



UNIVERSITY OF HAWAII SYSTEM

Legislative Testimony

Testimony Presented Before the
House Committee on Higher Education
March 21, 2017 at 2:02 p.m.

by
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John Morton
Vice President for Community Colleges

SB 848 SD2 HD1 – RELATING TO HIGHER EDUCATION

Chair McKelvey, Vice Chair Hashem and Members of the Committee:

At this time the University of Hawai'i supports the intent of only parts of SB 848 SD2 HD1. This testimony provides our concerns about many portions of the legislation and provides specific requests for amendment should this bill move forward.

This bill expands certain roles of the College of Hawaiian Language at the University of Hawai'i at Hilo, including the responsibility to establish a general education program to be delivered in the Hawaiian Language; permit a UH System-wide pilot project in instruction through the medium of Hawaiian Language; and establishes a working group to develop implementation plans for the recommendations created by the university's report requested by SR 97 SD1 regular session 2015.

There is no doubt that the UH Hilo College of Hawaiian Language ("College") has contributed greatly to the revitalization of the Hawaiian language, the establishment of immersion instruction in Hawaiian at the K-12 level, and the development of curricula and instructors of the Hawaiian language at all levels of education in our state. The faculty in the College are to be honored for their accomplishments. They are among the key pioneers who have educated a generation of instructors who now make it possible for students at all levels to learn and learn through the medium of Hawaiian language.

However, the bill reaches into the internal management of the University to describe several expansions of the role, responsibility and authority of the College of Hawaiian Language. All of those listed are either currently in place or can be accomplished without legislation:

- The college currently conducts its internal business in the Hawaiian Language and offers courses through the medium of Hawaiian on and off-campus and online;
- The college provides outreach to both indigenous and minority languages;
- The college currently maintains a language support center that provides support in all the areas listed in the bill;
- The college develops, pilots, and disseminates distinctive pathways, procedures, and rules that provide for the support and use of the Hawaiian language and other endangered languages, including use of such language in government functions
- The college collaborates with Native American and other world indigenous language medium education research;
- The college enters into agreements of cooperation and reciprocity with other entities as described in the bill.

Legislation is not needed for the college to continue these efforts. This college is not the only unit in the University of Hawai'i System that engages in these activities, nor should it be. Indeed, in recognition of Hawaiian as an official language of the State, we hope and believe that many colleges in the System can achieve the integration of instruction and operations through Hawaiian as the College of Hawaiian Language has achieved. Legislation that reaches into the internal management of the University to assign these roles and functions to only one college on one of the ten UH campuses is not only inappropriate but suggests that these are roles and responsibilities unique to that singled college on that single UH campus.

The only expanded role for the college called for in this bill not currently undertaken by the college is to "Provide a specially facilitated general education, dual enrollment, liberal studies, and shared courses and programs pathways through the medium of Hawaiian language to serve students, using technology as appropriate." At present, no single unit within the UH System can provide general education through the medium of the Hawaiian language by itself; no single unit has the range of faculty expertise and language fluency to teach the range of courses required for general education in Hawaiian.

It is a goal of the university to develop the ability to teach general education through the medium of Hawaiian, and we plan to mobilize faculty expertise and fluency across the UH system to begin such a program. To be truly impactful and succeed in delivering general education through the medium of Hawaiian will requires coordinated efforts and collaboration in curriculum development with all 10 campuses working together.

The University believes the College can be an important collaborator in the development of a Hawaiian medium general education program. General education lies at the heart of the modern university education and it is, rightly, the purview of the university faculty to determine its scope and content. The full UH faculty must be engaged with the process of creating a Hawaiian medium general education program. The faculty across the system must determine the required fluency level of Hawaiian

appropriate for each general education course to ensure articulation across our 10 campuses so as to not disadvantage students as they move forward in their education. And it must consider questions of how delivery in Hawaiian impacts content as we, quite naturally, bring a greater indigenous world view into a general education program delivered in the Hawaiian language.

The College of Hawaiian language alone does not have the subject matter expertise across all general education sciences, social sciences, arts and humanities to solely create and deliver a vibrant general education curriculum on its own, much less one that would be accepted across the entire UH system and beyond. Nor does any single school or college in the UH System. To accomplish this will require a bilingual faculty in multiple disciplines across our ten campuses.

The University of Hawai'i system greatly appreciates the interest of the Legislature in helping us become a model indigenous serving university. We have established the Hawai'i Papa O Ke Ao initiative with leadership from all ten campuses to advance this goal, including increasing the use of the Hawaiian Language as a medium of instruction. And we believe we are now poised to achieve this as a system and do not need the assistance of additional legislation at this time.

Moreover, we believe that passing legislation regarding the internal management of the university and assigning specific roles and responsibilities to just one college on one campus will be detrimental to what would seem to be key objectives of the legislation: to further the normalization of Hawaiian Language and advance the provision of higher education in Hawaiian.

The University would be able to support this legislation should it be amended in conformance with the spirit and intent of this testimony. This could be done by removing in their entirety Section 2 and Section 3, which reach into the internal management of the University to assign specific roles and responsibilities to just one college on one campus. We find that Section 4 is not necessary but appreciate the support of the Legislation for work we have just started across the UH system with other educational partners at the K12 level. And we believe that Section 5 is not appropriate given the work already started without the use of a legislatively mandated working group.

Thank you for the opportunity to testify.



SB848 SD2 HD1
RELATING TO HIGHER EDUCATION
House Committee on Higher Education

March 21, 2017

2:02 PM

Room 309

The Office of Hawaiian Affairs (OHA) **SUPPORTS** SB848 SD2 HD1, which expands the Hawaiian Language College's functions; authorizes a Hawaiian language medium general education coursework pilot project; supports the development of an implementation plan for instruction in the Hawaiian language throughout the University of Hawai'i (University) system; and requires the University to report to the Legislature each year on efforts to implement education taught in the Hawaiian language.

‘Ōlelo Hawai‘i (the Hawaiian language) was saved from near extinction, due in large part to programs such as the ‘Aha Pūnana Leo's Hawaiian language immersion program, the State's Ka Papahana Kaiapuni Hawaiian language immersion program in grades K-12, Ka Haka ‘Ula o Ke‘elikōlani College of Hawaiian Language, Hawai‘inuiākea School of Hawaiian Knowledge, and other programs within the University of Hawai‘i system.

