

HB 224

Measure Title: RELATING TO THE HAWAIIAN LANGUAGE IMMERSION PROGRAM.

Report Title: Hawaiian Language Immersion Program; Student Assessment

Description: Requires the Department of Education to develop annual assessments in the Hawaiian language in language arts and mathematics for students in grades three through six, and in science for students in grade four in the Hawaiian Language Immersion Program. Effective July 1, 2030. (HB224 HD3)

Companion:

Package: OHA

Current Referral: THA/EDU, WAM

Introducer(s): SOUKI (Introduced by request of another party)

Sort by Date		Status Text
1/17/2013	H	Pending introduction.
1/18/2013	H	Introduced and Passed First Reading
1/22/2013	H	Referred to EDN, OMH, FIN, referral sheet 2
1/24/2013	H	Bill scheduled to be heard by EDN on Wednesday, 01-30-13 2:00PM in House conference room 309.
1/30/2013	H	The committees on EDN recommend that the measure be PASSED, WITH AMENDMENTS. The votes were as follows: 10 Ayes: Representative(s) Takumi, Ohno, Aquino, Choy, Hanohano, Ichiyama, Nakashima, Takai, Cheape, Fale; Ayes with reservations: none; Noes: none; and Excused: none.
2/6/2013	H	Reported from EDN (Stand. Com. Rep. No. 136) as amended in HD 1, recommending passage on Second Reading and referral to OMH.
2/6/2013	H	Passed Second Reading as amended in HD 1 and referred to the committee(s) on OMH with none voting aye with reservations; none voting no (0) and Cachola, Say excused (2).
2/9/2013	H	Bill scheduled to be heard by OMH on Wednesday, 02-13-13 10:50AM in House conference room 325.
2/13/2013	H	The committees on OMH recommend that the measure be PASSED, WITH AMENDMENTS. The votes were as follows: 5 Ayes: Representative(s) Hanohano, Cullen, Evans, Lowen, Fale; Ayes with reservations: none; Noes: none; and 3 Excused: Representative(s) Coffman, Kawakami, C. Lee.
2/15/2013	H	Reported from OMH (Stand. Com. Rep. No. 534) as amended in HD 2, recommending referral to FIN.
2/15/2013	H	Report adopted. referred to the committee(s) on FIN as amended in HD 2 with none voting aye with reservations; none voting no (0) and Carroll, Coffman, Hanohano, Har, Kawakami, Ward excused (6).
2/22/2013	H	Bill scheduled to be heard by FIN on Monday, 02-25-13 1:30PM in House conference room 308.
2/25/2013	H	The committees on FIN recommend that the measure be PASSED, WITH AMENDMENTS. The votes were as follows: 17 Ayes: Representative(s) Luke, Nishimoto, Johanson, Cullen, Hashem, Ing, Jordan, Kobayashi, Lowen, Morikawa, Onishi, Takayama, Tokioka, Woodson, Yamashita, Fukumoto, Ward; Ayes with reservations: none; Noes: none; and Excused: none.

3/1/2013	H	Reported from FIN (Stand. Com. Rep. No. 866) as amended in HD 3, recommending passage on Third Reading.
3/1/2013	H	Forty-eight (48) hours notice Tuesday, 03-05-13.
3/5/2013	H	Passed Third Reading as amended in HD 3 with none voting aye with reservations; none voting no (0) and none excused (0). Transmitted to Senate.
3/7/2013	S	Received from House (Hse. Com. No. 194).
3/7/2013	S	Passed First Reading.
3/7/2013	S	Referred to THA/EDU, WAM.
3/8/2013	S	The committee(s) on THA/EDU has scheduled a public hearing on 03-13-13 2:45PM in conference room 224.

TESTIMONY LIST

	OFFICE OF HAWAIIAN AFFAIRS	SUPPORT w/ Amendments
Kathryn Matayoshi	DEPARTMENT OF EDUCATION	SUPPORT
	KAMEHAMEHA SCHOOLS	SUPPORT
	HAWAII STATE TEACHERS ASSOCIATION	SUPPORT
	ASSOCIATION OF HAWAIIAN CIVIC CLUBS	SUPPORT
Puakea Nogelmeier	AWAIAULU	SUPPORT
	KE KULA O SAMUEL M KAMAKAU	SUPPORT w/ Amendments
	HAWAIIAN AFFAIRS CAUCUS of DEMOCRATIC PARTY	SUPPORT
Daniel Nahoopii	OAHU COUNCIL ASSOCIATION OF HAWAIIAN CIVIC CLUBS	SUPPORT
	NA LEO KAKOO	SUPPORT
Wyatt Bartlett		SUPPORT
Wendy Akioka		SUPPORT
Wayne Tanaka		SUPPORT
Troy Abraham		SUPPORT
Ryan Bell		SUPPORT
Lokelani Han		SUPPORT
Lisa Galloway, PhD		SUPPORT
Kuulani Ahloy		SUPPORT
Kim Holokai		SUPPORT
Kihapaiokalani Krug		SUPPORT

Keiki Kawaiaewa		SUPPORT
Kamalani Kealoha-Hanohano		SUPPORT
Kalehua Krug		SUPPORT
Justyn Ah Chong		SUPPORT
Justine Kamelamela		SUPPORT
Joylynn Paman		SUPPORT
Hooleia		SUPPORT
Deborah Manog		SUPPORT
Beate Arendale		SUPPORT
Lisa Kaanoi		SUPPORT
Pohai Kukea Shultz		SUPPORT
Leimomi Kahn		SUPPORT w/ Amendments
Laakea Muhlestein		SUPPORT
Kona Keala-Quinabo		SUPPORT
Kimberly Hokama		SUPPORT
Kehau Llanos		SUPPORT
Ivy McIntosh		SUPPORT
Deanna Napeahi		SUPPORT
Eomailani Kukahiko		SUPPORT HD2 not HD3
Kaua Pouha		SUPPORT HD2 not HD3
Kawehena Johnson		SUPPORT HD2 not HD3
Kuipo Hanohano		SUPPORT HD2 not HD3



HB224 HD3
RELATING TO THE HAWAIIAN LANGUAGE IMMERSION PROGRAM
Senate Committee on Tourism & Hawaiian Affairs
Senate Committee on Education

March 13, 2013

2:45 p.m.

Room 224

The Office of Hawaiian Affairs (OHA) strongly **SUPPORTS WITH AMENDMENTS** HB224 HD3, which is a bill in OHA's 2013 Legislative Package. There have been numerous problems—cultural and translation biases, translation inaccuracies, and terminology inconsistencies—reportedly found in the translated Hawai'i State Assessment for Hawaiian language immersion students. This bill would address these issues by requiring the Department of Education (DOE) to partner with the Hawaiian language community to develop an assessment originally in the Hawaiian language to be administered to Hawaiian Language Immersion Program (HLIP) students in the third through sixth grades.

Amendments

Attached is a HB224 HD3 Proposed SD1 that was drafted based on discussions with the chair of the Senate Committee on Education, the DOE superintendent, Board of Education member Cheryl Kauhane Lupenui, the leadership of the 'Aha Kauleo and OHA. The proposed amendments would:

1. Phase in the testing requirement, with the requirement for the new Hawaiian language test for math and language arts for third and fourth grades beginning in the 2015-2016 school year and the requirements for the new Hawaiian language test for math and language for fifth and sixth grades and the new Hawaiian science test beginning at an unspecified dates;
2. Remove references to any specifically-named assessment or content standard;
3. Make the new Hawaiian language test compliant with applicable federal requirements; and
4. Fix the defective effective date.

Background

HB224 would assist the State in furthering its **commitment to revitalize 'Ōlelo Hawai'i, the language of the first people of Hawai'i.** 'Ōlelo Hawai'i was

once a thriving language used by Native Hawaiians and foreigners alike. However, by the late twentieth century, it was pushed to the brink of extinction. Fortunately, several historic initiatives, including the DOE's HLIP, have ensured that the Hawaiian language is not only preserved but also thrives. Today, the HLIP is offered at 21 public schools and educates more than 2,000 students in kindergarten through the twelfth grade.

Under the federal No Child Left Behind Act of 2001, states must implement statewide assessments to measure the ability of the states and their schools to enable students to meet academic achievement standards. Currently, immersion school students in Hawai'i are offered a direct English-to-Hawaiian translated version of the test, as they are not formally introduced to the English language until the 5th grade. However, the translated tests have raised serious concerns in the immersion school and Hawaiian language community. Notable concerns include the following:

- Translated assessments are replete with technical translation errors, including grammatical errors, vocabulary errors, and inconsistent terminology;
- Translated assessments fail to consider cultural frames of reference and popular understandings, resulting in confusion and nonsensical problem statements.

These issues place immersion school students at a severe disadvantage in the state assessment process and the results inaccurately portray poor student performance. This negatively penalizes schools and their students, and substantially inhibits their underlying efforts for cultural perpetuation.

There is, however, a solution to these problems. The development of an assessment originally in the Hawaiian language for third through sixth grade students would **prevent irreparable impacts on the DOE, immersion schools, the students, and ultimately, the revitalization of the Hawaiian language.**

Therefore, OHA urges the committee to amend HB224 HD3, taking our proposed draft bill into consideration, and **PASS** the bill. Mahalo for the opportunity to testify on this important measure.

