

**gates2 - Thomas**

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**From:** mailinglist@capitol.hawaii.gov  
**Sent:** Sunday, January 29, 2017 11:18 PM  
**To:** omhtestimony  
**Cc:** mkhan@hawaiiantel.net  
**Subject:** Submitted testimony for HB910 on Jan 31, 2017 10:00AM

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**HB910**

Submitted on: 1/29/2017

Testimony for OMH on Jan 31, 2017 10:00AM in Conference Room 312

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Leimomi Khan	Democratic Party of Hawaii, Hawaiian Affairs Caucu	Support	No

Comments: The Hawaiian Affairs Caucus of the Democratic Party of Hawaii supports this legislation. Please adopt HB 910 to appropriate funds for the Office of Hawaiian Education of the Dept of Education.

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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: HOUSE COMMITTEE ON OCEAN, MARINE RESOURCES, & HAWAIIAN AFFAIRS

For hearing Tuesday, January 31, 2016

Re: HB 910

RELATING TO THE OFFICE OF HAWAIIAN EDUCATION.

Appropriates funds for the Office of Hawaiian Education of the Department of Education.

TESTIMONY IN OPPOSITION

I fully agree with most of the first sentence of this bill, which says: "... all K-12 public education students should develop, maintain, and grow in an understanding and appreciation of Hawaiian culture, language, values, practices, and concepts ..." although the last part of the sentence raises the specter of the schools indoctrinating children with history-twisting propaganda when it says that the curriculum must be "... consistent with the State's recognition of the current and historical context of these islands."

Here are four objections to this bill.

(1) Why should "Hawaiian Studies" take priority over other, more important core elements of curriculum such as reading, writing, and the STEM subjects? That prioritizing is seen by the fact that there are no bills in the legislature to provide special funding earmarked for those core subjects. There are a finite number of dollars available for the public school system. Spending more money for Hawaiian Studies, or protecting it while other areas of the budget are cut, inevitably means less money for teacher salaries and for the core subjects. Making Hawaiian Studies more important than any other element of curriculum is as absurd as it would be to make ethnomath a more important part of the mathematics curriculum than algebra and geometry. The metaphor comes to mind, of the tail wagging the dog.

(2) The Hawaiian Studies program has been diverted from its proper mission to help students "develop, maintain, and grow in an understanding and appreciation of Hawaiian culture, language, values, practices, and concepts" in a factual, objective way. The Director of the Hawaiian Studies program is a Hawaiian sovereignty activist from Waimanalo whose father, Tony Sang, was President of the State Council of Hawaiian Homestead Associations, and who also attacked the jurisdiction of the United States as owner of Bellows Air Force Base in Waimanalo on grounds that the overthrow of the Hawaii monarchy was illegal and that ethnic Hawaiians have collective ownership of all the ceded lands. This attitude has infused the Hawaiian Studies curriculum. A couple years ago Director Dawn Kau'ilani Sang was elevated to a higher level of authority in the Department of Education than any head of any other area of curriculum, so that her only bosses are the Superintendent and Assistant Superintendent (both of whom are now departing from DOE). Now the Hawaiian Studies division of DOE wants to increase its empire within DOE by sequestering for itself an even larger portion of DOE's limited budget at the expense of the core subjects.

(3) In 2011 an in-depth analysis was done of the two textbooks approved by DOE for the History of Modern Hawaii course required for graduation, including the DOE curriculum guide and standards for the course. See

<http://tinyurl.com/4ys86vg>

As a result of the history-twisting and victimhood mentality spawned by this course, thousands of teenagers and young adults now feel rising levels of anti-Americanism and anti-Caucasian racial resentment. The Hawaiian Studies curriculum has been indoctrinating children with such propaganda for a long time, and should have its budget reduced rather than increased.

(4) The Hawaiian Studies division and the DOE refuse to correct historical falsehoods or to be held accountable for teaching them. One small example is their continued propagation of the falsehood that Hawaiian language was made illegal following the overthrow of the monarchy, despite being provided lengthy, detailed proof of falsity.