Although there is much momentum in the revitalization of the Hawaiian language, for ‘Ōlelo Hawai‘i to thrive, rather than simply survive, its usage must be normalized. Facilitating the expansion of Hawaiian language instruction throughout the University of Hawai‘i system would further the revitalization and normalization of ‘Ōlelo Hawai‘i, and demonstrate a deserved respect for Hawai‘i's co-official language.

OHA therefore appreciates and supports this measure's assertion that "access to education taught through the Hawaiian language is a matter of statewide concern." We also appreciate that the University's Strategic Directions for 2015-2021 identifies four priorities developed by the Board of Regents to guide University decisions. One such priority is the University's commitment to being a foremost indigenous-serving institution, by embracing its unique responsibilities to Hawai‘i's indigenous, Native Hawaiian people. OHA respectfully submits that this measure will help advance one of the University's own articulated priorities.

Accordingly, OHA urges the Committee to **PASS** SB848 SD2 HD1.

Mahalo nui for the opportunity to testify on this measure.



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No 'Ane'i Ko
Kākou Ola!

Representative Angus McKelvey, Chair
Representative Mark Hashem, Vice Chair
House Committee on Higher Education

Date of Hearing: 03-21-2017

*Testimony of Dr. Kēhaulani 'Aipia-Peters, Governing Board Chair
Ke Kula 'O Nāwahīokalani'ōpu'u Iki LPCS*

SB 848 SD2 HD1: RELATING TO HIGHER EDUCATION: STRONG SUPPORT

Aloha Chair McKelvey and Members of the House Committee on Higher Education:

My name is Dr. Kēhaulani 'Aipia-Peters. I am the Chair of the Public Charter School Board of Ke Kula 'O Nāwahīokalani-'ōpu'u (Nāwahī).

I want to express the strong support for SB 848 SD2 HD1. The Nāwahī 'ohana and many others have greatly benefited from Ka Haka 'Ula O Ke'elikōlani, Hawaiian Language College of UH-Hilo, but much more needs to be done. This bill expands the enabling legislation of the College. We do not have the luxury of importing external university-produced human and material resources for Hawaiian. This bill will allow the fine work of Ka Haka 'Ula to move to a higher level by funding current activities and provide for further expansion to meet important needs.

SB 848 SD2 HD1 also establishes a pilot project to develop innovative strategies and approaches for development of a Hawaiian language medium pathway. Presently there is no set of liberal education/general education courses taught through Hawaiian at any University of Hawai'i campus. As a result there is a lack of equity for students educated through Hawaiian in high school relative to bridging into college in their official state language medium of education. The pilot would address this equity challenge for our students at Nāwahī and other Hawaiian Medium Education programs and would provide them with a means to continue general education through Hawaiian.

In addition, SB 848 SD2 HD1 seeks to produce an implementation plan to expand Hawaiian language medium education throughout the University of Hawai'i system.

The first two purposes of this bill are especially relevant to the dire teacher shortage experienced by Kula Kaiapuni Hawai'i. The teacher shortage for schools taught through Hawaiian is very severe with approximately 20% of teachers uncertified compared to 4% overall in the DOE/charter system. There is a general lack of understanding in the University of Hawai'i system of what it takes to develop sufficiently high-level proficiency in Hawaiian - an endangered Level IV language - to become a successful professional Hawaiian immersion teacher. According to recommendations of the U.S. Foreign Service Institute it takes approximately 1,100 hours in a Level IV language (equivalent to 73 credits - more than a Hawaiian language major) to reach a level of professional competence in a difficult to access Level IV language unrelated to English like Hawaiian (<http://www.effectivelanguagelearning.com/language-guide/language-difficulty>.)

We need SB 848 SD 2 HD1 in order to develop strong professional level Hawaiian proficiency in future teachers including proficiency in use of Hawaiian in content areas such as the social sciences, sciences, and mathematics. To reach such proficiency future teachers need the experience of taking core liberal arts/general education credits through our state's minority official language - Hawaiian- as exists in other areas with two official languages, e.g., Canada where French is the minority official language.

Hawaiian immersion schools are also severely underserved relative to the national and state movement to provide college level coursework at the high school level. We, a state with two official languages, face certain difficulties for our high schools taught through Hawaiian. For example, the Advanced Placement (AP) courses and national examinations are in English as are the vast number of "dual credit" courses offered in private and public universities in our state. We cannot address AP through Hawaiian, but we can use the pilot with Ka Haka 'Ula and other Hawaiian medium education programs to develop dual credit through Hawaiian. Ka Haka 'Ula has experimented with some such courses with us at Nāwahī, but we have been stymied by structural barriers in the UH system that prevent such courses from being regularly offered. This bill is very important in this regard for equity reasons.

In HRS 304A-1302 Nāwahī is specified as a laboratory school site for the College. We currently serve as a training ground for the majority of teachers statewide certified through Hawaiian and often begin initiatives that later spread to other schools. If we are ever to properly attend to the severe highly trained professional teacher shortage for Kula Kaiapuni Hawai'i, there is a need to expand both pre-service and in-service training into the summer allowing undergraduate and graduate students to count such course work as regular enrollment for scholarship purposes. The need for such highly professional Kula Kaiapuni Hawai'i teachers is not just to address the present huge shortage. There is much potential in P-20 Hawaiian immersion education to improve academic achievement in our state if more sites could be opened. Since its first senior class in 1999, Nāwahī has had a 100% high school graduation rate with over 85% going directly on to college for a population of approximately 70% free and reduced lunch students. Recent data from Hawai'i P-20 show Hawaiian immersion students as a whole performing above their peers.

We are growing at a very high rate and cannot wait longer for barriers to be removed. In the past five years, when the overall K-12 enrollment of the DOE and charters has decreased, Nāwahī's has increased by 67.1% to 458. In addition we have 115 preschool children integrated into our Nāwahī campuses through cooperation with the 'Aha Pūnana Leo. I strongly urge passage of SB 848 SD2 HD1.