A BILL FOR AN ACT

RELATING TO THE HAWAIIAN LANGUAGE IMMERSION PROGRAM.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF HAWAII:

1 SECTION 1. The Hawaiian language, the native language of
2 the Native Hawaiian people, was once a thriving language used by
3 Native Hawaiians and foreigners alike. However, by the late
4 twentieth century, the Hawaiian language was pushed to the brink
5 of extinction due to a number of factors, including an 1896 law
6 that functioned to ban the speaking of the Hawaiian language in
7 Hawai'i schools. Fortunately, the Hawaiian language was saved by
8 several historic initiatives, including the department of
9 education's Hawaiian language immersion program, which was
10 launched in the 1980s. Today, the Hawaiian language immersion
11 program is offered at twenty-one public schools and educates
12 more than two thousand students in kindergarten through the
13 twelfth grade.

14 The assessment requirements of the No Child Left Behind Act
15 of 2001 present a challenge for the Hawaiian language immersion
16 program. Because English is not formally introduced in Hawaiian
17 language immersion program classrooms until the fifth grade,
18 third and fourth grade students take assessments in the Hawaiian

1 language to comply with the requirements of the No Child Left
2 Behind Act. During the 2005-2006 and through the 2010-2011
3 school years, these students have been taking the Hawaiian
4 aligned portfolio assessment, which was developed in the
5 Hawaiian language specifically for the Hawaiian language
6 immersion program, to comply with the requirements of the No
7 Child Left Behind Act.

8 The legislature finds that the Hawaiian language is a
9 critical component of the heritage of the State of Hawai'i, and
10 that the State has a solemn obligation to perpetuate the
11 Hawaiian language. For example, the Hawai'i state constitution
12 recognizes the Hawaiian language as one of two official
13 languages of the State. Moreover, the board of education has
14 adopted Board of Education Policy 2105, acknowledging that its
15 Hawaiian language immersion program is "an essential component
16 to the revitalization and continuation of the Hawaiian language
17 and culture." The policy further states that one of the goals of
18 the Hawaiian language immersion program is to set a challenging
19 curriculum that follows the Hawaii content and performance
20 standards.

21 Furthermore, the federal Native American Languages Act of
22 1990 recognizes the United States' responsibility to ensure the
23 survival of Native American languages and establishes the

1 nation's policy of encouraging and supporting the use of Native
2 American languages as a medium of instruction to help preserve
3 those languages.

4 The legislature further finds that to uphold its obligation
5 to perpetuate the Hawaiian language, the department of education
6 must provide the students of the Hawaiian language immersion
7 program with an assessment system that most accurately measures
8 their academic achievement.

9 The purpose of this Act is to require the department of
10 education to develop annual assessments in the Hawaiian language
11 in language arts, mathematics, and science to be administered to
12 students in grades three through six of the department of
13 education's Hawaiian language immersion program.

14 SECTION 2. The Hawaii Revised Statutes is amended by
15 adding a new chapter to be appropriately designated and to read
16 as follows:

17 **"CHAPTER**

18 **HAWAIIAN LANGUAGE IMMERSION PROGRAM**

19 **§ -1 Assessments.** (a) The department of education shall develop
20 annual assessments in the Hawaiian language for:

21 (1) Language arts and mathematics, to be administered to
22 Hawaiian language immersion program students in grades
23 three through six; and

1 (2) Science, to be administered to Hawaiian language
2 immersion program students in grade four.

3 The language arts and mathematics assessments for grades three
4 and four shall be administered annually commencing with the
5 2015-2016 school year. The science assessment shall be
6 administered annually commencing with the [REDACTED] school year. The
7 language arts and mathematics assessments for grades five and
8 six shall be administered annually commencing with the [REDACTED]
9 school year.

10 (b) The assessments shall not be Hawaiian translations of
11 the general state assessments and shall be:

12 (1) Aligned with the vision, mission, and programmatic
13 goals of the Hawaiian language immersion program;

14 (2) Aligned with applicable state academic content and
15 achievement standards;

16 (3) Valid, reliable, and consistent with relevant,
17 nationally recognized professional and technical
18 standards; and

19 (4) Compliant with applicable federal requirements.

20 (c) All ancillary assessment materials and tools that are
21 made available to students taking the general state assessment
22 shall also be made available in the Hawaiian language to
23 students in the Hawaiian language immersion program to the

1 extent that these materials and tools can be adapted for use in
2 the Hawaiian language. The department of education shall work
3 with the Hawaiian language community and contractors to develop
4 the ancillary materials and tools required under this
5 subsection.

6 (d) The department of education, with the assistance of the
7 Hawaiian language community, including the 'Aha Kauleo Kaiapuni
8 Hawai'i, members of the Hawaiian language immersion program
9 schools, the Hawaiian language programs at the University of
10 Hawaii at Hilo and the University of Hawaii at Manoa, the office
11 of Hawaiian affairs, and other Hawaiian language community
12 organizations, shall establish procedures for the development of
13 the assessments specified in subsection (a)."

14 SECTION 3. The department of education shall report to the
15 legislature on the status of the procedures the department is
16 establishing for the development of assessments in the Hawaiian
17 language, pursuant to section -1, Hawaii Revised Statutes,
18 including the estimated costs and other critical resources or
19 agreements necessary for the development of the assessments, no
20 later than twenty days prior to the convening of the regular
21 sessions of 2014 and 2015.

22 SECTION 4. This Act shall take effect on July 1, 2013.

NEIL ABERCROMBIE
GOVERNOR



KATHRYN S. MATAYOSHI
SUPERINTENDENT

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

Date: 03/13/2013

Committee: Senate Tourism and Hawaiian
Affairs/Senate Education

Department: Education

Person Testifying: Kathryn S. Matayoshi, Superintendent of Education

Title of Bill: HB 0224,HD3(hscr866) RELATING TO THE HAWAIIAN LANGUAGE
IMMERSION PROGRAM

Purpose of Bill: Requires the DOE to develop annual assessments in the Hawaiian language in language arts and mathematics to be administered to students in grades three through six of the DOE's Hawaiian language immersion program and in science to be administered to students in grade four of the DOE's Hawaiian language immersion program. Requires the DOE, with the Hawaiian language community, to establish procedures for the development of the assessments. Report to the 2014 legislature.

Department's Position:

The Department of Education (Department) supports H.B. No. 224, H.D. 3 and educational instruction and experiences of the standards through the use of Hawaiian as the language of instruction. The Department suggests that the references to federal laws such as the Elementary and Secondary Education Act and No Child Left Behind be deleted. This would then provide the Department with flexibility to create program related assessments, rather than creating assessments solely for federal accountability purposes.

Thank you for the opportunity to present testimony in support of H.B. No. 224, H.D. 3.



KAMEHAMEHA SCHOOLS®

The Senate
Twenty-Seventh Legislature, 2013
State of Hawai'i

March 13, 2013

TO: Honorable Brickwood Galuteria, Chair
Honorable Jill Tokuda, Chair
Honorable Gilbert Keith-Agaran, Vice Chair
Honorable Michelle Kidani, Vice Chair
Members of the Committee on Tourism and Hawaiian Affairs
Members of the Committee on Education

DATE: Wednesday, March 13, 2013

TIME: 2:45 PM

PLACE: Conference Room 224
Hawai'i State Capitol
415 South Beretania Street
Honolulu, Hawai'i 96813

FROM: Kamehameha Schools

RE: HOUSE BILL 224, HD3, RELATING TO THE HAWAIIAN LANGUAGE IMMERSION PROGRAM

Chair Galuteria, Chair Tokuda, Vice Chair Keith-Agaran, Vice Chair Kidani and members of the Committees,

Kamehameha Schools supports the intent of this measure.

Fair and appropriate assessments are required to measure the true educational outcomes of our Hawaiian language immersion learners. Student assessments are a valuable tool for increasing student achievement results. It allows teachers to celebrate their successes while understanding how to strengthen their own instructional practices for better results.

Overall, Kamehameha Schools is in support of a strong and vibrant Hawaiian language community. We support this by collaborating with community organizations that perpetuate the language through a variety of educational offerings from early education and care through college.



KAMEHAMEHA SCHOOLS®

Founded in 1887, Kamehameha Schools is a statewide educational system supported by a trust endowed by Princess Bernice Pauahi Bishop, whose mission is to improve the capability and well-being of Native Hawaiian children through education. We serve K-12 students through campus programs on O‘ahu, Hawai‘i and Maui, and three-and-four-year-olds at preschool sites statewide.

We look forward to continuing to work closely with the Legislature, the Department of Education, Public Charter Schools and other public and private stakeholders in the community for the benefit of Hawai‘i’s educational system.



1200 Ala Kapuna Street λ Honolulu, Hawaii 96819
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Wil Okabe
President

Joan Kamila Lewis
Vice President

Colleen Pasco
Secretary-Treasurer

Alvin Nagasako
Executive Director

TESTIMONY BEFORE THE HOUSE COMMITTEE ON
TOURISM AND HAWAIIAN AFFAIRS AND THE HOUSE COMMITTEE ON
EDUCATION

DATE: WEDNESDAY, MARCH 13, 2013

RE: H.B. 224, HD 3 – RELATING TO THE HAWAIIAN LANGUAGE IMMERSION
PROGRAM

Person Testifying: WIL OKABE, PRESIDENT
HAWAII STATE TEACHERS ASSOCIATION

To the Honorable Chairs Galuteria and Chair Tokuda and Members of the Committees:

The Hawaii State Teachers Association (HSTA) **supports H.B. 224 HD 3**, to require the Department of Education to develop annual assessments in the Hawaiian language arts and math for students in grades three through six, and in science for students in grade four in the Hawaiian Language Immersion Program.