Dawn Kau'ilani Sang, Director of Hawaiian Studies, is responsible for a two-page webpage entitled "History of Hawaiian Education" which prominently proclaims the lie in three places, and which is cited as authority by news media when they repeat the lie and refuse to correct their publication of it. Thousands of children in the Hawaii Public Schools are undoubtedly being taught this racially inflammatory lie in the Hawaiian Studies curriculum that is compulsory in all grades K-12. A lengthy email was sent to Ms. Sang in mid-February 2016, with cc to her immediate supervisor Superintendent of Schools Kathryn Matayoshi, filled with proof that the statements are false. The email explained the importance of correcting the falsehoods.

But Ms. Sang stonewalled, replying only "The Department appreciates your attention to the information provided on our website. We will review the website and make changes as deemed necessary." Later she never indicated that any progress was being made, despite a request for a progress report that was sent by email to her with cc to Superintendent Matayoshi.

Meanwhile, in mid-March 2016, Director Sang engineered a resolution in the state legislature authorizing an expansion of her growing Hawaiian Studies empire; and the first "whereas" clause was the assertion that Hawaiian language was banned in the schools after the overthrow of the monarchy. Text of the resolution is provided along with testimony in opposition. An email was then sent directly to Superintendent Matayoshi providing all the proof of falsity previously sent to Director Sang.

On April 20 a letter was received by Ken Conklin through U.S. mail, signed by Superintendent Matayoshi on official letterhead, refusing to correct the falsehoods. The letter gave no indication that any study had been done of the facts; it merely said the webpage will not be corrected because "the information provided on our website is accurate and generally accepted in public policy and scholarship." (In other words, the lie has been repeated so often by so many in the Hawaiian grievance industry that we are going to continue teaching it to the kids and allowing news media to cite our website as authority for it). On April 23, 2016 a Goebbels Award was issued jointly to Director Sang, Superintendent Matayoshi, and the Department of Education; and an email was sent to every member of the Board of Education providing a link to this webpage documenting the proof of falsehood and the steps that have been taken to hold Sang, Matayoshi, and DOE accountable; and asking the Board members to order Sang and Matayoshi to make appropriate corrections to the webpage and to the school curriculum.

For extensive proof that the assertion of a language ban is false, and for documentation of every step in the effort to hold accountable both the Hawaiian Studies division and the DOE, see webpage "Holding the State of Hawaii Department of Education accountable for propagating the lie that Hawaiian language was banned" at <http://tinyurl.com/z77ogbq>

Please do not reward the arrogance of the Hawaiian Studies division of DOE, and its refusal to be accountable for propagating harmful falsehoods. Throw this bill into the junkpile.

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**Sent:** Friday, January 27, 2017 4:09 PM  
**To:** omhtestimony  
**Cc:** phhlca@aol.com  
**Subject:** Submitted testimony for HB910 on Jan 31, 2017 10:00AM

**HB910**

Submitted on: 1/27/2017

Testimony for OMH on Jan 31, 2017 10:00AM in Conference Room 312

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Bill Brown	Individual	Oppose	No

Comments: WOW..... another funneling of federal monies that will no doubt NOT reach the native Hawaiians communities and its schools in its assigned homestead will no doubt be paltry amounts or not at all. Pana'ewa do not have an assigned school within its community but our children goes to DOE assign schools miles away and yet receive lessons of irrelevant subjects that does no damn good for your kids future, So we do not support this measure for it does not address the unique education that our children is in need. Bill Brown President of PHHLCA

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**From:** mailinglist@capitol.hawaii.gov  
**Sent:** Friday, January 27, 2017 4:19 PM  
**To:** omhtestimony  
**Cc:** mendezj@hawaii.edu  
**Subject:** \*Submitted testimony for HB910 on Jan 31, 2017 10:00AM\*

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**HB910**

Submitted on: 1/27/2017

Testimony for OMH on Jan 31, 2017 10:00AM in Conference Room 312

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Javier Mendez-Alvarez	Individual	Support	No

Comments:

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**From:** mailinglist@capitol.hawaii.gov  
**Sent:** Monday, January 30, 2017 4:47 PM  
**To:** omhtestimony  
**Cc:** mendezj@hawaii.edu  
**Subject:** \*Submitted testimony for HB910 on Jan 31, 2017 10:00AM\*

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**HB910**

Submitted on: 1/30/2017

Testimony for OMH on Jan 31, 2017 10:00AM in Conference Room 312

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Javier Mendez-Alvarez	Individual	Support	No

Comments:

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**Sent:** Monday, January 30, 2017 7:25 PM  
**To:** omhtestimony  
**Cc:** krug@hawaii.edu  
**Subject:** Submitted testimony for HB910 on Jan 31, 2017 10:00AM

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**HB910**

Submitted on: 1/30/2017

Testimony for OMH on Jan 31, 2017 10:00AM in Conference Room 312

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Gary Krug	Individual	Support	No

Comments: OHE's budget has been supported by the DOE and the BOE. As a new entity, created by new BOE policy, it deserves the resourcing to get it up and running. This is an equity issue that needs to be addressed before Native Hawaiian education growth and implementation needs necessitates litigation.