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Niuolahiki

Hawaiian Language Online

House Committee on Higher Education

Rep. Angus L.K. McKelvey, Chair

Rep. Mark J. Hashem, Vice Chair

Date: Tuesday, March 21, 2017

Time: 2:02 PM

Place: Room 309

*Testimony: Pūnana Leo Preschools. The Hawaiian language shall live.
Drive and inspire change to ensure a living Hawaiian language in Hawai'i and beyond.*

SB 848 SD2 HD1 - RELATING TO HIGHER EDUCATION: STRONG SUPPORT

Aloha Chair McKelvey, Vice Chair Hashem, and Members of the Committee:

We, the parents, teachers, and staff of the **Pūnana Leo o Ko'olau Poko** preschool located in **Kāne'ohē, Hawai'i** submit this testimony in **strong support of SB 848 SD2 HD1 and urge its passage.**

SB 848 SD2 HD1 addresses the critical factors of language revitalization and renormalization that directly impact the families of all Pūnana Leo preschool sites that provide Hawaiian medium early learning statewide with 13 preschools and 2 infant-toddler programs on Hawai'i, Maui, Moloka'i, O'ahu and Kaua'i. Expanding the Hawaiian Language College's functions and supporting long-range planning statewide will be of great assistance to our preschools and programs.

Pūnana Leo preschool students and graduates feed into the P-20 Hawaiian medium educational system. In 2014, this system was awarded the world's first accreditation of an early education program conducted through an indigenous language by the World Indigenous Nations Higher Education Consortium. This award would not have been possible without the support and assistance from the Hawaiian Language College who helped our preschool meet eligibility criteria in order for our families to receive assistance from private, state, and federal resources.

Expanding the Hawaiian Language College's functions will also support the Pūnana Leo staff with necessary training in the areas of curriculum development and teacher training needed to provide quality early childhood education for families who choose education through the medium of Hawaiian.

The Pūnana Leo 'ohana humbly asks for the **support and passage of SB 848 SD2 HD1**. Investing in early childhood education is an investment in Hawai'i's future.

Me ka 'oia'i'o

Kaipo Maikai-Kahanaoi, Site Coordinator, Pūnana Leo o Ko'olau Poko

Kāhealani Chang, Lead Teacher, Pūnana Leo o Ko'olau Poko

Kapua Francisco, Parent Representative, Pūnana Leo o Ko'olau Poko

E O I a K a 'Ō I e l o H a w a i ' i

HEDtestimony

From: Native Hawaiian Education Council <nhec@nhec.org>
Sent: Monday, March 20, 2017 9:27 AM
To: HEDtestimony
Subject: FW: HOUSE HED Committee Testimony: STRONGLY SUPPORTS - SB 848 Proposed SD2 – RELATING TO HIGHER EDUCATION (3/21 Hearing)
Attachments: 170321 HED Letter to Strongly Support SB848_SD2 FINAL.pdf

Resubmitting as no e-mail confirmation received..

From: Native Hawaiian Education Council
Sent: Sunday, March 19, 2017 10:09 PM
To: 'HEDtestimony@capitol.hawaii.gov'
Cc: Clarence De Lude; Kamuela Chun; Kristin Anderson (kristina@oha.org); 'Lisa Watkins-Victorino'; Maggie Hanohano; Namaka Rawlins; Danny Cup Choy; Keiki Kawai'aea (keiki@hawaii.edu); Namaka Rawlins; Pali, Kainoa; 'erika@nhec.org'; Sylvia Hussey
Subject: HOUSE HED Committee Testimony: STRONGLY SUPPORTS - SB 848 Proposed SD2 – RELATING TO HIGHER EDUCATION (3/21 Hearing)

March 20, 2017

Representative Angus L. K. McKelvey, Chair
Representative Mark J. Hashem, Vice Chair
State of Hawai'i
House of Representatives
Committee on Higher Education

Via: Electronic Upload - HEDtestimony@capitol.hawaii.gov

RE: SB 848 Proposed SD2 – RELATING TO HIGHER EDUCATION

Aloha 'olua mai,

The Native Hawaiian Education Council (NHEC or the Council) **STRONGLY SUPPORTS SB 848 Proposed SD2** based on our:

- A. Support of the Legislature's actions to: acknowledge the two official languages of the State of Hawai'i—English and Hawaiian; take definitive action to develop, refine and systematize a Hawaiian language medium education pathway, addressing the needs of families and communities; and continue the work of the former working group created by S.R. No. 97.
- B. Platform and priorities to: Perpetuate 'Ōlelo Hawai'i, including actions on advancing 'Ōlelo Hawai'i expectations; actualizing a Hawaiian speaking workforce; amplifying access and support; and achieve normalization of 'Ōlelo Hawai'i by: support of the working group recommendations re: the Expansion of Hawaiian language instruction throughout the University of Hawai'i system; and support of continuing work on Hawaiian language standards and assessments.

We understand SB848 Proposed SD2:

- (1) Requires the Hawaiian Language College at the University of Hawaii at Hilo to be internally administered through the Hawaiian language and operate year round;
- (2) Requires the Hawaiian Language College to offer programs and courses through the Hawaiian language and to provide support of the use of the Hawaiian language;
- (3) Authorizes the Hawaiian Language College to offer programs worldwide and through electronic means;
- (4) Authorizes the University of Hawaii to establish a Hawaiian language pilot project to implement Hawaiian language instruction and develop new ideas, practices, and processes relative to Hawaii language medium education;
- (5) Requires the University of Hawaii to develop an implementation plan to address the system wide Hawaiian language goals in the report generated in response to S.R. No. 97, S.D. 1, Regular Session 2015; and
- (6) Requires the University of Hawaii to submit reports to the Legislature on efforts to implement education taught through the Hawaiian language, the status of the implementation plan, and the number of students pursuing education through the Hawaiian language.

The Council understands amendments to the measure include: specifying that the development of the implementation plan to address the system wide Hawaiian language goals shall involve the former working group created by S.R. No. 97, S.D.1, Regular Session 2015, and community members; and the effective date was changed to March 9, 2012, to facilitate further discussion.