HSTA is the exclusive representative of more than 13,500 public and charter school teachers statewide. As the state affiliate of the 2.2 million member National Education Association, the HSTA believes that the DOE should be required with the Hawaiian Language Community, to establish procedures for the development of assessments and to report its findings promptly to the Legislature in 2014

HSTA supports the Hawaiian Language Program teachers who possess demonstrable competency in language and cultural understanding as they best serve the needs of the Hawaiian Language students.

Thank you for the opportunity to testify.



Association of Hawaiian Civic Clubs

P. O. Box 1135
Honolulu, Hawai`i 96807

Testimony of President Soulee Stroud

JOINT SENATE COMMITTEES ON TOURISM AND HAWAIIAN AFFAIRS and EDUCATION

HB 224HD3 RELATING TO THE HAWAIIAN LANGUAGE IMMERSION PROGRAM

Wednesday, March 13, 2013; 2:45pm; room 224

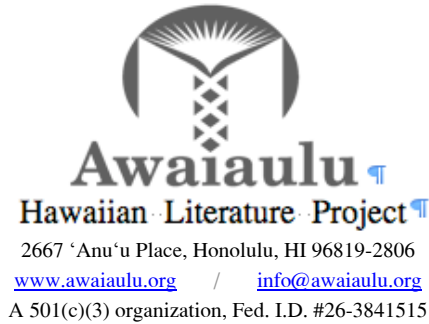
Aloha Chairman Galuteria and Madam Chair Tokuda. I am Soulee Stroud president of the Association of Hawaiian Civic Clubs (AHCC) testifying in support of House bill 224House Draft3 Relating to the Hawaiian Language Immersion Program.

One of the AHCC's major concerns has always been the preservation and rejuvenation of the Hawaiian language. While the language has made a remarkable comeback, the transition for Hawaii's educational system is still evolving and this bill would help to alleviate negative impacts.

These requirements of the Department of Education are needed to provide independent reading, math and science assessments in the Hawaiian language for immersion students in grades three through six.

We urge your support of this bill and thank you for the opportunity to testify.

Contact: jalna.keala2@hawaiiantel.net



11 March 2013

Hawai'i State Senate
Committee on Tourism and Hawaiian Affairs
Committee on Education
Re: HB224 - Hawai'i State Assessment for Hawaiian Immersion Schools

Aloha kākou,

The importance of assessing students' academic progress through the language used in their education should be self-evident. It would be absurd to have our English-medium students evaluated by badly translated versions of Spanish or French testing models, yet that is now the setting in Hawaiian immersion schools.

Hawaiian language is a viable and living language today because of the dedicated efforts from all segments of Hawai'i that have overcome continual roadblocks to maintain progress and success. Ineffective assessment has affected internal and external recognition of the dynamic achievements of the immersion schools and should be improved to give all a better vision of the immersion schools' critical roles in keeping Hawaiian, the native and official language of Hawai'i, alive and thriving.

As a professional, an educator and a member of the community that cares deeply, I urge the legislature to take action in developing assessment methods that reflect and support the education of our children through the medium of Hawaiian. Me ke aloha,

A handwritten signature in black ink, appearing to read "M. Puakea Nogelmeier", with a long horizontal flourish extending to the right.

Dr. M. Puakea Nogelmeier
Executive Director, Awaiaulu
Professor, Hawaiian Language, U.H. Mānoa
Community Member, Kalihi, O'ahu



Ke Kula 'o Samuel M. Kamakau

Laboratory Public Charter School

46-500 Kūneki Street

Kāne'ōhe, Hawai'i 96744

Kelepona: 808.235.9175 • Kelepa'i: 808.235.9173

E mālama 'ia ana ka mauili ola o kākou mai kēlā hanauna a i kēia hanauna.

HB 224 HD3 RELATING TO THE HAWAIIAN LANGUAGE IMMERSION PROGRAM **COMMITTEE ON TOURISM & HAWAIIAN AFFAIRS**

Senator Brickwood Galuteria, Chair

Senator Gilbert S.C. Keith-Agaran, Vice Chair

Members of the committee

COMMITTEE ON EDUCATION

Senator Jill N. Tokuda, Chair

Senator Michelle N. Kidani, Vice Chair

Members of the committee

March 13, 2013 2:45pm Conference Room 224

The Governing Board and the administration team of Ke Kula 'o Samuel M. Kamakau, Laboratory Public Charter School **strongly supports HB 224 HD3 with amendments.**

HB 224 HD3 is especially important to us because the added requirement of working together with the Hawaiian language community will ensure validity and reliability for these necessary assessments that not only reflect upon the success of our schools, (a school's NCLB status in meeting AYP), but will also impact our students.

Ke Kula 'o Samuel M. Kamakau, LPCS implores the committees to add the amendments stated below as the existing draft will have negative implications for the future of Hawaiian immersion charter schools. With the new implementation of Act 130, Regarding Charter Schools, the success of the Hawaiian immersion charters cannot continue to be measured by any single state assessment. Hawaiian immersion charter schools will be faced with school closures if we cannot measure the growth of our students through this poorly translated HSA test, which is currently unfair and invalid. For this reason, it is imperative to address these issues immediately. It would be detrimental to ask our schools, students and families to wait until 2030 to address these concerns.

*We are asking for these additional amendments to be included in **HB224 HD3-***

- A waiver for HLIP grades 3 & 4, to be exempted from the current test requirements and excluding their test scores from AYP counts until a fair assessment can be developed originally in the Hawaiian language.
- Amend the effective date of this Act from July 1, 2030 to "Upon its approval" as stated in HB 224 and HB 224 HD2 to ensure immediate attention.

Furthermore, we believe the current assessment lacks the requisite literary and lingual foundation to adequately measure any Hawaiian Language Immersion student's knowledge and we do not believe it is fair to the students or the schools, to administer incomprehensible assessments. Positive results on these assessments are not reasonably achievable. Additionally, as an official language of the State of Hawai'i, Hawaiian language should be afforded the same accommodations as English. As the English language based assessment (HSA) is not translated from any other language and is created in English by English language speakers, the Hawaiian language assessment should be created in Hawaiian by Hawaiian language speakers.

The 'ohana of Ke Kula 'o Samuel M. Kamakau look forward to working towards a strong, valid, fair and reliable set of assessments for all of Hawai'i's students.

We, therefore, strongly urge the committee to pass HB224 HD3 with the amendments stated above.

Me ka ha'aha'a,

I. K. Meahilahila Kelling, Ed.D.
Kahu, Director
Ke Kula 'o Samuel M Kamakau, LPCS

P. Kameha'ililani Waiau, M.Ed.
Hope Kahu, Principal
Ke Kula 'o Samuel M Kamakau, LPCS

HAWAIIAN AFFAIRS CAUCUS

DEMOCRATIC PARTY OF HAWAII

1050 ALA MOANA BLVD D-2150, HONOLULU, HI 96814

LEGISLATIVE TESTIMONY

SENATE COMMITTEES ON TOURISM AND HAWAIIAN AFFAIRS AND EDUCATION

HEARING: Rm.224 03/13/2013 2:45 PM

HB 224 - RELATING TO THE HAWAIIAN IMMERSION PROGRAM

POSITION: SUPPORT

The Hawaiian Affairs Caucus is submitting testimony in **STRONG SUPPORT** of HB224 that requires the Department of Education to partner with the Hawaiian Language community to develop assessments in the Hawaiian language to be administered to Hawaiian Language Immersion Program students in the third through sixth grades.

Currently, Hawaiian immersion students are given English-to-Hawaiian translated versions of the test. This is problematic for a number of reasons. The translated tests contain grammatical and vocabulary errors, and use inconsistent terminology. Translated assessments also fail to consider cultural frames of understanding, resulting in confusion and nonsensical problem statements.

This bill would further the process to remedy the numerous flaws that are currently found in the administration and delivery of the assessment exams. For these reasons the Hawaiian Affairs Caucus strongly urges this committee **Pass** this measure.

`O ia ihola no me ke aloha.

HB224

Submitted on: 3/8/2013

Testimony for THA/EDU on Mar 13, 2013 14:45PM in Conference Room 224

Submitted By	Organization	Testifier Position	Present at Hearing
Daniel Nahoopii	Oahu Council, Assn of Hawaiian Civic Club	Support	No

Comments: On behalf of its Board of Directors and membership, we support the HB 224 HD3 which requires the Department of Education to develop annual assessments in the Hawaiian language in language arts and mathematics for students in grades three through six, and in science for students in grade four in the Hawaiian Language Immersion Program.

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

HB 224
Relating to the Hawaiian Language Immersion Program
Senate Committees on Tourism and Hawaiian Affairs and Education
March 13, 2013
2:45 PM

To: Senator Brickwood Galuteria, Chair, Committee on Tourism and Hawaiian Affairs
Senator Gilbert S.C. Keith-Agaran, Vice Chair, Committee on Tourism and Hawaiian Affairs
Senator Jill N. Tokuda, Chair, Committee on Education
Senator Michelle N. Kidani, Vice Chair, Committee on Education

From: Nā Leo Kāko‘o
Parent Group for Ke Kula Kaiapuni ‘o Ānuenuē

Date: March 13, 2013

Subject: Testimony in **STRONG SUPPORT** of House Bill 224: Relating to the Hawaiian Language Immersion Program

Aloha mai kākou,

We are submitting this testimony in strong support of House Bill 224: Relating to the Hawaiian Language Immersion Program. Below we have listed some important reasons for supporting this bill.

