



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

**Senate Committee on Ways & Means**  
Senator David Y. Ige, Chairperson  
Senator Michelle N. Kidani, Vice Chairperson

Friday, March 28, 2014  
9:35 a.m.  
Hawai'i State Capitol, Room 211

**Testimony of Don G. Horner, Chairperson**

**HB 1551 SD 1 Relating to Education**

Dear Chair Ige, Vice Chair Kidani and members of the Committee:

Thank you for the opportunity to submit testimony in SUPPORT of HB 1551 SD 1.

The Board of Education, on February 18, 2014, approved substantial amendments to our Hawaiian education policies. These policies reaffirm our commitment to Hawaiian Education and Hawaiian Immersion programs in Hawai'i's public schools and set forth an organizational framework within the Department of Education. Policies attached.

Hawai'i's public education system should embody Hawaiian values, language, culture and history as a foundation to prepare students in grades K-12 for success in college, career and communities, locally and globally. Hawaiian language, culture, and history should be an integral part of Hawai'i's education standards for all students in grades K-12.

Given the recent passage of these policies, and for purposes of consistency, we ask that the language in HB 1551 SD1 align with Board policies 2104 and 2105.

The Board spent nearly one year working with various stakeholders to develop the policy revisions holding more than 40 stakeholder meetings during the development process. Upon approving the revisions the Board received over 100 testimonies in support of the policies and almost none in opposition. The organizations that supported the policies included but were not limited to 'Aha Kauleo Hawaiian Immersion Advisory Council, the Office of Hawaiian Affairs and 'Aha Punana Leo.

Part of the policy is the development of a strategic plan for Hawaiian education and we look forward to working with the Legislature and stakeholder groups as we implement these policies.

Thank you for the opportunity to provide testimony in support of HB 1551 SD 1.

**HAWAIIAN EDUCATION  
BOE POLICY 2104**

Hawai'i's public education system should embody Hawaiian values, language, culture and history as a foundation to prepare students in grades K-12 for success in college, career and communities, locally and globally. Hawaiian language, culture, and history should be an integral part of Hawai'i's education standards for all students in grades K-12.

The Board of Education recognizes that appropriate support for and implementation of Hawaiian education will positively impact the educational outcomes of all students in preparation for college, career and community success.

Therefore, the Department of Education (Department) shall establish in the Office of the Superintendent an Office of Hawaiian Education of which the head shall be part of the Superintendent's leadership team. The Department will allocate resources including personnel and fiscal to create and implement appropriate, curricula, standards, performance assessment tools, professional development, and strategies for community engagement throughout the Department.

The goals of Hawaiian education shall be to:

- Provide guidance in developing, securing, and utilizing materials that support the incorporation of Hawaiian knowledge, practices and perspectives in all content areas
- Provide educators, staff and administrators with a fundamental knowledge of and appreciation for the indigenous culture, history, places and language of Hawai'i
- Develop and implement an evaluation system that measures student outcomes, teacher effectiveness and administration support of Hawaiian Education. To ensure accountability an annual assessment report to the Board of Education will be required.
- Use community expertise as an essential means in the furtherance of Hawaiian education
- Ensure that all students in Hawai'i's public schools will graduate with proficiency in and appreciation for the indigenous culture, history, and language of Hawai'i.

This policy is applicable to charter schools. A charter school may request a waiver of this policy from the Board of Education.

Approved: 4/19/01; Amended: 1/22/09; Amended: 2/18/14

**KA PAPAHAHA KAIAPUNI  
BOE POLICY 2105**

Ka Papahana Kaiapuni (Kaiapuni Educational Program) provides students with Hawaiian bicultural and bilingual education. Additionally, the program contributes to the continuation of our Hawaiian language and culture. The Kaiapuni Educational Program offers students an education in the medium of the Hawaiian language. The comprehensive program combines the use of Hawaiian teaching methodologies, language, history, culture and values to prepare students for college, career and to be community contributors within a multicultural society. The Department of Education (Department) shall develop the necessary rules, regulations, guidelines and procedures as well as an updated strategic plan for the program. Every student within the State of Hawai'i's public school system should have reasonable access to the Kaiapuni Educational Program.