The Native Hawaiian Education Council was established in 1994 under the federal Native Hawaiian Education Act. The Council is charged with coordinating, assessing and reporting and making recommendations on the effectiveness of existing education programs for Native Hawaiians, the state of present Native Hawaiian education efforts, and improvements that may be made to existing programs, policies, and procedures to improve the educational attainment of Native Hawaiians.

Please feel free to contact the Council's Executive Director, Dr. Sylvia Hussey, directly via e-mail (sylvia@nhec.org), office (808.523.6432) or mobile (808.221.5477) telephone with any questions.

Sincerely,

Dr. Lisa M. Watkins-Victorino, Chair

cc: Policy & Advocacy and Executive Committees and staff

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Unity, Equality, Aloha for all



To: HOUSE COMMITTEE ON HIGHER EDUCATION

For hearing Tuesday, March 21, 2017

Re: SB848,SD2,HD1

RELATING TO HIGHER EDUCATION.

Expands the Hawaiian language college's functions. Authorizes a Hawaiian language medium general education coursework pilot project. Supports the development of an implementation plan for Hawaiian language instruction throughout the University of Hawaii system. Requires the University of Hawaii to report to the legislature each year with information about efforts to implement education taught through the Hawaiian language.

TESTIMONY IN OPPOSITION

The original bill SB848/HB950 was a clearly stated, upfront effort to expand a growing empire of Hawaiian language immersion by creating an autonomous college. The bill has now been brought down to earth in a much more modest revision of a revision.

One element of that discussion must be an honest assessment of the costs of implementing it.

This bill envisions creating a large number of new college courses to be taught through Hawaiian language. The number of students enrolled in each course would clearly be quite small. Where would the money come from for teacher salaries and administrative overhead? Are the other departments teaching core subjects like mathematics, chemistry, English literature, and German language expected to cannibalize their budgets to provide funding for the Hawaiian immersion empire?

Aside from financial costs there are social costs. This bill envisions that all administrative decision-making, budget analysis, etc. will be conducted through Hawaiian language. The fact is that very few people outside the Hawaiian language immersion empire have sufficient fluency in Hawaiian language to be capable of meaningful participation in administrative decision-making. The practical result would be lack of transparency and accountability. Hawaiian language would, in effect, become a secret code whereby the Hawaiian language empire could hide from central administration and budgetary analysis.

Throw this bill into the trash. It is not worthy of further consideration.



UKWANSHIN KABUDAN
Ryukyu Performing Arts Troupe
"Preserving Traditions of LooChoo"

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March 19, 2017

Committee on Higher Education
Rep. Angus L.K. McKelvey, Chair
Rep. Mark J. Hashem, Vice Chair

Gusūyo Chūuganabira,

We the undersigned **STRONGLY SUPPORT** Senate Bill SB848.SD2 HD1. This bill will assist in giving Ka Haka 'Ula Ke'elikolani a chance to take Hawaiian language education to the next level and closer to normalization. Their commitment will not only benefit the advancement of Hawaiian language, but also provide assistance to other indigenous language groups from around the world, which have already put Hawai'i on the map as a resource for indigenous language revitalization.

Our 3rd LooChoo Identity Conference this weekend at the Windward Community College is themed **'Imi**, which is the native word for **"Dream"** in Okinawan. In Hawaiian, the same word is **"to seek"**. For us, this combination of meaning is a ho'ailona, or sign that we are being led by our ancestors to look back at their experiences while moving into the future for our children and the next generations. For Ka Haka 'Ula, this also is relevant as they continue to seek and move forward with dreams of once again normalizing the 'Ōlelo Makua and inspiring the next generations with the values which will give students and the community a stronger foundation and confidence to make the Hawaiian language live again.

We humbly ask your acceptance and passing of Senate Bill SB848.SD2 HD1.



Malaki 19, 2017

Committee on Higher Education
Rep. Angus L.K. McKelvey, Chair
Rep. Mark J. Hashem, Vice Chair

Aloha 'Oukou,

I am writing in **strong support** of Senate Bill SB848.SD2 HD1

Ka Haka 'Ula 'O Ke'elikolani's work has gone beyond Hilo and gives support to hundreds of indigenous individuals and organizations that are all working towards the revitalization and normalization of their mother tongues. The work that Ka Haka 'Ula is engaged in and the outcomes that they have shown gives great hope and breath to international groups who look upon Hawai'i for help and as a center for language revitalization. How beautiful and humbling it must be for Hilo to be a guiding star.

I humbly ask for this committee to pass this bill and allow this pilot project to become reality and prove that Hawaiian language and other indigenous languages are not confined to one medium of education. I ask this as an individual who has engaged exchange and work with some of the most resilient individuals that began the whole Hawaiian language revitalization process and are still working and teaching classes as their grandchildren now attend the schools that they themselves have started. The administration, students and community of Hilo and the **University of Hawai'i as a whole can only benefit** through this endeavor. **I ask that this pilot program be given a fair chance without reference to politics** and to look at the students and keiki whom the State, University and you as representatives have kuleana to uphold for the continued growth and normalization of Hawai'i's mother tongue .

“I maika'i ke kalo i ka 'ōhā”, Goodness of the taro is judged by the young plant it produces. **Ka Haka 'Ula has proven their worth through the students they have produced.**

“Ike aku, 'ike mai. Kōkua aku, kōkua mai. Pēlā ka nohona 'ohana”, Watch, observe, and help others, that is the family way. **I ask this committee to give Ka Haka 'Ula this chance as a parent gives a child aloha to grow.**

Me ka poli Aloha,
Eric Wada
President, Ukwanshin Kabudan
808-292-8862

Kāko'o mākou i ka pila

SB 848 SD 1

(We support SB 848 SD 1)

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Kāko'o mākou i ka pila

SB 848 SD 1

(We support SB 848 SD 1)

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Burch Robinson	Hilo
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Kakō au i ka
pila SB 848 SD1

inua

Kahemalani Ventura
Kynaston Ventura
Liza Ann farm

Brandon Bartolome

Pomaiikai M. Bartolome

Piki Hayward

Doug Olds

Jon Boteilho

Hidi Boteilho

Kayla Asing

Mekaela Rawlins

Kawehiōnāpuā Keolani

JEFF KIM

Ho'omaikai Kanui

Kalai Aiona

Mōtwai Victor

Kawgilete Aki

Kayle Alameda

Elisa Young

Pomaiikai Ravey

wahi roko

P.O. Box 60628 Kurtistown
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2828 Pulima Dr. Hilo, HI 96720