Fair Assessment

1. As an official language of the State of Hawai‘i, Hawaiian language should be afforded the same accommodations as English. As the English language based assessment (HSA) is not translated from any other language and is created in English by English language speakers, the Hawaiian language assessment should be created in Hawaiian by Hawaiian language speakers.
2. A fair assessment would represent the worldview and perspective of the language of instruction. On the HSA, the worldviews of the English language and American culture are represented. A fair assessment in the Hawaiian language would represent its worldview and culture. This should be treated equally for both official languages of the State of Hawai‘i,
3. The Papahana Kaiapuni has definite goals that are above and beyond the State and Federal requirements. These goals are linguistically based and culturally based on Hawaiian language and culture. A fair assessment would reflect all of these specific programmatic goals along with any and all general State and Federal
4. requirements. This is similar to #2 focusing on worldview and perspective of Hawaiian language as reflected in the Papahana Kaiapuni program guide.

Alignment of Curriculum, Instruction and Assessment to Program Goals

1. Ka Papahana Kaiapuni program goals are intrinsically linked to the worldview and perspective of the Hawaiian language and subsequently the Hawaiian culture (the culture from which the language was created).
2. Hawaiian language is the language of instruction of the Papahana Kaiapuni. Currently, the Hawaiian language is viewed as a specific content area for all programs dealing with Hawaiian language and culture (i.e. Hawaiian Language and Culture courses at the Secondary level, Kupuna Program). For the Papahana Kaiapuni, clearly defining and understanding the key differences between Hawaiian language as the language of instruction of all subject matter versus instruction to learn Hawaiian as a second language are very important and two significantly different ideologies and pedagogies.
3. Hawaiian language as the language of instruction aligns all curriculum and instruction to the perspectives and worldview of the language (when Hawaiian language is consistently used for all aspects of the educational experience).
4. True assessment focuses on the curriculum as the assessable material. Assessments cannot be fairly used to measure skills and content material that is not covered in the curriculum. Nor can it ignore key elements of the educational experience (i.e. Hawaiian cultural perspective as embodied in the Hawaiian language)

The Right of 'Ohana (to educate their keiki in both official languages of the State)

1. Hawai'i is a unique situation as it has two official languages. As such, all educational experiences granted one language of instruction should be granted the other.
2. To treat each language differently would open the door to the legal interpretation of governmental policy as racist and colonial.

Please allow this testimony in strong support for HB 224 in its entirety. This is a new time for education through the medium of the Hawaiian language 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 iholā nō me ke aloha.

HB224

Submitted on: 3/12/2013

Testimony for THA/EDU on Mar 13, 2013 14:45PM in Conference Room 224

Submitted By	Organization	Testifier Position	Present at Hearing
Wyatt Bartlett	Individual	Support	No

Comments:

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HOUSE COMMITTEE ON FINANCE

TO: HONORABLE REP. SYLVIA LUKE, CHAIR

FROM: Wendy S. K. Akioka

RE: HB 224 HD2

HEARING: 2/25/2013, 1:30 PM, 308

POSITION: SUPPORT

I am submitting testimony in **STRONG SUPPORT** of HB224 HD3 that requires the Department of Education to partner with the Hawaiian language community to develop assessments originally in the Hawaiian language to be administered to Hawaiian Language Immersion Program students in the third through sixth grades. I have first-hand knowledge of the detrimental effects of administering a translated test to students, because I am a teacher in the third and fourth grade who gave the test for the past 2 years.

Currently, Hawaiian immersion students are given an English-to-Hawaiian translated version of the test. This is problematic for a number of reasons. The translated tests contain many translation errors including grammatical and vocabulary errors as well as inconsistent terminology. Translated assessments also fail to consider cultural frames of reference, resulting in confusing test questions. PREL has done research on this phenomenon; therefore we do not base our argument on opinion alone. Furthermore, students taking the test have made comments such as, "Why are we taking this stupid test that asks me haole questions in Hawaiian?" The discrepancy was blaring enough for 8 and 9-year-olds to pick up. This was an unfair distraction and hindrance which occurred as a result of the translated test. Also, please realize the necessity of HB224, because this is their **SECOND** failed translation fiasco. However since new department directors were in place between the two, they neglected to learn from past mistakes. They have wasted more than enough public funds due to a lack of respect for teachers, because we made our concerns clear to them about past experiences with failed translations, however they turned deaf ears to us. In fact, they ask us time and time again to forget the past and look towards the future, however it is difficult to do this while they repeat the same mistakes over and over. This would help prevent this from happening again.

The development of an assessment originally in the Hawaiian language for third through sixth grade students would prevent irreparable impacts on the DOE, immersion schools, the students, and ultimately, the revitalization of the Hawaiian language.

This bill would further the process to remedy the numerous flaws that are currently found in the administration and delivery of the assessment exams. For these reasons I strongly urge this committee **PASS** this measure.

HB224

Submitted on: 3/11/2013

Testimony for THA/EDU on Mar 13, 2013 14:45PM in Conference Room 224

Submitted By	Organization	Testifier Position	Present at Hearing
Wayne Tanaka	Individual	Support	No

Comments: Please support this important measure. Our keiki and our immersion schools deserve a fair shake at this assessment process imposed upon them. For the sake of our own future, we must invest in and nurture those with a true connection to the culture, values, and environment of Hawai'i nei-- not punish them with faulty translations of standardized tests that have already been criticized as counterproductive for public schools throughout the country. Mahalo nui loa for the opportunity to support this measure. Wayne Tanaka Pauoa, Hawai'i 96813

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HB224

Submitted on: 3/9/2013

Testimony for THA/EDU on Mar 13, 2013 14:45PM in Conference Room 224

Submitted By	Organization	Testifier Position	Present at Hearing
TROY ABRAHAM	Individual	Support	No

Comments: i support hawaiian language mandatory teaching in all classrooms

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HB224

Submitted on: 3/12/2013

Testimony for THA/EDU on Mar 13, 2013 14:45PM in Conference Room 224

Submitted By	Organization	Testifier Position	Present at Hearing
Ryan Bell	Individual	Support	No

Comments: As a recognized state language of Hawaii I feel student assessments should be available for Hawaiian Language Immersion Programs.

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HB224

Submitted on: 3/9/2013

Testimony for THA/EDU on Mar 13, 2013 14:45PM in Conference Room 224

Submitted By	Organization	Testifier Position	Present at Hearing
Lokelani Han	Ke Kula Kaiapuni o Kualapuu	Support	No

Comments:

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HB224

Submitted on: 3/13/2013

Testimony for THA/EDU on Mar 13, 2013 14:45PM in Conference Room 224

Submitted By	Organization	Testifier Position	Present at Hearing
Lisa Galloway, PhD	Individual	Support	No

Comments:

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COMMITTEE ON TOURISM AND HAWAIIAN AFFAIRS

To: Senator Brickwood Galuteria, Chair
Senator Gilbert S.C. Keith-Agaran, Vice Chair

COMMITTEE ON EDUCATION

To: Senator Jill N. Tokuda, Chair
Senator Michelle N. Kidani, Vice Chair

From: Ku‘ulani Ahloy

Re: HB 224 HD3

Hearing: 3-13-2013, 2:45 pm, 224

Position: Support

He haumana au i ke Kula Kaiapuni Hawai‘i ‘o Kahuku Academy a kāko‘o au i kēia pila HB 224 HD 3 nō ka mea, mana‘o au pono nā haumāna i ke Kula Kaiapuni i kekahi hō‘ike pono nō lākou. Ha‘awi ana i kekahi hō‘ike i nā haumāna ‘ōlelo a kākau i ka ‘ōlelo hawai‘i ma ka ‘ōlelo pelekāne, ‘a‘ole hiki iā lākou ke hō‘ike i kō lākou maopopo. Like me ka hō‘ike i unuhi ia, ua loa‘a i nā hewa he nui. Ke āpono ana i kēia pila, e hana i kekahi hō‘ike nō nā haumāna kaiapuni, hiki iā lākou ke hō‘ike i kō lākou maopopo.

I am a student at Kula Kaiapuni Hawai‘i ‘o Kahuku Academy and, I **STRONGLY** support the House Bill 224 HD3 because I believe that there should be fair testing for the Hawaiian Immersion students. Giving an English test to Hawaiian speaking, writing, and talking students will not assess what they know. Just like the translated test, it gives inaccurate data. So by passing this bill to create a test for immersion students it will truly show what they know. I strongly urge the committee to pass this bill.

HB224

Submitted on: 3/11/2013

Testimony for THA/EDU on Mar 13, 2013 14:45PM in Conference Room 224

Submitted By	Organization	Testifier Position	Present at Hearing
Kim Holokai	Individual	Support	No

Comments:

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HB224

Submitted on: 3/12/2013

Testimony for THA/EDU on Mar 13, 2013 14:45PM in Conference Room 224

Submitted By	Organization	Testifier Position	Present at Hearing
Kihapaiokalani Krug	Individual	Support	No

Comments: With amendments; Please insert 'Aha Kauleo as the community advisory council and extract all mention of Federal law.