The goals of the Kaiapuni Educational Program shall be:

1. To provide parents and student a Hawaiian bicultural and bilingual education based upon a rigorous Hawaiian content and context curriculum. The Kaiapuni Educational Program is offered to students K-12.
2. The curriculum and standards are to be developed by the Department to prepare students for college, career and contributors to community with the assistance of the appropriate stakeholders including the 'Aha Kauleo, Office of Hawaiian Affairs, University of Hawai'i system of colleges, 'Aha Pūnana Leo, the Charter School Commission and any other stakeholders selected by the Department. The development of the Kaiapuni curriculum, content, instruction and assessment should be informed and researched-based utilizing qualitative and quantitative data.
3. The Department shall establish in the Office of the Superintendent an Office of Hawaiian Education of which the head shall be part of the Superintendent's leadership team which will have oversight of the program's implementation and accountability to ensure effective curricula, performance standards for professional qualifications, organizational structure (e.g. Complex Area, Office), and community engagement. Additionally, this office will provide an annual program performance report to the Board of Education (BOE) and community via the Superintendent.
4. The program's success is largely dependent on the capacity, capability and expertise of the program's professional staff. The Department will establish professional qualifications and develop training programs internally and/or in cooperation with stakeholder groups/universities. The goal is for program professionals to be qualified in both English as a medium of instruction and Hawaiian as a medium of instruction and appropriately compensated for these additional qualifications.
5. The program's effectiveness requires the development and proper administration of appropriate formative and summative assessment tools. These program evaluation tools should be in alignment with the State's Kaiapuni curriculum and measure student growth

and proficiency with the goal to prepare students for success in college, career and community.

6. The delivery of the program to students within the Department may include one of three organizational structures depending on the number of program students: (a) All students are enrolled in the program; principal and teachers are dual qualified. (b) Majority of students are enrolled in the program; principal and teachers are dual qualified; those students not in the program would be taught in English under supervision of the school's principal; and, (c) Students are offered a Kaiapuni Educational Program in an English medium school. Only the teachers teaching the Kaiapuni classes are required to be dual qualified. This policy shall not apply to teachers currently employed by the Department and/or Charter Schools prior to February 18, 2014, and may be waived on an individual basis by the Superintendent of Education as circumstances warrant.
7. Each Kaiapuni School shall comply with all applicable BOE policies, rules and regulations.

This policy is applicable to Kaiapuni charter schools. A charter school may request a waiver of this policy from the BOE.

Approved 1/19/06; Amended: 2/18/14

NEIL ABERCROMBIE  
GOVERNOR



KATHRYN S. MATAYOSHI  
SUPERINTENDENT

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



**Date:** 03/28/2014

**Committee:** Senate Ways and Means

**Department:** Education

**Person Testifying:** Kathryn S. Matayoshi, Superintendent of Education

**Title of Bill:** HB 1551,SD1(sscr3014) RELATING TO EDUCATION.

**Purpose of Bill:** Establishes the office of Hawaiian education for the purpose of providing instruction to public school students on Hawaiian history, culture, arts, and language. Requires reports to the legislature. Makes an appropriation for the office of Hawaiian education. Effective July 1, 2050. (SD1)

**Department's Position:**

The Department of Education (Department) supports the substantive content of HB 1551 SD1. This past February, the Board of Education (Board) passed Hawaiian Education policies that reaffirmed our commitment to Hawaiian Education and Hawaiian Immersion.

The Department has been working collaboratively with the Board, the Aha Kauleo stakeholder group and other community organizations on making significant positive changes for Hawaiian education in the Department through Board policy and implementation planning. We would like to ensure that legislation aligns with Board policies 2104 and 2105.

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

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2014



**HB1551 SD1**  
**RELATING TO EDUCATION**  
Senate Committee on Ways and Means

March 28, 2014

9:35 a.m.

Room 211

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The Office of Hawaiian Affairs (OHA) **SUPPORTS WITH AMENDMENTS** HB1551 SD1, which would create an Office of Hawaiian Education to be placed in the office of the Superintendent of the Department of Education (DOE) for the purpose of providing instruction to public school students on Hawaiian history, culture, arts and language.

OHA appreciates the spirit and intent behind HB1551 SD1, and in this spirit partnered with the State DOE to convene a one-day summit for stakeholders on October 28, 2013, to review State Board of Education (BOE) Policy 2104, which is the BOE's Policy on Hawaiian Education. OHA also partnered with the Kamehameha Schools on July 10-12, 2013, to host a three-day summit for stakeholders to develop an implementation plan for the Hawaiian Language Immersion Program, which is the subject of BOE Policy 2105.