2828 Pulima Dr. Hilo, HI 96720

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15-1318 Naholowaa pl. paha Hilo HI

15-1318 Naholowaa pl. paha HI 96778

22 Kaula St Hilo 96720

497 RAILROAD AVE Hilo, HI 96720

322 Keolu St. Hilo HI 96720

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537 E. Kaula St Hilo, HI 96720

101 'Ohu'ohu St. Kingdom of Hawaii
Hilo, HI 96720

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P.O. Box 7296 Hilo HI 96720

129 Ewaliko Ave. Hilo HI 96720

PO Box 993 Kurtistown, HI 96760

11 Waipuna Pl. Hilo, HI 96720

Kako's auika
pila SB 848 SD1

ina

Puhala Kamalamalama

Lehua Pei

Poam Kamalamalama

Kaloumalani Francisco

[Signature]

[Signature]
Stephan Amara

Pua Leonard

Kalani Pea

Allan Cool

Hesemone Gage

Keone Taaca

Lenneth Pavao

Emilia Kaaua

Lanale Urbanozo

Stacia Aino *[Signature]*

uahi noho

204 Pihai St., Hilo HI

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1136 Waiannuenue St
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HCRI Box 5480

Kaaua, HI 96749

P.O. Box 5662 Hilo, 96720

P.O. Box 92 Okaia, HI 96774

38 Noio Lane, Hilo, HI 96720

Kāhōō au i ka pila

SB 848 SD 1

1 NOA

Kini Kaawa

Kahunaani Keli Kelli

Aolani Kailihon

Pumuna Deal



Hana Kani

Justine Kamelamela

Isaiah Pasque Chung

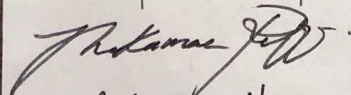
Kaila Brisay

Ainoa Manua

Ayako Onishi

Ke Kwamandha Burgess

Kapokini Pavao



Autumn Hosea

Benjamin Kama III

Kama Kama

Mark Vaughn

WAHI NOHO

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~~PO~~ HCR 3 BOX 11091, Keaau HI
96749

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96726

PO BOX 1341 Volcano HI 96785

PO Box 6225 Hilo 96720

25-135 Malumalu St. Hilo 96720

497 Railroad Ave. Hilo, HI 96720

11-2488 P. Kakiae St. ~~Hilo~~ Mt. View HI
96749

P.O. Box 1356 Keaau, HI
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16-1933 Uau rd. Keaau, HI 96749

84 Olona St. A301 Hilo, HI 96720

Waiokeanamaoka, Hilo, Hawaii

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P.O. Box 1049 Keaau, HI 96749

P.O. Box 5361 Kailua-Kona 96745

~~PO Box~~ 1054 Keaau, HI 96749

557 Halemalu Pl. Waialeale
96793

Kāko'o mākou i ka pila

SB 848 SD 1

(We support SB 848 SD 1)

	Inoa (Name)	Wahi Noho (Place of Residence)
2/18	Tuesday Evans	11-3281 A Pikake St. 96771
2/18	Logan Johnsen + alas	PO Box 321 Hilo, HI 96721
2/18	Aiwa Kahalewai	17 Miki St Hilo, HI 96720
2/18	Wehi Kanawa	15-1136 Railroad Ave 96749
2/18	ARN DIXSON	15-1136 Railroad Ave 96749
2/18	BONNIE MALUAI	732 HAHA ST Hilo HI 96720
2/18	Kyle Kaona	15-1922 23rd Ave, Keaau 96749
2/18	Karlana Stokes	1231 W Kawailani St. Hilo 96720
2/18	Bridgit Pales	510 Auuue Rd Hilo 96720
2/18	Ashlynn Quinsaat	16-2039 Aloha Dr. Pahoa 96778
2/18	Lorilyn Montreal	P.O. Box 6696 Hilo, HI 96720
2/18	Nāmaka Rawlins	497 Railroad Ave Hilo HI 96720
2/18	Kama Lee Loy	498 Auuue Rd. Hilo, HI 96720
2/18	Leilani Whittit	64-874 Papapa Alani Hamlet 96743
2/18	Kananiokea Māka'imoku	P.O. Box 2002 Keaau, HI. 96749
2/18	Kamali Kawailani	107-G W. Kawili Hilo HI 96720
2/18	Kakoa Burgess	1875 Kilauea HI 96720
2/18	Mahina Carroll	17-4233 Huna Rd Kurtistown 96760
2/21	Maike Fios	15-1504 LāuPaine Keaau, HI 96749
2/21	Leilani Kuen	P.O. Box 1168 Kurtistown, 96760
2/21	Kamali Hayes	1297 Auuue Rd Hilo, HI 96720
2/21	Wilani Lindsay	15-1175 27th Ave Keaau HI 96749
2/21	Kaipo Keolanui	322 Keauna St. Hilo, HI 96720
	Jolinda Fortunato	PO BOX 7304 Hilo, HI 96720
2/21	Akelina Tibayan	132 Pilipaa St. Hilo, HI 96720
2/21	Punahela Neumann	113 West Puainako St, Hilo, HI, 96720
2/21	Puanani Pe'a	1661 Elama rd. Hilo, HI 96720
2/21	Teta Teikiteka Hioho	HERI Pxbx 4143 ICEAAU 96749.
2/21	Robin Ali'i Hawaiiano	P.O. Box 10 Pahoa, HI 96778
2/21	Tasha Lanitose	HO3 BOX 4679 Keaau HI 96749
2/21	Krishna Zane	600 Manono St. Hilo, HI 96720
	Nicholas Atamia	1920 Ainaola Dr. Hilo, HI 96720
2/20	Alexandria Walker	PO Box 6654 Hilo, HI 96720
2/21	Kuaicholani Yung	Kingslanding Hilo, HI 96720
2/21	Samay A. Nani'ole	2563 Kinooie St. Hilo, HI 96720

Kāko'o au i ka
yepa SB 848 SD 1

unua

Willard K. Akama-Akama
Eddie Akama
Iwikau'ikaia Joaquin

Aaron K. Makaimoku

Kehaulani Wehrsig

LeAnn L. Alani

Clayton B. Kawsi'ecia

hela wale

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73-4371 Moana Hema Pl.