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HB224

Submitted on: 3/8/2013

Testimony for THA/EDU on Mar 13, 2013 14:45PM in Conference Room 224

Submitted By	Organization	Testifier Position	Present at Hearing
Keiki Kawaiaea	Individual	Support	No

Comments: I support having appropriate testing aligned with the curriculum and process of the Hawaiian immersion model. Testing must be equitable and in line with the model of education of which the children are being educated. The current testing policies are appropriate for main stream schools but are inappropriate for the model of Hawaiian immersion and medium education.

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Committee On Tourism And Hawaiian Affairs

To: Senator Brickwood Galuteria, Chair
Senator Gilbert S.C. Keith-Agran, Vice Chair

Committee On Education

To: Senator Jill N. Tokuda, Chair
Senator Michelle N. Kidani, Vice Chair

From: Kamalani Kealoha-Hanohano

RE: HB 224 HD 3

Hearing: 03/13/2013, 2:45 PM, 224

Position: SUPPORT!

I strongly support HB 224 HD 3 that the DOE is required to partner with HLIP to develop assessments in the Hawaiian Language for students in third through six grade that attend in HLIP.

I am currently a Hawaiian Immersion student at Kahuku High and Intermediate School and was also a student that was given the HSA in English. I write this testimony for all the future keiki that will attend in HLIP, because I did not have the opportunity to take the HSA in Hawaiian. I am now graduating and hoping that the next generations of keiki may have the opportunities that i did not have when i was in elementary or middle school.

Kako'o au i kēia pila HB 224 HD 3. 'Ōlelo ia pono ka DOE e hui me HLIP e ho'omōhala i nā hō'ike ma ka 'Ōlelo Hawai'i no nā haumāna ma nā papa 'ekolu a hiki i 'eono.

He haumāna au ma ke Kula Kaiapuni Hawai 'i 'O Kahuku a ua hā 'awi ka DOE i nā hō 'ike HSA ia'u ma ka 'Ōlelo Pelekane. Ke kākau nei au i kēia 'ōlelo hō'ike no nā keiki ma ka wa ma hope 'o mākou e ukali ma HLIP, no ka mea 'a 'ole au i loa'a i ke kahi manawa kūpono e hana i ka HSA ma ka 'ōlelo Hawai'i. I kēia manawa e puka kula ana au a mana'olana hiki kēia mau keiki e loa'a i ke kahi manawa kūpono e hana i ka HSA ma ka 'Ōlelo Hawai'i no ka mea 'a 'ole au i loa'a i kēlā manawa kūpono i ka'u manawa kula ha'aha'a a me kula waena.

HB224

Submitted on: 3/12/2013

Testimony for THA/EDU on Mar 13, 2013 14:45PM in Conference Room 224

Submitted By	Organization	Testifier Position	Present at Hearing
Kalehua Krug	Individual	Support	Yes

Comments: With Amendments; Remove all references to Federal law as it does not pertain to the requirements of this particular assessment and please insert the 'Aha Kauleo Hawaiian Language Immersion Advisory Council as the community entity to advise on the future endeavors of the Kaiapuni (as it represents 20 of the 21 Kaiapuni school sites Statewide).

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HB224

Submitted on: 3/12/2013

Testimony for THA/EDU on Mar 13, 2013 14:45PM in Conference Room 224

Submitted By	Organization	Testifier Position	Present at Hearing
Justyn Ah Chong	Individual	Support	No

Comments:

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HB224

Submitted on: 3/12/2013

Testimony for THA/EDU on Mar 13, 2013 14:45PM in Conference Room 224

Submitted By	Organization	Testifier Position	Present at Hearing
Justine Kamelamela	Individual	Support	No

Comments: Support with amendments.

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HB224

Submitted on: 3/11/2013

Testimony for THA/EDU on Mar 13, 2013 14:45PM in Conference Room 224

Submitted By	Organization	Testifier Position	Present at Hearing
Joylynn Paman	Individual	Support	No

Comments: Aloha, as a parent of two Hawaiian language immersion students on Maui. I wholeheartedly support this bill which will allow immersion students to be tested in their native language yet still be assessed according to DOE standards. Please support this bill for the sake of perpetuating the Hawaiian language, culture and for the lives of our future generations. Mahalo.

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HB224

Submitted on: 3/12/2013

Testimony for THA/EDU on Mar 13, 2013 14:45PM in Conference Room 224

Submitted By	Organization	Testifier Position	Present at Hearing
Ho'oleia	Individual	Support	No

Comments: Aloha mai kakou, 'o Ho'oleia ko'u inoa. He leka KAKO'O keia no ka HB224. He haumana kula ki'eki'e au ma ka papahana kaiapuni ma Kekaulike a he 12 makahiki ka lo'ihi o ko'u wa ma keia papahana. Ke kakau nei au i keia i mea e ku ai i ka pono no ka ho'ona'auao o na poki'i ma lalo o'u. He kuleana ka kakou e ha'awi i na keiki na loiloi kupono a kaulike, e like me na haumana o na kula a pau. Aloha. My name is Ho'oleia Ka'eo. I am a junior at Kekaulike Highschool in the HLIP urging to PASS HB224. As a current student in the program I am writing in support for those students younger than me who are now in my shoes that I was in not too long ago. It is important for tests to be administered fairly and properly for not only kaiapuni student but all the students in the entire state. The test is designed specifically to assess the learning of the regular ed through what they have learned in the classroom. I think that kaiapuni students deserve the same regard for their test. So please, PASS & KAKO'O this test for the pono of the students. Mahalo

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HB224

Submitted on: 3/13/2013

Testimony for THA/EDU on Mar 13, 2013 14:45PM in Conference Room 224

Submitted By	Organization	Testifier Position	Present at Hearing
Deborah Manog	Individual	Support	No

Comments: Hello, My name is Deborah Manog, I am the Vice President of Public Relations for the Timpuyog Organization, a journalism student at UH Manoa, I am full Filipino, but most importantly, I am an informed resident of Hawai'i. Too many times have I seen miscommunication create problems in our society. It is unfair to have assessment tests in only english, especially at a Hawaiian immersion school. Our islands are so much more diverse than anywhere else in the world. In our islands alone, you could probably find a person representing a different culture or language from around the world. Essentially, we have Hawaiian immersion schools because the Hawaiian language is highly important for us to preserve. It would not make sense for any other language besides Hawaiian, to be taught, spoken, written, and read at a Hawaiian immersion school.

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HB224

Submitted on: 3/12/2013

Testimony for THA/EDU on Mar 13, 2013 14:45PM in Conference Room 224

Submitted By	Organization	Testifier Position	Present at Hearing
Beate L. Arendale	Individual	Support	No

Comments: I am a teacher at King Kekaulike High School. I support the Hawaiian Immersion programs in our schools because this program perpetuates the Hawaiian Culture and Language for future generations.

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HB224

Submitted on: 3/13/2013

Testimony for THA/EDU on Mar 13, 2013 14:45PM in Conference Room 224

Submitted By	Organization	Testifier Position	Present at Hearing
Lisa Kaanoi	Individual	Support	No

Comments: To: Senator Brickwood Galuteria, Chair, Committee on Tourism and Hawaiian Affairs Senator Gilbert S.C. Keith-Agaran, Vice Chair, Committee on Tourism and Hawaiian Affairs Senator Jill N. Tokuda, Chair, Committee on Education Senator Michelle N. Kidani, Vice Chair, Committee on Education From: Lisa Leilani Kaanoi Date: March 13, 2013 Subject: Testimony in STRONG SUPPORT of House Bill 224: Relating to the Hawaiian Language Immersion Program Aloha mai kākou, I am submitting this testimony in strong support of House Bill 224: Relating to the Hawaiian Language Immersion Program. Below I have listed some important reasons for supporting this bill. Fair Assessment 1. As an official language of the State of Hawai'i, Hawaiian language should be afforded the same accommodations as English. As the English language based assessment (HSA) is not translated from any other language and is created in English by English language speakers, the Hawaiian language assessment should be created in Hawaiian by Hawaiian language speakers. 2. A fair assessment would represent the worldview and perspective of the language of instruction. On the HSA, the worldviews of the English language and American culture are represented. A fair assessment in the Hawaiian language would represent its worldview and culture. This should be treated equally for both official languages of the State of Hawai'i, 3. The Papahana Kaiapuni has definite goals that are above and beyond the State and Federal requirements. These goals are linguistically based and culturally based on Hawaiian language and culture. A fair assessment would reflect all of these specific programmatic goals along with any and all general State and Federal 4. requirements. This is similar to #2 focusing on worldview and perspective of Hawaiian language as reflected in the Papahana Kaiapuni program guide. Alignment of Curriculum, Instruction and Assessment to Program Goals 1. Ka Papahana Kaiapuni program goals are intrinsically linked to the worldview and perspective of the Hawaiian language and subsequently the Hawaiian culture (the culture from which the language was created). 2. Hawaiian language is the language of instruction of the Papahana Kaiapuni. Currently, the Hawaiian language is viewed as a specific content area for all programs dealing with Hawaiian language and culture (i.e. Hawaiian Language and Culture courses at the Secondary level, Kupuna Program). For the Papahana Kaiapuni, clearly defining and understanding the key differences between Hawaiian language as the language of instruction of all subject matter versus instruction to learn Hawaiian as a second language are very important and two significantly different ideologies and pedagogies. 3. Hawaiian language as the language of instruction aligns all curriculum and instruction to the perspectives and worldview of the language (when Hawaiian language is consistently used for all aspects of the educational experience). 4. True assessment focuses on the curriculum as the assessable material. Assessments cannot be fairly


used to measure skills and content material that is not covered in the curriculum. Nor can it ignore key elements of the educational experience (i.e. Hawaiian cultural perspective as embodied in the Hawaiian language) The Right of 'Ohana (to educate their keiki in both official languages of the State) 1. Hawai'i is a unique situation as it has two official languages. As such, all educational experiences granted one language of instruction should be granted the other. 2. To treat each language differently would open the door to the legal interpretation of governmental policy as racist and colonial. Please allow this testimony in strong support for HB 224 in its entirety. This is a new time for education through the medium of the Hawaiian language 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, Lisa Leilani Kaanoi