The BOE recently amended BOE Policies 2104 and 2105 on February 18, 2014. To the extent that the amended BOE policies establish an Office of Hawaiian Education in the Office of the DOE Superintendent, the head of which shall be part of the Superintendent's leadership team, HB1551 SD1 is consistent with these policies. The amended BOE policies also reflect the BOE's position that Hawai'i's public education system should embody Hawaiian values, language, culture and history as a foundation to prepare students in grades K-12 for success in college, career and communities within a multicultural society, locally and globally.

Consistent with the BOE policies, OHA recommends the following amendments to HB1551 SD1:

1. Amend page 1, line 16 to include:

Hawai'i's public education system should embody Hawaiian values, culture, history and language as a foundation to prepare students in grades K-12 for success in college, career and communities within a multicultural society, locally and globally.

2. Amend page 2, lines 4-9 to read as follows:

The purpose of this Act is to create the office of Hawaiian education to be placed within the office of the superintendent of education for the purpose of providing instruction to public school students on Hawaiian history, culture and language and to oversee Hawaiian education and Hawaiian language immersion programs in the public schools.

3. Amend page 2, lines 10-13 to read as follows:

SECTION 2. (a) There is established within the department of education an office of Hawaiian education for the purpose of providing instruction to public school students on Hawaiian history, culture and language.

4. Amend page 3, lines 1-3 to read as follows:

(2) The Hawaiian language medium education program established pursuant to chapter 302H, Hawaii Revised Statutes; and

(3) Ka papahana kaiapuni.

Therefore, OHA urges the Committees to **PASS WITH AMENDMENTS** HB1551 SD1. Mahalo nui for the opportunity to testify.

Center for Hawaiian Sovereignty Studies  
46-255 Kahuhipa St. Suite 1205  
Kane'ohe, HI 96744  
Tel/Fax (808) 247-7942  
Kenneth R. Conklin, Ph.D. Executive Director  
e-mail [Ken\\_Conklin@yahoo.com](mailto:Ken_Conklin@yahoo.com)  
Unity, Equality, Aloha for all



To: WAM  
For hearing Friday March 28, 2014

Re: HB 1551 RELATING TO EDUCATION.

Establishes the instructional office of Hawaiian studies for the purpose of providing instruction to public school students on Hawaiian history, culture, arts, and language. Makes an appropriation for the office of Hawaiian education.

Testimony in opposition, unless the bill is amended to incorporate three requirements.

Hawaiian history, culture, language, and arts, together with the Aloha Spirit, comprise the core of what makes Hawaii a special place. The idea of creating an instructional office of Hawaiian studies within the Department of Education might be a good idea, provided that

- (1) It must include administrators and teachers of all races, including some with no native ancestry roughly in proportion to the percentages of those races in Hawaii's population or in the DOE;



(2) The history component of the curriculum must present to the students a diversity of viewpoints on topics which are controversial, so as to avoid becoming a propaganda factory which brainwashes the children with a single viewpoint;

(3) Some way must be found to offset any new DOE positions for this instructional office of Hawaiian studies by cutting an equal number of DOE positions elsewhere in the bureaucracy so that an already top-heavy DOE does not drain an even larger percentage of the DOE budget away from direct instruction of the students.

(1) Currently there is a kupuna program where elderly persons who have direct knowledge of Hawaii's history, or ability to demonstrate various components of Hawaiian culture, are paid to visit classes where they might talk-story, play a musical instrument, demonstrate a craft, etc. However, it seems that only ethnic Hawaiians are chosen to serve as kupuna in the classrooms. But there are people fluent in Hawaiian language who have no native ancestry, and there are kupuna of Portuguese, Japanese, Chinese, Filipino, and Caucasian ancestry who grew up and worked on the sugar plantations or as nurses or workers in the hospitality industry, and who are able to play instruments, sing songs, or demonstrate skills unique to their cultural heritages which have become integral parts of Hawaii's heritage. "Hawaiian culture" should not be interpreted racially, but rather as a designator of the blended culture created by Hawaii's multiracial society.