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344 Lyman Ave.

Hilo, HI 96720

STRONG SUPPORT FOR SB848 SD2 HD1

Dr. Kauanoë Kamanā

Principal, Nāwahīokalani'ōpu'u School

Laboratory School Program, Ka Haka 'Ula O Ke'elikōlani, UH Hilo

E Ka Lunaho'omalū Kōmike Angus McKelvey a me Nā Lālā o Ke Kōmike Ho'ona'auao Kulanui o ka Hale, aloha nui 'oukou.

Mahalo for hearing SB 848 SD2 HD1, which is important in helping service high school students, families and the larger community associated with P-12 education delivered through the Hawaiian language in our state. One such school is Nāwahīokalani'ōpu'u where I am principal.

Nāwahī students are not able to take subject credits through Hawaiian at the university other than Hawaiian language and Hawaiian studies courses. Therefore, they are not able to have dual credit in the language of instruction parallel to those students who receive instruction through English medium high schools.

Nāwahī has an 85% college entrance rate immediately following high school graduation. Relevant to the distinct higher education interests of your Committee, it is important to note that SB 848 SD2 HD1, 1) addresses an issue of equity in academic access for Hawaiian speaking individuals and 2) addresses equity in the provision of coursework in Hawaiian as an official language of our state. Native Hawaiians, who are exercising traditional and customary rights to the Hawaiian language on behalf of their minor children in schools like Nāwahī, have long depended on the legislature for support. For other families, who in earlier generations lost Hawaiian in English dominant schools, schooling through Hawaiian is the way to assure that their minor children become proficient in Hawaiian. As a state institution, the university has a distinct responsibility to assure access to Hawaiian medium education for our Hawaiian speaking population. Hawaiian medium general education would be the basis for the breadth of academic knowledge for those who will become teachers in the P-20 public school system. Without exemplars at the university level for teaching academic content through Hawaiian, teacher trainees for Hawaiian immersion schools are denied the necessary level of content expertise and experience. Hawaiian medium general education would also provide a basis for other Hawaiian medium professional applications that are currently developing in our state e.g. law, natural resource management, media etc.

SB848 SD2 HD1 continues a strategy of legislative action that facilitates the removal of barriers to using Hawaiian as the medium of education in the public school system. Similar legislation supported the creation of the Hawaiian language college, its teacher education program, and its laboratory school program in 1997 as a strategy to help cultivate K-12 Hawaiian medium education. This new bill will facilitate the removal of barriers and support efforts in helping pilot Hawaiian medium general education coursework at the university level.

SB 848 SD2 HD1 provides needed special attention to the Hawaiian language in order to provide the opportunity for educational equity in terms of teacher

quality, student choice, and the provision of dual credits in general education for students whose parents choose to enroll them in schooling through Hawaiian.

E kākō'ō mai i ka pila SB 848 SD2 HD1.

Mahalo a nui.

March 20, 2017

SB 848, SD2, HD1
RELATING TO HIGHER EDUCATION
March 21, 2017
2:02, State Capitol, Conference Room 309

Committee on Higher Education
Rep. Angus L.K. McKelvey, Chair
Rep. Mark J. Hashem, Vice Chair

Re: STRONG SUPPORT for SB 848, SD2, HD1 Relating to Higher Education

Aloha Chairs & Committee Members:

On behalf of the staff at the Hale Kuamo‘o Hawaiian Language Center, a division of Ka Haka ‘Ula O Ke‘elikōlani College of Hawaiian Language, we express our STRONG SUPPORT FOR SB848, SD2, HD1.

Established in 1989 by the Hawai‘i State Legislature, the Hale Kuamo‘o Hawaiian Language Center encourages, develops, and supports the expansion of Hawaiian language as a medium of communication in education, business, government, and other contexts of social life in the public and private sectors of Hawai‘i. The Hale Kuamo‘o serves as the largest publisher of books and educational support materials printed in the Hawaiian language in the State of Hawai‘i, having published 664 books and educational support materials since 1989. Over the past 10 years, the Hale Kuamo‘o distributed over 180,000 books and materials to P-12 Hawaiian language immersion schools, families, and community organizations. The Hale Kuamo‘o is currently collaborating with the Kamehameha Schools to produce 80 culturally-based science texts for students in grades K-3.

Hale Kuamo‘o also publishes the Nā Maka O Kana Hawaiian language newspaper, the Māmaka Kaiao modern Hawaiian language dictionary, and is a partner in the development of the Ulukau Hawaiian Digital Library.

The Center provides in-service teacher training to P-12 Hawaiian language immersion teachers, and has conducted over 16 in-service workshops with 347 teacher participants in the last 10 years. Hale Kuamo‘o has also supported families in the Hawaiian language immersion program through workshops designed to support the use of the Hawaiian language in the home environment— through 15 workshops on 5 islands with a total of 691 parents, grandparents, and children participating.

We have great admiration for the Legislature's foresight in the establishment of the Hale Kuamo'o and respectfully urge the committee members to pass SB 848, SD2, HD1, which will increase access to Hawaiian medium education in the State, and which will allow the Hale Kuamo'o Hawaiian Language Center to strengthen and expand its Hawaiian language services to schools and communities across the State of Hawai'i.

Mahalo for the opportunity to submit testimony.
Hale Kuamo'o Staff:

Kaulana Dameg, Curriculum Developer
Māhealani Kobashigawa, Curriculum Developer
Kekaianiani Irwin, Curriculum Developer
Ka'iulani Carvalho, Student Employee
Pōmaika'i Iaea, Student Employee
Uakoko Chong, Student Employee

Hale Kuamo'o Hawaiian Language Center
University of Hawai'i at Hilo
200 W. Kāwili St., Hilo, HI 96720
hkuamoo@hawaii.edu

From: mailinglist@capitol.hawaii.gov
Sent: Monday, March 20, 2017 9:58 AM
To: HEDtestimony
Cc: kaawa@hawaii.edu
Subject: Submitted testimony for SB848 on Mar 21, 2017 14:02PM

SB848

Submitted on: 3/20/2017

Testimony for HED on Mar 21, 2017 14:02PM in Conference Room 309

Submitted By	Organization	Testifier Position	Present at Hearing
Makalapua Alencastre	Individual	Support	No

Comments: Urge support for SB848 to promote the Hawaiian medium pathway at Ka Haka 'Ula o Ke'elikelani.

