

LATE

Lā Ho'olohe Pila (Hearing Date/Time): 04-02-2013 2:00p

Lumi hālāwai (Meeting Room) Conference Room 308
Kōmike (Committee) House Finance

Pila (Bill) SB1093, SD2 HD1
Kumu (Purpose): RELATING TO SCHOOL READINESS

Mana'ō (Position): **KĀKO'O** ME NĀ LOLI (SUPPORT WITH AMENDMENTS Attached)

Aloha Chair, Representative Luke, Vice Chair Representative Nishimoto and members of the House Finance Committee

'O au 'o 'Ekekela Aiona, ka Luna Ho'okele o ka 'Aha Pūnana Leo.
My name is 'Ekekela Aiona, Executive Director, 'Aha Pūnana Leo.

The 'Aha Pūnana Leo continues to support these early learning initiatives with amendments that clarify the context for early learning in our state with two official languages. These amendments will allow the ONLY statewide Pūnana Leo preschools Hawaiian medium early learning to be a part of the state system AND to continue the development of quality standards, teacher training, workforce and curriculum development THROUGH its laboratory status under the Hawaiian Language College which has supported our efforts of Hawaiian language revitalization over the last 30 years and for which the specialized training, professional development, curriculum and Hawaiian language support is unavailable from the mainstream English preschool system.

The 'Aha Pūnana Leo is a non profit Native Hawaiian Education organization. We are the only statewide provider of early education and care through the medium of Hawaiian. Our preschools are connected to a statewide P-20 (preschool through doctorate) Hawaiian Medium Education system. Pūnana Leo keiki are prepared to enter kindergarten taught through Hawaiian. Several provisions of the state constitution as well as federal legislation call for special attention to the unique needs of teaching through Hawaiian. The state has been involved in developing quality education through Hawaiian since 1997, when the legislature established the Hawaiian language college with a mandate to serve education through Hawaiian with a laboratory school program. HRS 304A-1301 establishes the Hawaiian language college and a laboratory school program as a function of the college. The Pūnana Leo schools function as laboratory schools of the college.

Thank you for the opportunity to submit testimony.

Mahalo nui

'Aha Pūnana Leo Amendments For School Readiness

SB 1093 SD2 HD1

| Amendments | Rationale |
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| <p>SECTION 1. The purpose of this Act is to establish a statewide school readiness program consisting of providers of school readiness services to assist families in preparing their children for success in school <u>in either of Hawaii's two official languages with special attention to the needs of education through the endangered Hawaiian language and the requirements of Article X Section 4 of the state constitution.</u></p> | <ul style="list-style-type: none"> •Hawai'i Constitution Official Languages Article XV Section 4. |
| <p>SECTION 2. Chapter 302L, Hawaii Revised Statutes, is amended by adding a new section to be appropriately designated and to read as follows: <u>"§302L- School readiness program. (a) There is established within the early learning system a school readiness program to be administered by the office. The school readiness program shall:</u> (1) Prepare children for school <u>with distinct pathways for schooling through either of the two official state languages;</u> (2) Provide access to school readiness services that address children's physical, cognitive, linguistic, social, and emotional development <u>as well as Chapter X Section 4 of the State Constitution;</u> and</p> | <ul style="list-style-type: none"> •Hawai'i Constitution Official Languages Article XV Section 4. •'Aha Pūnana Leo established in 1983 E Ola Ka 'Ōlelo Hawai'i_the Hawaiian language shall live. •Hawaiian language is medium of instruction. • 'Aha Pūnana Leo is the only Hawaiian medium education (HME) statewide provider serving 250 keiki, 11 months, full day at 11 centers on Hawai'i, Maui, Moloka'i, O'ahu and Kaua'i. •Hawai'i is a national and international leader, and has the most successful model of endangered, indigenous language revitalization. •These amendments are relevant to the State of Hawai'i's Context for Early Learning |
| <p>(d) : (1) (2) Meet <u>distinctive Hawaiian and English medium education standards established under the</u></p> | <p>Language Matters. The National Academy of Sciences research on the Role of Language reveals that characteristics of a speaker's language influence the quantitative skills of the child. Languages also differ in important ways in the clarity and consistency reflected in actual number names. The study found that speakers of languages whose number names are patterned after Chinese (like Hawaiian) are better able than speakers of</p> |