(2) There are many controversies over Hawaii's history from 1778 to 1959, regarding the facts about what actually happened and how to interpret the meanings and implications of those facts. Some of the biggest controversies concern the influence of American missionaries in shaping the laws and policies of the Kingdom; whether the revolution that overthrew the monarchy in 1893 was "illegal" or resulted from an American military "invasion"; whether annexation in 1898 was "illegal"; whether there was a Treaty of Annexation; whether the Statehood vote of 1959 was "illegal"; etc. Hawaiian independence activists have created a viewpoint on all these topics which has come to dominate the narrative on the internet, on cable TV, in public rallies, and perhaps

even in the legislature. It is a narrative hostile toward the U.S. and hostile toward "haoles." A teacher scheduled to teach for her first time the high school course "Modern History of Hawaii", required for graduation, told me that DOE required her to attend a day-long seminar where the only instructor was the con artist Keanu Sai who was paid by the DOE to brainwash a group of teachers with his twisted view of Hawaii's history, with the purpose that the teachers should then brainwash their students with that viewpoint. That is totally unacceptable. The fact that DOE would hire Keanu Sai to teach such a course, with no attempt to provide any other narrative, shows that DOE should not be entrusted to establish an instructional office of Hawaiian studies unless the legislature provides firm guidance requiring a fair and balanced Hawaiian history curriculum.

(3) Over the years the DOE has become a bloated bureaucracy with many fiefdoms. The DOE budget has become kapakahi (lopsided) with too many highly paid central-office staff siphoning resources away from classrooms. It might be a good idea to create an instructional office of Hawaiian studies, but not if such an office becomes a new fiefdom with no offsetting elimination of some other "office" or offsetting cutbacks of an equivalent number of "warm bodies." If an instructional office of Hawaiian studies is created, it should not cause any increase in the total budget for DOE or the number of full-time-equivalent DOE employees who spend most of their time working outside the classroom.



1200 Ala Kapuna Street ♦ Honolulu, Hawaii 96819  
Tel: (808) 833-2711 ♦ Fax: (808) 839-7106 ♦ Web: www.hsta.org

TESTIMONY BEFORE THE SENATE COMMITTEE  
ON WAYS AND MEANS

Wil Okabe  
President  
Joan Kamila Lewis  
Vice President  
Colleen Pasco  
Secretary-Treasurer  
Alvin Nagasako  
Executive Director

DATE: FRIDAY, MARCH 28, 2014

RE: H.B. 1551, SD1 - RELATING TO EDUCATION

PERSON TESTIFYING: WIL OKABE  
HAWAII STATE TEACHERS ASSOCIATION

The Honorable Chair David Ige, The Honorable Vice-Chair Michelle Kidani and  
Members of the Committees:

The Hawaii State Teachers Association (HSTA) **strongly supports HB 1551, SD1,**  
relating to establishing the instructional office of Hawaiian studies for the purpose of  
providing instruction to public school students on Hawaiian history, culture, arts, and  
language. Makes an appropriation for the instructional office of Hawaiian studies.

HSTA is the exclusive representative of more than 13,500 public and charter school  
teachers statewide. As the state affiliate, of the 3.2 million members of the National  
Education Association, HSTA believes in advocating that the Department of Education  
(Department) and the Board of Education (Board) work towards the maintenance and  
growth of Hawaiian Education.

As the Department continues to move forward on high stakes testing and standardizing  
bell schedules, as a state we still need to remember the importance of some of the  
uniqueness programs of what makes Hawaii's schools different-knowing our state motto  
and song, May Day, lei day contest, etc. We need to work towards embracing what  
culturally brings together our community and schools.

There is no doubt that teachers invest a lot of their own time, work and countless hours  
organizing school wide activities, however it is well worth it to see parents, community,  
and even the school hui together to support our children that all students can participate  
in.

Thank you for the opportunity to testify the **strongly supports HB 1551, SD1.**

March 26, 2014

To Senator David Ige, Chairman, and members of the Senate Ways and Means Committee:

Aloha kakou. My name is Alma Puahau Cirino, vice president of KaLei Papahi o Kakuhihewa, the organization for Kupuna in the Schools and supporters of quality Hawaiian Education for all children in our public schools.