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

COMMITTEE ON HIGHER EDUCATION

Rep. Angus L.K. McKelvey, Chair

Rep. Mark J. Hashem, Vice Chair

Rep. Richard P. Creagan

Rep. Sharon E. Har

Rep. Kaniela Ing

Rep. Takashi Ohno

Rep. Richard H.K. Onishi

Rep. Justin H. Woodson

Rep. Lauren Kealohilani Matsumoto

NOTICE OF HEARING

DATE: Tuesday, March 21, 2017

TIME: 2:02 pm

PLACE: Conference Room 309

State Capitol

415 South Beretania Street

TESTIMONY IN SUPPORT OF SB 848

Expands the Hawaiian language college's functions. Authorizes a Hawaiian language medium general education coursework pilot project.

Honorable Chair McKelvey, Vice-Chair Hashem, and members of the committee, my name is Shelley Soong, and am a student and staff member of the University of Hawai'i. I wish to submit this testimony in strong support of SB 848.

This bill would expand the Hawaiian language college's functions. Authorizes a Hawaiian language medium general education coursework pilot project at University of Hawai'i at Hilo. Supports the development of an implementation plan for Hawaiian language instruction throughout the University of Hawaii system. Requires the University of Hawaii to report to the legislature each year with information about efforts to implement education taught through the Hawaiian language.

I support this bill for numerous reasons:

- In 2016 according to the Hawaii State Data Center, **Hawaiian is the #1 language other than English spoken at home in Hawaii County**, where the pilot project at the University of Hawai'i at Hilo would be located.
- In the State of Hawaii as a whole, Hawaiian is among the top 5 languages other than English spoken at home. Hawaiian is spoken by thousands of State of Hawaii residents, and this amount is increasing. More opportunities need to be made to ensure that the language is promoted in the state.
- Over the past 40 years, various educational institutions in the State of Hawaii have not only expanded, but some have reached exceptional international recognition for promoting the Hawaiian language:
 - In 2014, 'Aha Pūnana Leo (educational organization in Hawaii) was awarded the world's first accreditation of an early education program conducted through an endangered and indigenous language by the World Indigenous Nations Higher Education Consortium (WINHEC). 'Aha Pūnana Leo continues its success in increasing the number of fluent speakers of the Hawaiian language in the State of Hawaii.
 - The Hawaii State Department of Education continues to provide K-12 Hawaiian language education through the public school system.

- Within the labor force, Native Hawaiians have a lower rate of college degrees and are less likely to be employed in high paying management and professional occupations.
 - **Only 6.2% of individuals in areas with high proportions of Native Hawaiians hold a bachelor's degree compared to 21.6% of individuals in the overall Honolulu County area.**
- Graduate school attendance, after completing an undergraduate degree, is considered an important outcome for increasing the nation's professionals. As access to graduate education is limited to those who excel at the undergraduate level, increasing the number of Native Hawaiian students that successfully complete and excel in undergraduate degrees is critical at a national level.
 - **Only 1.9% of individuals in areas with high proportions of Native Hawaiians hold a graduate or professional degree compared to 11.1% of individuals in the overall Honolulu County area.**
- SB 848 would implement an indigenous university college model, creating more opportunities for Native Hawaiian students to obtain a higher education (i.e., bachelor's degree) in an institution that not only operated using indigenous educational methodologies, but also in the Hawaiian language, one of the official languages of the State of Hawaii.
- As noted in the Constitution of the State of Hawaii "English and Hawaiian shall be the official languages of Hawaii." The University of Hawai'i (UH) is a State of Hawaii institution and the public system of higher education in Hawai'i. Unfortunately, although UH includes 10 campuses and dozens of educational, training and research centers across 4 Hawaiian Islands, all of these numerous campuses and learning centers are only offered in the English language using non-indigenous educational methodologies.
- Both English and Hawaiian have been official languages of Hawaii since 1978. It's been almost 40 years, I do not understand why the State of Hawaii has not provided opportunities to obtain a higher education at a UH campus that operated as an indigenous institution using the native language (Hawaiian).

Thank you for your consideration.

Respectfully submitted by,
Shelley Soong

HŌ'IKE MANA'Ō KĀKO'Ō NO KA PILA S.B. 848 S.D. 2 H.D. 1
KAMERON KAPUNI KALAMAKŪNO'EAU FREITAS, HAUMĀNA MUAPUKA
KULANUI O HAWAI'I MA HILO

E nā Luna'aha'ōlelo, 'o ke aloha nui iā kākou.

My name is Kalamakū Freitas. I am a current senior enrolled at Ka Haka 'Ula o Ke'elikōlani College of Hawaiian Language at the University of Hawai'i at Hilo. I am a graduate of a Hawaiian Immersion program, Ke Kula 'o 'Ehunuikaimalino, located in Kona, Hawai'i. I strongly encourage you to support S.B. 848 S.D. 2 H.D. 1, which would further advance the Hawaiian Language Medium pathway that I have chosen for myself with the support of my family. This next step will provide my peers, along with generations to come, with the option to enroll into general education courses taught through the Hawaiian language before moving further onto each of their respected academic journeys.


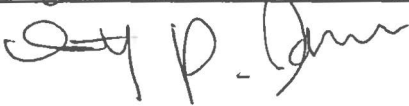



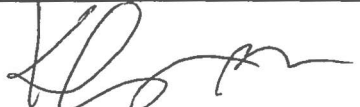


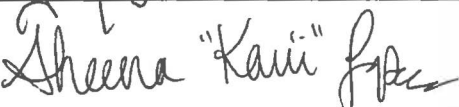
Furthering my studies in higher-education through the Hawaiian language has always been a dream of mine. In my aspirations to become a teacher in the Hawaiian Medium Education setting, this option would have provided me a greater opportunity and preparation through first-hand experiences in general education coursework had I had the opportunity to enroll in such courses.