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## KAMEHAMEHA SCHOOLS®

House Committee on Ocean, Marine Resources and Hawaiian Affairs

Time: 10:00 a.m.

Date: January 31, 2017

Where: Conference Room 312

### TESTIMONY

By Ka'ano'i Walk  
Kamehameha Schools

To: Chair Ing, Vice Chair Gates, and Members of the Committee

RE: **HB 910 Relating to the Office of Hawaiian Education.**

E ka Luna Ho'omalua Ing, ka Hope Luna Ho'omalua Gates, a me nā Lālā Lunamaka'āinana o kēia Kōmike, aloha! My name is Ka'ano'i Walk and I serve as the Senior Policy Analyst of the Kūamahi Community Education Group of Kamehameha Schools.

We are writing to **support HB 910**, relating to the Office of Hawaiian Education and offer the following comments:

This measure appropriates funds for the Office of Hawaiian Education of the Department of Education. Kamehameha Schools advocates for and supports the achievement of Hawai'i's Native Hawaiian public school students. As such, we have been a collaborator with the Board of Education, the Department of Education and, specifically, the Office of Hawaiian Education. We believe that the inclusion of funding for the positions necessary to fulfill the mission of the office is consistent with the Department's approved strategic plan and essential to advance the education of the children of the state.

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 learners. We believe that by continuing to engage in dialog around important educational policy decisions, we can contribute in a positive and meaningful way. 'A'ohē hana nui ke alu 'ia. No task is too large when we all work together! Mahalo nui.

# **Testimony to Support House Bill 910 for an Act: Hawaiian Education**

To develop and implement curriculum, standards, performance assessment tools, professional development, and strategies for community engagement related to Hawaiian studies, culture, language, values, and practices.

My name is Dr. Lilinoe Darlene Yong, I am a Kamehameha graduate; a UH Mānoa graduate with a B.A. in Hawaiian Studies, a P.D. in Elementary Education, a M.ed. and Ph.D. in Educational Technology. I began my career at ka Papahana Kula Kaiapuni at Waiau (1986-87, and 1989-1995), Kula Kaiapuni at Pū‘ōhala (1995-2008), and the Kula Kaiapuni at Hau‘ula (2008 to present). I am writing this testimony of support as an educator of 30 years, and a parent of Kula Kaiapuni students.

## **Needs:**

Throughout the history of the Papahana Kula Kaiapuni there have been many qualitative studies that report the curriculum and professional development needs of this program based on ethnographic observations, student tests, and interviews (Slaughter 1994, 1997a, 1997b). As noted from early evaluation studies, “lack of instructional materials was a significant problem” (Slaughter & Watson-Gegeo, 1988, p.1). These evaluator-researchers described the need as a “dearth of instructional materials to use for teaching” (Slaughter & Watson-Gegeo, 1988, p. 23). I am still in the classroom and I testify that there is a need for curriculum materials that address the common core standards. The outdated Addison-Wesley Math Text from 1989 is still in the classroom with no Hawaiian Language replacement that address current common core math standards. Technology has played a major role in the production and preservation of the Hawaiian language due to limited printed materials in Hawaiian (Warschauer & Donaghy, 1997). According to Ka‘awa and Hawkins as quoted by Solomon (2003), “authors cited difficulty in providing

personal assistance to students and insufficient equipment and (technology) training as limitations” in the digital divide of Hawaii (p. 33). Ka‘awa and Hawkins offered college credit courses to create thematic multimedia curriculum at UH Mānoa to address these needs.

On March 16, 2011, the editor of *Honolulu Civil Beat* reported that some of the Papahana Kula Kaiapuni Schools were considering boycotting online Hawaii State Assessment because the Hawaiian translation was inaccurate and longer when translated from English (Poythress, 2011).