We know that Hawaiian education in our public schools lacks what the Constitution intended to be taught to all our children –Hawaiian history, culture, and language. The writers of the constitutional amendment saw that the loss of the indigenous and host culture, its language and customs, would be unacceptable to Hawaii and all its people because of what that culture means to this state. All children would be the beneficiaries of Hawaiian learning, and all who accept, retain, and appreciate the culture and its values, will carry on and be the practitioners of "living" Hawaiian.

We are at the point where the Hawaii Legislature, the Board of Education and the Department of Education can begin, through the creation of the Office of Hawaiian Education and appropriate funding the enormous but necessary task to make this office one that will bring to realization the goals of Hawaiian education. This office will be beginning work that will be difficult, challenging but very worthwhile

We have submitted a list of positions to begin carrying out the important work of frameworking, planning and developing the enormous task of providing legitimate, acceptable Hawaiian curriculum for grades K-12, which includes Hawaiian language/immersion schools and the charter schools. The office will need the staffing to do the research and to create viable and legitimate programming and instruction connecting and melding Hawaiian education with regular education for grades K-12.

We ask that you seriously consider the request for funding for a neophyte office that will have a lot of work to do and which should not be hampered from doing what it must do to make Hawaiian education a viable and legitimate part of Hawaii's education system.



TO: Senator David Ige, Chair  
And members of the Committee on Ways & Means

Decision on Making - March 28, 2014

**RE: HB1551 SD1 – Strong Support**

Aloha Chair Ige and members of the committee. My name is Edith Kimball and I am in strong support of HB1551 SD1, a bill that conforms to the recent Board of Education approved policies 2104 and 2105 that, in part, establishes an office of Hawaiian Education that shall be headed by the Superintendent's leadership team that has oversight of the program's implementation and accountability to ensure effective curricula, performance standards for professional qualifications, organization and community engagement.

Although, I may not directly benefit from the establishment of this office, my great-grand son and grand-children and all public school keiki will benefit. I was fortunate to learn Hawaiian culture from my kupuna, mother and extended Ohana on the island of Moloka'i as a child. Now, so many kupuna have passed and so it is important that the values, culture, history and language is perpetuated by such an Office in the DOE that way all the children, their parents, and all who they come in contact with will learn about these islands and the wonderful people here.

Senator David Ige, Chair  
And members of the Committee on Ways and Means

March 28, 2014 Decision Making: **HB 1551 SD1 – Strong Support**

Aloha Chair Ige and committee members. My name is Kapiolani Rees. I am in strong support of HB 1551 SD1. I was a kupuna in the schools at Ala Wai Elementary School. I adored the children at Ala Wai School and developed a wonderful relationship with them in which they were so excited to see me and learn Hawaiian words, songs and hula. So, I'm thrilled that your committees are seriously considering HB1551 SD1 and kindly ask that you pass the bill because it is important for the children who live here to learn something about Hawaiian history, language and culture.

Most important, it is the result of years of work by many people to finally have a separate office of Hawaiian education. Also, there will be more accountability and more direct connection between what is taught and the end result. Hopefully, the office will be a new beginning in Hawai'i, a place of aloha and respect for each other, the place and the deep historical roots.

Testimony of Keali'i'olu'olu Gora  
 On behalf of Ka Lei Pāpahi 'o Kākuhihewa  
 To the Senate Ways and Means Committee

Hearing Date: Friday, March 28, 2014  
 9:35 a.m.  
 Conference Room 211

Aloha Chair Ige, Vice Chair Kidani and members of the Senate Ways and Means Committee:

My name is Keali'i'olu'olu Gora and I'm here to testify in full support of HB 1551 SD1 with the following amendments:

- 1) In Section 7, please change July 1, 2050 to July 1, 2014.
- 2) Reallocate FTE from the existing DOE budget rather than a separate line item appropriated out of the general revenues.
- 3) Ka Lei Pāpahi 'o Kākuhihewa submits that the Office of Hawaiian Education shall consist of the following FTE:

