have not been adequately serviced yet. After eleven years of existence, I would imagine that Ho 'okulaiwi has graduated prospective teachers for our kula. If not, why is that?

Due to the concerns listed above, I would like to purpose that the funding and support go to the College of Education, where it can be distributed to all Native Hawaiian education initiatives, to include Ho 'okulaiwi. Perhaps it is time to allow other avenues to suit the various needs of the Native Hawaiian community and not limit progress to one Program. As Mary Kawena Pukui has shared with us:

**'A 'ohe pau ka 'ike i ka hālau ho 'okāhi
All knowledge is not taught in one school**

Mahalo for allowing me to testify in support of the intent of HB2706, with proposals.

Kapua Keliikoa-Kamai

February 7, 2012

Aloha mai Representative Nishimoto (Chair), Representative Nakashima (Vice Chair) and Members of the House Committee on Higher Education:

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

I respectfully ask that, per the educational priorities of

- The Sovereign Councils of the Hawaiian Homelands Assembly (SCHHA) (Contact Person: Kamaki Kanahale, Chair) and
- The Nanakuli-Mailii Neighborhood Board #36 (Contact Person: Kimo Kelii, Chair of the Education Committee),

YOUR COMMITTEE PASS THIS BILL UNAMENDED.

In keeping with the educational priorities of the SCHHA and the Nanakuli-Mailii Neighborhood Board #36, the primary purpose for this appropriation is to acquire faculty positions and operations monies for the UHM Hookulaiwi in order to deliver critically needed teacher education/education programs in Hawaiian homestead communities of highest need—beginning with Molokai and Maui. The appropriation will also be used to support existing initiatives in Nanakuli/Waianae. The plan is to extend to other Hawaiian communities state-wide in the near future.

As an Associate Professor with the UH Manoa Kawaihuelani Center for Hawaii Language, I have been actively involved in planning and implementing Hookulaiwi's Hawaiian language immersion teacher education program. In our ongoing efforts to strengthen Hawaiian immersion education/teacher education, Kawaihuelani and Hookulaiwi faculty are currently planning a joint masters degree in Hawaiian immersion teacher education—leading experts in the field are associated with this initiative.

As well, I serve as Hookulaiwi's Director of Research and Development. It is reasonable to say that Hookulaiwi is recognized in the international arena for its research contributions to the fields of Hawaiian and indigenous research. Hookulaiwi faculty members, as well as partner faculty members from Kawaihuelani, are regularly invited to keynote at local, national, and international conferences—such are their reputations in the field.

With this in mind, I ask that you give your **VERY STRONGEST SUPPORT** to our community-driven HB2706 by **PASSING IT UNAMENDED.**

Mahalo nui,

Laiana Wong, PhD

Lori Hasegawa

From: mailinglist@capitol.hawaii.gov
Sent: Thursday, February 09, 2012 10:47 AM
To: HEDtestimony
Cc: kmaquino@hawaii.edu
Subject: Testimony for HB2706 on 2/9/2012 2:10:00 PM

Testimony for HED 2/9/2012 2:10:00 PM HB2706

Conference room: 309
Testifier position: Support
Testifier will be present: No
Submitted by: Kamakana Aquino
Organization: Individual
E-mail: kmaquino@hawaii.edu
Submitted on: 2/9/2012

Comments:

9 February 2012

Aloha mai Representative Nishimoto (Chair), Representative Nakashima (Vice Chair) and Members of the House Committee on Higher Education:

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

In 1999 I was accepted into the College of Education as a student seeking to become a Hawaiian language immersion teacher. I later taught for five years at Ke Kula Kaiapuni o Waiau, the first immersion school here on Oahu. In looking back, although all of my instructors were competent, there were no tenured Hawaiian faculty members that were preparing teachers for the DOE, especially none that had taught in an Immersion school. Fast forward to 2012, Hookulaiwi is now a thriving initiative within the college that focuses on preparing local teachers for Hawaiian language immersion, Hawaiian charter schools, and other diverse schools particularly on the Leeward Coast.

Recently I attending an informational meeting sponsored by the College of Education and the HSTA. As I left the meeting I overheard a teacher candidate from another cohort telling her friends, that she would **never** want to teach in Waianae and that it sucked that is where all of the jobs were. To put it mildly I felt disappointed, as my research brain would say that in communities of high need teachers of the highest caliber are needed. We quality teachers that tirelessly commit to working in communities with high teacher turnover, and that it what we prepare are teachers to do.

I've been involved in Hawaiian education formally for a little more than 10 years, but even in this short time I have started to see my former Waiau students at UH. Now I would like to tell you that they have grown to want to become teachers too. Honestly some do, but I have been most impressed by these students that have told me that they want to go to law school and med school or even film school so that they too can help Hawaiians, and it was because they saw people that looked like them in positions of power that they know that they will succeed. Education is transformative.

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.

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