**Successes:**

As early as 1992 technology was recognized by the Papahana Kula Kaiapuni as an important performance assessment tool because it (1) provides a systematic record keeping and electronic archives student portfolios (Hartle-Schutte & Nae‘ole-Wong, 2000, p. 1). Leokī was the first Internet communication system in the world fully based on an indigenous language - Hawaiian (Warschauer & Donaghy, 1997). According to Dr. Sara Gronna the Hawaii Aligned Performance Assessment (H.A.P.A.) was the first federally mandated assessment conducted solely in an indigenous language - Hawaiian; and its test results demonstrated student success.

The implementation of Ka Papahana Kaiapuni continue to be a source of both challenges and success. With the passing of H.B. 910 we can fulfill the needs for curriculum, performance assessment tools (online), equipment, professional development, and community engagement.

‘A‘ohe Hana Nui ke Alu ‘ia -  
*No Task is too Great with Collaboration.*

Lilinoe\_Yong@notes.k12.hi.us

**gates2 - Thomas**

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**From:** mailinglist@capitol.hawaii.gov  
**Sent:** Tuesday, January 31, 2017 12:21 AM  
**To:** omhtestimony  
**Cc:** keiki@hawaii.edu  
**Subject:** Submitted testimony for HB910 on Jan 31, 2017 10:00AM

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**HB910**

Submitted on: 1/31/2017

Testimony for OMH on Jan 31, 2017 10:00AM in Conference Room 312

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Keiki Kawaiaea	Individual	Support	No

Comments: OHE has made considerable progress in a short period of time to build a thoughtful plan with aligning strategies to implement the goals of OHE; and to strengthen the Hawaiian studies and Ka Papahana Kaiapuni educational programming across the DOE system. An essential part of this work is the HĀ outcomes that articulate a holistic educational foundation that support "Hawai'i Education for Hawai'i's Children."

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**Sent:** Tuesday, January 31, 2017 8:59 AM  
**To:** omhtestimony  
**Cc:** anela.iwane@gmail.com  
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**HB910**

Submitted on: 1/31/2017

Testimony for OMH on Jan 31, 2017 10:00AM in Conference Room 312

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Anela Iwane	Individual	Support	No

Comments: I STRONGLY support House Bill 910.

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**From:** mailinglist@capitol.hawaii.gov  
**Sent:** Tuesday, January 31, 2017 5:31 AM  
**To:** omhtestimony  
**Cc:** kamakane73@gmail.com  
**Subject:** \*Submitted testimony for HB910 on Jan 31, 2017 10:00AM\*

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**HB910**

Submitted on: 1/31/2017

Testimony for OMH on Jan 31, 2017 10:00AM in Conference Room 312

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Kama Hopkins	Individual	Support	No

Comments:

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**Sent:** Tuesday, January 31, 2017 9:04 AM  
**To:** omhtestimony  
**Cc:** akkealoh@hotmail.com  
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**HB910**

Submitted on: 1/31/2017

Testimony for OMH on Jan 31, 2017 10:00AM in Conference Room 312

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Antoinette Kealoha	Individual	Support	No

Comments: I STRONGLY support House Bill 910.

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**From:** mailinglist@capitol.hawaii.gov  
**Sent:** Tuesday, January 31, 2017 8:43 AM  
**To:** omhtestimony  
**Cc:** shane.nelsen@gmail.com  
**Subject:** \*Submitted testimony for HB910 on Jan 31, 2017 10:00AM\*

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**HB910**

Submitted on: 1/31/2017

Testimony for OMH on Jan 31, 2017 10:00AM in Conference Room 312

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Shane Nelsen	Individual	Support	No

Comments:

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**Sent:** Tuesday, January 31, 2017 8:06 AM  
**To:** omhtestimony  
**Cc:** dkapua@gmail.com  
**Subject:** Submitted testimony for HB910 on Jan 31, 2017 10:00AM

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**HB910**

Submitted on: 1/31/2017

Testimony for OMH on Jan 31, 2017 10:00AM in Conference Room 312

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Kapua Keliikoa-Kamai	Individual	Support	No

Comments: Aloha kakou, While the Public Charter Schools are not a kuleana of the DOE, please consider including ADDING PCS's that have a Hawaiian FOCUSED Curriculum and/or language immersion (like Halau Ku Mana, Ke Kula o Samuel M. Kamakau and Nawahiokalaniopuu, etc.) into this office's kuleana. Mahalo. Kapua Keliikoa-Kamai

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