1 Assistant Superintendent	\$ 125,000
1 Administrative Assistant to the Assistant Superintendent	\$ 80,000
1 Private Secretary	\$ 60,000
1 Education Specialist, Hawaiian Language Immersion	\$ 80,000
1 Secretary	\$ 60,000
1 Education Specialist, Hawaiian Studies	\$ 80,000
1 Secretary	\$ 60,000
1 Budget Specialist	\$ 80,000
1 Secretary	\$ 60,000
3 Curriculum/Instructional Development positions for Hawaiian Immersion	\$75,000 each x 3= \$ 225,000
4 Curriculum/Instructional Development positions for Hawaiian Studies	\$75,000 each x 4=\$ 300,000
1 Education Specialist, Pihana Nā Mamo	\$ 80,000
1 Secretary, Pihana Nā Mamo	\$ 60,000
1 Account Clerk, Pihana Nā Mamo	\$ 50,000
<b>Total: Nineteen (19) FTE positions</b>	<b>\$1,400,000</b>



For the Assistant Superintendent position, Ka Lei Pāpahi believes that the position have a minimum qualification of a Ph.D. in the field of Education Administration or similar. This is critically important, especially since we need someone at the helm who is visionary and is a strong leader and possesses excellent communication, managerial and financial skills and integrity.

It is important to note I have witnessed first hand oral testimony provided by the BOE chair at previous hearings of the Senate Education and Hawaiian Affairs committees as well as the House Finance Committee meeting that this position be a director. This is contrary to all offices including curriculum, instruction and student support, school facilities and support services, information technology services, human resources, and fiscal services as they are led by assistant superintendents, not directors.

In closing, Mr. Chair, I sincerely hope your committee will strongly support HB 1551 SD1 as amended, especially with our abovementioned FTE requests in hopes that the Office of Hawaiian Education becomes a permanent, viable, thriving and successful entity in the Department of Education and that the BOE policies are implemented with integrity and with the highest trust standards.

Mahalo nui for allowing me the opportunity to testify.

**To: HONORABLE SENATOR DAVID IGE, CHAIR  
AND MEMBERS OF THE SENATE WAYS AND MEANS  
COMMITTEE**

**Hearing** Date: Friday, March 28, 2014, 9:35 a.m., Conference Room 211

**RE: HB 1551, SD1 – STRONG SUPPORT**

Aloha e Chair Ige, Vice-Chair Kidani and members of the Senate Ways and Means Committee,

My name is Lilikalā Kame‘eleihiwa. I am a Senior Professor at the Kamakākūokalani Center for Hawaiian Studies and I sit on the ‘Aha Kauleo Statewide Hawaiian Immersion Advisory Council as a representative of the UH Mānoa Hawai‘inuiākea School of Hawaiian Knowledge. I am also a mother and grandmother of children who have been involved in Hawaiian Immersion for the past 30 years; my entire family is fluent in Hawaiian.

**I come before you today as a member of the ‘Aha Kauleo in strong support of HB 1551, SD1, to establish an Office of Hawaiian Education with the following amendments proposed by Ka Lei Pāpahi ‘o Kākuhihewa:**

- 1) In Section 7, please change July 1, 2050 to July 1, 2014.
- 2) Reallocate FTE from the existing DOE budget rather than a separate line item appropriated out of the general revenues.
- 3) Assert that the Office of Hawaiian Education shall consist of the following 19 FTE:

- 1 Assistant Superintendent \$ 125,000
- 1 Administrative Assistant to the Assistant Superintendent \$ 80,000
- 1 Private Secretary \$ 60,000
- 1 Education Specialist, Hawaiian Language Immersion \$ 80,000
- 1 Secretary \$ 60,000
- 1 Education Specialist, Hawaiian Studies \$ 80,000
- 1 Secretary \$ 60,000
- 1 Budget Specialist \$ 80,000
- 1 Secretary \$ 60,000
- 3 Curriculum/Instructional Development positions for Hawaiian Immersion  
at \$75,000 each x 3= \$ 225,000

4 Curriculum/Instructional Development positions for Hawaiian Studies at

\$75,000 each x 4= \$ 300,000

1 Education Specialist, Pihana Nā Mamo \$ 80,000

1 Secretary, Pihana Nā Mamo \$ 60,000

1 Account Clerk, Pihana Nā Mamo \$ 50,000

**Total: Nineteen (19) FTE positions \$1,400,000**

**The establishment of this office with an Assistant Superintendent is critical to the survival of Hawaiian Language and Culture.** Because of DOE neglect over the past 30 years, now only 1% of the 187,000 children in Hawai‘i Public Schools are in Hawaiian Immersion Programs, while children who want to enter Kula Kaiapuni at the kindergarten level are being turned away!