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HB 224
Relating to the Hawaiian Language Immersion Program
Senate Committees on Tourism and Hawaiian Affairs and Education
March 13, 2013
2:45 PM

To: Senator Brickwood Galuteria, Chair, Committee on Tourism and Hawaiian Affairs
Senator Gilbert S.C. Keith-Agaran, Vice Chair, Committee on Tourism and Hawaiian Affairs
Senator Jill N. Tokuda, Chair, Committee on Education
Senator Michelle N. Kidani, Vice Chair, Committee on Education

From: Pohai Kukea Shultz 
Parent, Ke Kula Kaiapuni 'o Anuenue

Date: March 13, 2013

Subject: Testimony in **STRONG SUPPORT** of House Bill 224: Relating to the Hawaiian Language Immersion Program

Aloha mai kākou,

I am submitting this testimony in strong support of House Bill 224: Relating to the Hawaiian Language Immersion Program. I am a parent of two children at Ke Kula Kaiapuni 'o Ānuenuē, one of which is in 4th grade and is supposed to take the HSA. However, our 'ohana decided to exercise our right to opt out of the test until the DOE creates a test that is fair, collaborative, and utilizes the expertise of Hawaiian language speakers from our immersion community. Below I have listed some important reasons for supporting this bill.

Fair Assessment

1. As an official language of the State of Hawai'i, Hawaiian language should be afforded the same accommodations as English. As the English language based assessment (HSA) is not translated from any other language and is created in English by English language speakers, the Hawaiian language assessment should be created in Hawaiian by Hawaiian language speakers.
2. A fair assessment would represent the worldview and perspective of the language of instruction. On the HSA, the worldviews of the English language and American culture are represented. A fair assessment in the Hawaiian language would represent its worldview and culture. This should be treated equally for both official languages of the State of Hawai'i,
3. The Papahana Kaiapuni has definite goals that are above and beyond the State and Federal requirements. These goals are linguistically based and culturally based on Hawaiian language and culture. A fair assessment would reflect all of these specific programmatic goals along with any and all general State and Federal
4. requirements. This is similar to #2 focusing on worldview and perspective of Hawaiian language as reflected in the Papahana Kaiapuni program guide.

Alignment of Curriculum, Instruction and Assessment to Program Goals

1. Ka Papahana Kaiapuni program goals are intrinsically linked to the worldview and perspective of the Hawaiian language and subsequently the Hawaiian culture (the culture from which the language was created).
2. Hawaiian language is the language of instruction of the Papahana Kaiapuni. Currently, the Hawaiian language is viewed as a specific content area for all programs dealing with Hawaiian language and culture (i.e. Hawaiian Language and Culture courses at the Secondary level, Kupuna Program). For the Papahana Kaiapuni, clearly defining and understanding the key differences between Hawaiian language as the language of instruction of all subject matter versus instruction to learn Hawaiian as a second language are very important and two significantly different ideologies and pedagogies.
3. Hawaiian language as the language of instruction aligns all curriculum and instruction to the perspectives and worldview of the language (when Hawaiian language is consistently used for all aspects of the educational experience).
4. True assessment focuses on the curriculum as the assessable material. Assessments cannot be fairly used to measure skills and content material that is not covered in the curriculum. Nor can it ignore key elements of the educational experience (i.e. Hawaiian cultural perspective as embodied in the Hawaiian language)

The Right of 'Ohana (to educate their keiki in both official languages of the State)

1. Hawai'i is a unique situation as it has two official languages. As such, all educational experiences granted one language of instruction should be granted the other.
2. To treat each language differently would open the door to the legal interpretation of governmental policy as racist and colonial.

Please allow this testimony in strong support for HB 224 in its entirety. This is a new time for education through the medium of the Hawaiian language 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 iholā nō me ke aloha.

1288 Kapiolani Blvd, Apt 1905
Honolulu, Hawaii 96814
March 12, 2013

Senator Brickwood Galluteria, Chair
Senator Gilbert S. C. Keith-Agaran, Vice Chair
Members, Committee on Tourism and Hawaiian Affairs

Stantor Jill N. Tokuda, Chair
Senator Michelle N. Kidani, Vice Chair
Members, Committee on Education

Subject: Testimony in Support of HB 224, HD2, Relating to the Hawaiian Language Immersion Program, with amendment
Hearing: March 13, 2013, 2:45 p.m., Conference Rm 224

Aloha mai, lākou

I am writing in support of HB 224, HD3, Relating to the Hawaiian Language Immersion Program, WITH AMENDMENT, as follows:

Section 1, third sentence, amend to read: “Fortunately, the Hawaiian language was saved by several historic initiatives, including the department of education’s Hawaiian language immersion program, which was launched in the 1980s and a group of Hawaiian language educators who recognized the need for strategies to perpetuate the Hawaiian language to prevent its demise. The key would be to re-establish Hawaiian Medium Education schools to nurture a new generation of speakers that would be able to describe the world through the lens of their language and culture. Thus began the Punana Leo preschool and a reemergence of a Hawaiian philosophy of education, now known as the Kumu Honua Mauli Ola. Today, the Hawaiian language immersion program is offered at twenty-one public schools and educates more than two thousand students in kindergarten through the twelfth grade. (Amended language underlined)

Section 2, proposed Hawaii Revised Statutes amendment, para -1 Assessments amend to read: “(d) The department of education, with the assistance of the Hawaiian language community, including the ‘Aha Ānana Leo, ‘Aha Kauleo Kaipuni Hawai‘i, members of the Hawaiian language immersion program schools, the Hawaiian language programs at the University of Hawaii at Hilo and the University of Hawaii at Manoa, the Office of Hawaiian Affairs, and other Hawaiian language community organizations, shall establish procedures for the development of the assessments specified in subsection (a).” (Amended language underlined)

The proposed amendment honors, respects, and gives credit to those leaders who acted on their passion to revitalize the Hawaiian language. It was not the DOE who began this effort, it was these leaders. Their organization, ‘Aha Ānana Leo, should be

a distinguished organization among those consulted to develop the educational assessments in the Hawaiian language as described in the bill.

Aside from the above, this bill would enhance equal opportunity to education and advancement and the Hawaii State Constitution that recognizes Hawaiian as one of two official languages of this state, the other being English.

Respectfully

Leimomi Khan

LEIMOMI KHAN

Attachment: History of 'Aha Pūnana Leo

History

In 1896 education through the Hawaiian language in both public and

private schools was outlawed on the model of U.S. policy towards the use of American Indian languages in education. Teachers are told that speaking Hawaiian with children will result in termination of employment. Children are harshly punished for speaking Hawaiian in school. By 1984 the community of fluent speakers had dwindled to a few elders and a tiny geographically isolated population on the island of Ni'ihau. Hawaiian language speaking children under the age of 18 numbered less than fifty. The demise of Hawaiian language was imminent.



□ In January 1984, a group of Hawaiian language educators met to discuss strategies to perpetuate the language. From speaking with elders, they knew that raising children in an environment where Hawaiian was the ordinary language of interaction was central to survival of the language. The key would be to re-establish Hawaiian Medium Education schools that existed during the Monarchical Period. They focused their efforts to nurture a new generation of speakers that would be able to describe the world through the lens of their language and culture, as well as master English and other languages using methods that had proven effective in Europe. Thus began the Pūnana Leo preschool and a reemergence of a Hawaiian philosophy of education, now known as the Kumu Honua Mauli Ola.

Pūnana Leo means “nest of voices” and depicts the dominant learning method in these centers as students are “fed” solely their native language and culture much like the way young birds are cared for in their own nests. The first of these preschools was established in Kekaha, Kaua’i in August 1984. The following year, schools were established in Hilo, Hawai’i and Honolulu, O’ahu and continued to spread to other islands thereafter.

‘Aha Pūnana Leo is closely tied to the Māori Kōhanga Reo movement in New Zealand. Indeed, the name Pūnana Leo, which is equivalent to the Māori term Kōhanga Reo, honors those connections and the inspiration provided by the Kōhanga Reo.

Today, a complete preschool through doctoral-level system of education in the state of Hawai'i is taught entirely through Hawaiian.