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| <p><u>school readiness program pursuant to rules adopted by the office, which shall include qualifications for staff who work with children and data collection regarding participating children. The office may provide support to providers to meet these standards.</u></p> | <p>English to represent numbers using base ten blocks and to perform other place value tasks.</p> <p>In addition to the advantage in the way Hawaiian represents mathematical concepts, the role of language also influences the rate of early reading acquisition. Hawaiian language has its advantages in its syllabic system of early reading. These are advantages of learning through Hawaiian language and for which distinct standards be adopted in the Early Education program. <i>Mathematics Learning in Early Childhood: Paths Towards Excellence and Equity; National Academy of Sciences.</i></p> |
| <p><u>(f) The office may adopt rules, pursuant to chapter 91, necessary to carry out the purposes of this section."</u> <u>(g) Notwithstanding any provisions of this section all laboratory schools of the state Hawaiian language college shall:</u> <u>(1) qualify as school readiness programs and not educational institutions when serving children under the state minimum age for kindergarten enrollment; and</u> <u>(2) have their providers deemed eligible providers and not educational institutions.</u></p> | <p>The 'Aha Pūnana Leo preschools are laboratory schools of the state's Hawaiian Language College at the University of Hawai'i at Hilo. As such, 'APL has been working with the college in teacher recruitment, curriculum development, teacher training and professional development. The ECE framework for the state's early education initiative is geared towards English language preschools. Policies that require participation based in the English language potentially disenfranchises Hawaiian speaking children and families and is harmful to the goal of Pūnana Leo which is the protection, promotion and revitalization of Hawaiian. This amendment will provide a safe harbor for HME to participate as provider while working towards building capacity of a workforce and moving closer towards a more complete equitable early learning system in a state with two official languages.</p> |

LATE

April 2, 2013

Representative Luke and members of the Hawai'i State Legislature,

I am testifying in support of the inclusion of the Pūnana Leo sponsored amendments to SB 1093 relating to school readiness and SB 1095 relating to early childhood education.

I am Candace Kaleimamoowahinekapu Galla (Native Hawaiian) and an Assistant Professor of First Nations Languages & Education at the University of British Columbia (UBC) in Vancouver, Canada and know the Pūnana Leo and Hawaiian language college at UH-Hilo through my former position as Assistant Professor in Ka Haka 'Ula O Ke'elikōlani College of Hawaiian Language at UH-Hilo and work in this field for nearly 10 years.

The amendments before you will be groundbreaking for Native American education in recognizing that a distinct pathway for teacher training, standards, and assessments are needed for early childhood education provided through our endangered Native American languages.

Furthermore, the inclusion of a "safe harbor" in the form of participation in the laboratory school program of the state Hawaiian language college is crucial to allow good faith participation in current best practices relative to Native American language early education, while the distinctive pathways, teacher training programs, standards, and assessments are being developed.

Hawai'i is indeed fortunate that it has an indigenous language college with a laboratory school system that has built early education and K-12 education through Hawaiian to the nationally recognized position that it currently occupies.

Though there is not a program in Indigenous language education in the Faculty of Education at UBC, there are programmatic efforts that are being undertaken to further this initiative. I continuously use Hawai'i as a model to further Indigenous language revitalization efforts in Vancouver and throughout British Columbia where I currently reside.

Again, please include the Pūnana Leo amendments and continue to break ground in Native American language medium education that can be used to help our communities move forward with similar legislation and programing.

Sincerely,

Candace Kaleimamoowahinekapu Galla, Ph.D. (Native Hawaiian)
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