And, while Native Hawaiians make up 40% of the Public Schools, they hardly learn any Hawaiian culture; 48 out of the 200+ Public Schools don't even have a Kūpuna program. Most Hawaiian children in the DOE cant even pronounce their Hawaiian names. This is the track record of the BOE, and this is why we all must support HB 1551, SD1, with and Assistant Superintendent. We have no time to wait.

**For the Assistant Superintendent position, I recommend that the position should have a minimum qualification of a Ph.D. in the field of Education Administration or a similar field. Because of past years of DOE neglect in all things Hawaiian, we need a strong leader in this office who is a visionary, has the best academic credentials, and is fluent in Hawaiian.**

**In closing, Mr. Chair, I sincerely hope that your committee will strongly support HB 1551, SD1, as amended with the abovementioned 19 FTE requests, in support of an Office of Hawaiian Education, led by an Assistant Superintendent. On behalf of my children, grandchildren, and great grand children, please support HB 1551, SD1, and save Hawaiian Language and Culture from extinction.**

Mahalo nui for allowing me the opportunity to testify.

Lilikalā Kame‘eleihiwa, PhD

Senior Professor

Kamakakūokalani Center for Hawaiian Studies  
Hawai‘inuiākea School of Hawaiian Knowledge  
University of Hawai‘i at Mānoa  
2645 Dole Street, 209A  
Honolulu, Hawai‘i 96822

Senator David Ige, Chair  
And members of the Committee on Education

March 28, 2014 – 9:35 AM

Aloha Chair Ige and committee members. My name is Tiare Curtis, although I have been a hula dancer and know Hawaiian songs, I am not fluent in Hawaiian and did not learn much about Hawaiian history or culture in the public schools I attended.

I am now a mother of a 2 year old son who was born in Texas. My husband, son and I moved back to Hawaii to be with Ohana and I want my son to grow up here and learn Hawaiian culture and the language. So, please pass **HB 1551 SD1** and make it possible for him and all children to learn about the host culture, language and history.

TO: Chair David Ige and members of the  
Committee on Ways and Means

DATE: Decision Making on **March 28, 2014 at 9:35 AM**

RE: **HB 1551 SD1 in Strong Support**

Aloha Chair Ige and members of the Ways and Means Committee. My name is Wahineka'iu Lum Ho and I am in strong support of HB 1551 SD1 and offer recommendations.

1) In reference to SECTION 4. In which the department shall report prior to the convening of each regular session on its compliance with this Act and board policies 2104 and 2105; provided that the report shall include a statutory audit of chapter 302H, Hawaii Revised Statutes (HRS), and a determination, including proposed legislation, as to whether the office of Hawaiian education should be codified in chapter 302A, HRS or chapter 302H, HRS.

Keali'i Gora, President of Ka Lei Pāpahi 'o Kākuhihewa (KLPOK) and at least one member of its Board should be part of any taskforce or deciding body that compiles the report that will be submitted to the Legislature since the establishment of an Office of Hawaiian Education as set forth in HB1551 was vehemently pursued by Keali'i and KLPOK because there was no alternative to the inequity in funding and resources that was systematically occurring in Hawaiian education programs since the Legislature constitutionally and statutorily established the programs. Furthermore, Keali'i and Kaleipapahi has steadfastly come to the Legislature in the past decade to pursue such equality and the furtherance of quality Hawaiian education for all keiki in the public schools. Therefore, especially in regards to a determination and proposed legislation, Keali'i and KLPOK should be included within this group of decision makers.

2) The department should allocate realistic resources and include highly qualified personnel and viable fiscal support to create and implement appropriate curricula, standards, performance assessment tools, professional development, and strategies for community engagement throughout the department to ensure that the office of Hawaiian education will thrive and be successful.

The enactment of this law establishing an office of Hawaiian education is a commitment by our policy makers to the perpetuation of Hawaiian language and culture. Hawai'i is a land of many races and cultures where many languages are spoken. However, there is only one language and one culture that are solely and uniquely a part of this place and this land that we all call home and by establishing the office of Hawaiian education all public school keiki will be a part of its continuity and preservation.

In closing, Chair Ige and members of the committee, Mahalo nui loa for considering this bill and I humbly ask that you pass HB1551 SD1.