DATE: March 13, 2013
FROM: La'akea Muhlestein
TO: Senate Committee on Tourism and Hawaiian Affairs and the Senate Committee on Education
SUBJECT: House Bill 224 HD3, RELATING TO THE HAWAIIAN LANGUAGE IMMERSION PROGRAM
POSITION: Kāko`o / Support

Aloha `o wau o La'akea Muhlestein, he haumana au ma ka papa `umikumalua i ke Kula Kaiapuni O `Anuenue. Ke kākau a waiho nei au i kēia leka mana`o iā `oukou, no ka mea, kākō`o loa au i ka House Bill 244 HD3 i mea a ho`opili i nā kanaka o ka Department of Education lāua `o nā kanaka Hawai`i kaiaulu e ho`opili e ho`oponopono i ka ho`ike e kākau pono ai i ka `ōlelo Hawai`i a e ha`awi aku i nā haumana kaiapuni ma nā papa `ekolu a `eono.

I kēia mau lā, ua ha`awi `ia ka hō`ike hemahema i nā haumana o ke kula ha`aha`a. Ua unuhi `ia wale no mai ka `ōlelo Pelekania a i ka `ōlelo Hawai`i. Loa`a keia hō`ike i mau a mau hewa, ma `o ka pela `ana a maopopo `ole i ka mana`o pono`i.

Inā loli a ho`oponopono i ka hō`ike, a hana `ia ma `o ka `ōlelo Hawai`i wale i nā papa `ekolu a `eono, ua pau ka hemahema a laila e ho`omaika`i ana nā kaha i ko mau kula kaiapuni a ho`oikaika `ana o ka `ōlelo Hawai`i.

No laila ke `olu`olu, e ho`opololei i kēia hana ma`alahi. A makemake au i kēia mea HB 224 HD3 e holomua me ka pololei. Mahalo nui loa no ka heluhelu `ana i ko`u leka mana`o.

Aloha, my name is La'akea Muhlestein and I am a senior at `Anuenue school. I am submitting testimony in strong support of House Bill 224 HD 2 that requires the Department of Education to partner with the Hawaiian language community to develop assessments originally in the Hawaiian language to be administered to Hawaiian language immersion program students in the third thru six grades.

Currently, Hawaiian immersion elementary students are given a flawed test because it is an English-to-Hawaiian translated version of the test. Because of this test it causes continuous problems ranging from grammatical mistakes to inconsistent terminology.

The development of an assessment originally in the Hawaiian language for third thru six grades would prevent irreparable

impacts, thus improving the assessment measurements within the immersion schools and ultimately the revitalization of the Hawaiian language.

For these reasons, please make a correction to this simple task. I would like HB 224 HD3 to move forward properly. Thank you for reading my testimony.

O' wau no, La'akea Muhlestein

HB 224
Relating to the Hawaiian Language Immersion Program
Senate Committees on Tourism and Hawaiian Affairs and Education
March 13, 2013
2:45 PM

To: Senator Brickwood Galuteria, Chair, Committee on Tourism and Hawaiian Affairs
Senator Gilbert S.C. Keith-Agaran, Vice Chair, Committee on Tourism and Hawaiian Affairs
Senator Jill N. Tokuda, Chair, Committee on Education
Senator Michelle N. Kidani, Vice Chair, Committee on Education

From: Kona Keala-Quinabo

Date: March 13, 2013

Subject: Testimony in **STRONG SUPPORT** of House Bill 224: Relating to the Hawaiian Language Immersion Program

Aloha mai kākou,

I am submitting this testimony in strong support of House Bill 224: Relating to the Hawaiian Language Immersion Program. Below I have listed some important reasons for supporting this bill.

Fair Assessment

1. As an official language of the State of Hawai‘i, Hawaiian language should be afforded the same accommodations as English. As the English language based assessment (HSA) is not translated from any other language and is created in English by English language speakers, the Hawaiian language assessment should be created in Hawaiian by Hawaiian language speakers.
2. A fair assessment would represent the worldview and perspective of the language of instruction. On the HSA, the worldviews of the English language and American culture are represented. A fair assessment in the Hawaiian language would represent its worldview and culture. This should be treated equally for both official languages of the State of Hawai‘i,
3. The Papahana Kaiapuni has definite goals that are above and beyond the State and Federal requirements. These goals are linguistically based and culturally based on Hawaiian language and culture. A fair assessment would reflect all of these specific programmatic goals along with any and all general State and Federal
4. requirements. This is similar to #2 focusing on worldview and perspective of Hawaiian language as reflected in the Papahana Kaiapuni program guide.

Alignment of Curriculum, Instruction and Assessment to Program Goals

1. Ka Papahana Kaiapuni program goals are intrinsically linked to the worldview and perspective of the Hawaiian language and subsequently the Hawaiian culture (the culture from which the language was created).
2. Hawaiian language is the language of instruction of the Papahana Kaiapuni. Currently, the Hawaiian language is viewed as a specific content area for all programs dealing with Hawaiian language and culture (i.e. Hawaiian Language and Culture courses at the Secondary level, Kupuna Program). For the Papahana Kaiapuni, clearly defining and understanding the key differences between Hawaiian language as the language of instruction of all subject matter versus instruction to learn Hawaiian as a second language are very important and two significantly different ideologies and pedagogies.
3. Hawaiian language as the language of instruction aligns all curriculum and instruction to the perspectives and worldview of the language (when Hawaiian language is consistently used for all aspects of the educational experience).
4. True assessment focuses on the curriculum as the assessable material. Assessments cannot be fairly used to measure skills and content material that is not covered in the curriculum. Nor can it ignore key elements of the educational experience (i.e. Hawaiian cultural perspective as embodied in the Hawaiian language)

The Right of ‘Ohana (to educate their keiki in both official languages of the State)

1. Hawai‘i is a unique situation as it has two official languages. As such, all educational experiences granted one language of instruction should be granted the other.
2. To treat each language differently would open the door to the legal interpretation of governmental policy as racist and colonial.

Please allow this testimony in strong support for HB 224 in its entirety. This is a new time for education through the medium of the Hawaiian language 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 iholā nō me ke aloha.

HB224

Submitted on: 3/13/2013

Testimony for THA/EDU on Mar 13, 2013 14:45PM in Conference Room 224

Submitted By	Organization	Testifier Position	Present at Hearing
Kimberly Hokama	Individual	Support	No

Comments: To: Senator Brickwood Galuteria, Chair, Committee on Tourism and Hawaiian Affairs Senator Gilbert S.C. Keith-Agaran, Vice Chair, Committee on Tourism and Hawaiian Affairs Senator Jill N. Tokuda, Chair, Committee on Education Senator Michelle N. Kidani, Vice Chair, Committee on Education From: Kimberly Hokama Date: March 13, 2013 Subject: Testimony in STRONG SUPPORT of House Bill 224: Relating to the Hawaiian Language Immersion Program Aloha mai kākou, I am submitting this testimony in strong support of House Bill 224: Relating to the Hawaiian Language Immersion Program. Below I have listed some important reasons for supporting this bill. Fair Assessment 1. As an official language of the State of Hawai'i, Hawaiian language should be afforded the same accommodations as English. As the English language based assessment (HSA) is not translated from any other language and is created in English by English language speakers, the Hawaiian language assessment should be created in Hawaiian by Hawaiian language speakers. 2. A fair assessment would represent the worldview and perspective of the language of instruction. On the HSA, the worldviews of the English language and American culture are represented. A fair assessment in the Hawaiian language would represent its worldview and culture. This should be treated equally for both official languages of the State of Hawai'i, 3. The Papahana Kaiapuni has definite goals that are above and beyond the State and Federal requirements. These goals are linguistically based and culturally based on Hawaiian language and culture. A fair assessment would reflect all of these specific programmatic goals along with any and all general State and Federal 4. requirements. This is similar to #2 focusing on worldview and perspective of Hawaiian language as reflected in the Papahana Kaiapuni program guide. Alignment of Curriculum, Instruction and Assessment to Program Goals 1. Ka Papahana Kaiapuni program goals are intrinsically linked to the worldview and perspective of the Hawaiian language and subsequently the Hawaiian culture (the culture from which the language was created). 2. Hawaiian language is the language of instruction of the Papahana Kaiapuni. Currently, the Hawaiian language is viewed as a specific content area for all programs dealing with Hawaiian language and culture (i.e. Hawaiian Language and Culture courses at the Secondary level, Kupuna Program). For the Papahana Kaiapuni, clearly defining and understanding the key differences between Hawaiian language as the language of instruction of all subject matter versus instruction to learn Hawaiian as a second language are very important and two significantly different ideologies and pedagogies. 3. Hawaiian language as the language of instruction aligns all curriculum and instruction to the perspectives and worldview of the language (when Hawaiian language is consistently used for all aspects of the educational experience). 4. True assessment focuses on the curriculum as the assessable material. Assessments cannot be fairly

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HB 224
Relating to the Hawaiian Language Immersion Program
Senate Committees on Tourism and Hawaiian Affairs and Education
March 13, 2013
2:45 PM

To: Senator Brickwood Galuteria, Chair, Committee on Tourism and Hawaiian Affairs
Senator Gilbert S.C. Keith-Agaran, Vice Chair, Committee on Tourism and Hawaiian Affairs
Senator Jill N. Tokuda, Chair, Committee on Education
Senator Michelle N. Kidani, Vice Chair, Committee on Education

From: Kēhau Llanos

Date: March 13, 2013

Subject: Testimony in **STRONG SUPPORT** of House Bill 224: Relating to the Hawaiian Language Immersion Program

Aloha mai kākou,

I am submitting this testimony in strong support of House Bill 224: Relating to the Hawaiian Language Immersion Program. Below I have listed some important reasons for supporting this bill.

Fair Assessment

1. As an official language of the State of Hawai‘i, Hawaiian language should be afforded the same accommodations as English. As the English language based assessment (HSA) is not translated from any other language and is created in English by English language speakers, the Hawaiian language assessment should be created in Hawaiian by Hawaiian language speakers.
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The Right of ‘Ohana (to educate their keiki in both official languages of the State)

1. Hawai‘i is a unique situation as it has two official languages. As such, all educational experiences granted one language of instruction should be granted the other.
2. To treat each language differently would open the door to the legal interpretation of governmental policy as racist and colonial.

Please allow this testimony in strong support for HB 224 in its entirety. This is a new time for education through the medium of the Hawaiian language 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,
Kēhau Llanos
Kumu, Kula Kaiapuni ‘o Ānuenuē

HB224

Submitted on: 3/13/2013

Testimony for THA/EDU on Mar 13, 2013 14:45PM in Conference Room 224

Submitted By	Organization	Testifier Position	Present at Hearing
Ivy McIntosh	Individual	Support	No

Comments: HB 224 Relating to the Hawaiian Language Immersion Program Senate Committees on Tourism and Hawaiian Affairs and Education March 13, 2013 2:45 PM
To: Senator Brickwood Galuteria, Chair, Committee on Tourism and Hawaiian Affairs
Senator Gilbert S.C. Keith-Agaran, Vice Chair, Committee on Tourism and Hawaiian Affairs
Senator Jill N. Tokuda, Chair, Committee on Education
Senator Michelle N. Kidani, Vice Chair, Committee on Education
From: Ivy C McIntosh
Date: March 13, 2013
Subject: Testimony in STRONG SUPPORT of House Bill 224: Relating to the Hawaiian Language Immersion Program
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HB 224

Relating to the Hawaiian Language Immersion Program
Senate Committees on Tourism and Hawaiian Affairs and Education
March 13, 2013
2:45 PM

To: Senator Brickwood Galuteria, Chair, Committee on Tourism and Hawaiian Affairs
Senator Gilbert S.C. Keith-Agaran, Vice Chair, Committee on Tourism and Hawaiian Affairs

Senator Jill N. Tokuda, Chair, Committee on Education
Senator Michelle N. Kidani, Vice Chair, Committee on Education

From: Deanna M. Kawehionalani Napeahi

Date: March 13, 2013

Subject: Testimony in STRONG SUPPORT of House Bill 224: Relating to the Hawaiian Language Immersion Program

Aloha mai kākou,

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2. To treat each language differently would open the door to the legal interpretation of governmental policy as racist and colonial.

Please allow this testimony in strong support for HB 224 in its entirety. This is a new time for education through the medium of the Hawaiian language 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 iholā nō me ke aloha.

Deanna M. Kawehionalani Napeahi

11 March 2013

Senator Brickwood Galuteria, Chair, Committee on Tourism and Hawaiian Affairs
Senator Keith-Agaran, Vice Chair, Committee on Tourism and Hawaiian Affairs
Senator Jill Tokuda, Chair, Committee on Education
Senator Michelle Kidani, Vice Chair, Committee on Education

I write in very **VERY STRONG SUPPORT** of the **ORIGINAL DRAFT OR A SIMILAR VERSION** of HB224 HD2: Relating to the Hawaiian Language Immersion Program.

I only support this bill if the amendments made in the last committee hearing are repealed and the bill retakes its original form or one similar.

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 Waiiau, the first immersion school here on Oahu. As a fourth grade teacher I had the unfortunate task of test administration for this grade level. Often times the translated versions of these tests became a stumbling block for students not because of their intellectual incompetence but because of the inability of the test to be coherent in its translated version. As Hawaiian immersion students, parents, and teachers we must speak out for the fair assessment our students as they take on the heavy kuleana of language revitalization.

I've been involved in Hawaiian education formally for a little more than 10 years, both as a teacher and a parent. As my son begins in kindergarten at Ke Kula Kaiapuni 'o Ānuenuenu in the fall, shall I fear that NCLB mandates and unfair testing practices will take precedence over his rights to learn through the official language of Hawai'i, and be assessed accordingly? You need to act now.

As Hawaiians we are not looking for the easy way out, we want educational opportunities for our 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. Most importantly we want to be self-determining in this process. I leave you with this ending thought, ma hea hou a'e e ola ai ka 'ōlelo makuahine a kākou? Where else will our mother tongue thrive if not in Hawaii?

Name: Eōmailani Kukahiko

Address: 2640 Dole St. E356 Honolulu, HI 96822

HOUSE COMMITTEE ON FINANCE
TO:HONORABLE REP. SYLVIA LUKE, CHAIR
FROM: KAUA POUHA
RE:HB 224 HD2
HEARING: 2/25/2013 1:30 PM, 308
POSITION:SUPPORT
TESTIMONY

Kako'o au i ka HB224 HD2, he pila e kauoha i ka 'Oihana Ho'ona'auao e ho'okumu i kekahi hō'ike hou loa no nā haumāna ma ke Kula Kaiapuni(HLIP) mai ka papa 3 aku a i ka papa 6, me ke kokua o nā kanaka 'ōlelo Hawai'i.

Loa'a ka hō'ike i kēia manawa, unuhi 'ia mai ka 'ōlelo haole a i ka 'ōlelo Hawai'i. Aka he mau hewa,ma ka 'unuhi 'ana a me ke 'ano o ke kakau 'ana. Aia au ma ka papa 12, no laila a'ohe ia he hopena no'u, 'aka aia no he hōpena no nā hāumana e hele mai ana mahope o makou, a he 'ohana makou. 'O kēia pila, e ho'ololi kūpono I ka hō'ike a e ho'ola nō I ka 'ōlelo Hawai'i.

No laila ma ke 'ano he haumāna kula kaiapuni, kako'o ikaika au e ho'okō i kēia pila, no ka pono o nā hāumana a no ka pono o ko mākou 'ōlelo moku'āina.

Translation: I am in strong support of HB224 HD2, a bill that will have the Department of Education to provide a whole new test for the Hawaiian Language Immersion Program (HLIP) students from 3rd-6th grade, with help from the hawaiian language community. Even though there is a test translated from English to Hawaiian there are numerous errors, such as translation and grammar errors. As a senior in the HLIP it does not affect me. But it affects the students who come after us, and we are a family. Not only will the bill change the test completely, but it will help to revitalize the Hawaiian Language.

So I as a HLIP student, strongly urge you to pass this bill, not only for the students but for the survival of our state language.

House Committee On Finance

To: Honorable Rep. Sylvia Luke, Chair

From: Kawehena Johnson

RE: HB 224 HD 2

Hearing: 2/25/2013, 1:30 PM, 308

Position: **SUPPORT!**

Aloha I am Kawehena Johnson. I am currently a senior in Ke Kula Kaiapuni Hawai'i 'o Kahuku Academy. I strongly support this bill. I write this testimony in support of all the future keiki that have to take the test. I believe that if these keiki have a test that is created in Hawaiian and that is not culturally bias to them, they will be able to show what they really know.

Aloha, 'owau 'o Kawehena Johnson, Aia au ma ka papa 12 ma ke kula Kaiapuni Hawai'i 'o Kahuku Academy. Kako'o au i keia pila. Ke kakau nei au i keia ho'ikeana no na keiki ma na kula ha'aha'a i pono ai e hana i keia ho'ike. Ina hiki keia mau keiki ke hana i kekahi ho'ike i moakaka ia lakou, e maika'i ana ka ho'ike 'ana i ko lakou akamai.

House Committee on Finance

To: Honorable Rep. Sylvia Luke, Chair

From: Kuuipo Hanohano

RE: HB224 HD2

Hearing: 2/25/2013 1:30 PM 308

Position: SUPPORT!

Ke ho'ouna nei au i kekahi hō 'ikeana e kāko 'o i ka pila HB224 HD2 nō ka mea makemake nā haumana Kula Kaiapuni i kekahi hō 'ike maika 'i. Hā 'awi ke Aupuni i kekahi hō 'ike ma ka 'ōlelo pelekāne i nā haumana 'ōlelo, heluhelu, a a 'o ma ka 'ōlelo Hawai 'i. Inā ho 'okumu 'ia he hō 'ike nō nā haumāna Kaiapuni, e moakāka ana ka hō 'ike a hiki iā lākou ke hō 'ike i ko lākou akamai. Pili kēia pila ia 'u no ka mea, ma ko 'u wā papa 3 ua pa 'akīkī loa ka HSA nō ka mea 'a 'ole au i maopopo moakāka i kekahi mea ma ka hō 'ike. E 'olu 'olu e 'āpono i kēia pila nō nā haumana Kaiapuni ma ka papa 3-6 e hana nei i kekahi hō 'ike maika 'i 'ole.

I am submitting a testimony to support this bill HB224 HD2 because, the students of the Hawaiian Language Immersion Programs want a fair test. The state DOE gives an English written assessment to students who only speak, read, and learn in Hawaiian. If the test is written in Hawaiian instead of translated, it will be equitable for Hawaiian Immersion students to take and they can really show what they know. This bill relates to me because, when I was in the 3rd grade, the HSA was really challenging for me. Please pass this bill for the Immersion students in 3rd to 6th grade who have to take an unfair test. MAHALO.