As a graduate of a public DOE Hawaiian Immersion program, I have experienced first-hand the dire need for teachers in the Hawaiian medium education setting. While a student at 'Ehunuikaimalino, I had recognized the struggle that my teachers had in teaching subject areas that they had limited or no prior experience learning through Hawaiian. The implementation of a system in which general education courses are taught through the Hawaiian language is significant to the Hawaiian language community. This will provide a smoother transition for students coming from an immersion background and seeking a higher education in any career. Through the establishment of this system, perhaps students may also be able to acquire dual credits. Other programs allow high school students to receive dual credits through enrollment into college courses, and as a fellow product of Hawaiian immersion, I see it beneficial for our Hawaiian immersion students to receive the opportunity to be educated in either of our two official languages. Approving this bill will allow students to pursue their career of interest through the true language of this land.

I share my support for this bill as a student of Ka Haka 'Ula O Ke'elikōlani, and on behalf of my many classmates who also support the bill and have provided their signatures which is included in my testimony. E 'olu'olu, e nā Luna'aha'ōlelo, e kākō'o pū i kēia pila.

'O mākou, nā mea nona nā inoa ma lalo nā haumāna o Ka Haka 'Ula O Ke'elikōlani,
he kāko'o i ka pila SB848 SD2

(We the undersigned students of Ka Haka 'Ula O Ke'elikōlani support the intent
and passage of SB 848 SD2

Signature	Home Community
 (Justin Stoleson)	Hilo, HI
 Kristy P. Kamoku	Hilo, Hawaii 'i.
 Gianna Chesrow	Chicago, IL
 Kahaiā Morishita	Hana, Maui
 Leilani Clark	Wailuku, Maui
 Kheelee M'ie	Kea'au, HI
 Kaylyn (Mālie) Hoopone	Hilo, HI
 Rashanti Ka'awaloa	Pāhoa, Hawaii
 Sheena "Kauī" Lopez	Palolo, O'ahu

'O mākou, nā mea nona nā inoa ma lalo nā haumāna o Ka Haka 'Ula O Ke'elikōlani,
he kāko'o i ka pila SB848 SD2

(We the undersigned students of Ka Haka 'Ula O Ke'elikōlani support the intent and
passage of SB 848 SD2

Signature

Home Community

Milani Kūalini

Hilo, HI

'Ika'aka Pany

Hilo, HI

Joshua N. Kelima

Hilo, HI / Kīhei, HI

Yann/Bryk Ola

Hilo, HI / Kona, HI

'O mākou, nā mea nona nā inoa ma lalo nā haumāna o Ka Haka 'Ula O Ke'elikōlani, he kāko'o i ka pila SB848 SD2

(We the undersigned students of Ka Haka 'Ula O Ke'elikōlani support the intent and passage of SB 848 SD2

Signature	Home Community
Jonah Kalo	Molokai
Ryan Kahi	Kauai
Samantha Pa	Anahola, Kauai

'O mākou, nā mea nona nā inoa ma lalo nā haumāna o Ka Haka 'Ula O Ke'elikōlani, he kāko'o i ka pila SB848 SD2

(We the undersigned students of Ka Haka 'Ula O Ke'elikōlani support the intent and passage of SB 848 SD2

Signature

Home Community

Dj [Signature]

Keāau, Hawaii

Nancy Davis

Kealan Hawaii

Kimberly B. Kahingro



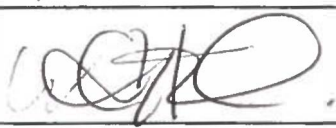




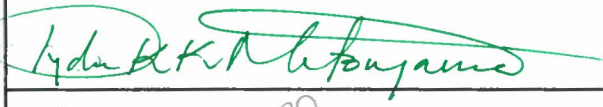


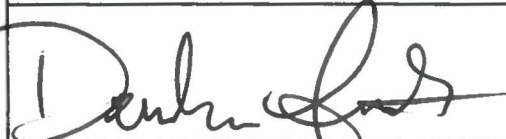
Waimānalo, Oahu

Kaha Faku

Hilo







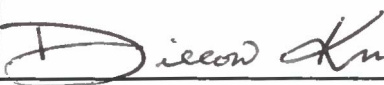

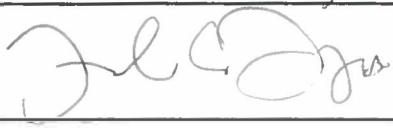

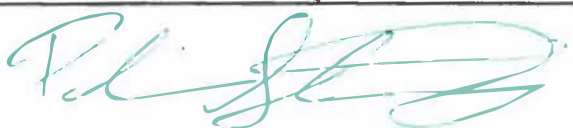
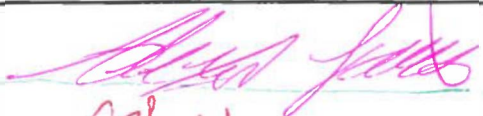

'O mākou, nā mea nona nā inoa ma lalo nā haumāna o Ka Haka 'Ula O Ke'elikōlani, he kāko'o i ka pila SB848 SD2

(We the undersigned students of Ka Haka 'Ula O Ke'elikōlani support the intent and passage of SB 848 SD2

Signature	Home Community
	UH Hilo
	UH HILO
	UH Hilo.
	UH Hilo
	UH HILO
	UH Hilo
	UH Hilo
	UHH
	UH Hilo
	UHH
	Kona

'O mākou, nā mea nona nā inoa ma lalo nā haumāna o Ka Haka 'Ula O Ke'elikōlani, he kāko'o i ka pila SB848 SD2

(We the undersigned students of Ka Haka 'Ula O Ke'elikōlani support the intent and passage of SB 848 SD2

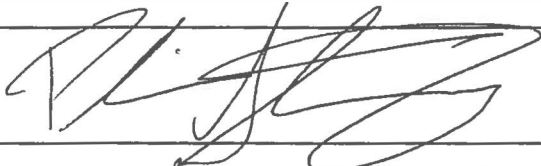
Signature	Home Community
	MOLOKA'I
	Pāhoa, HI
	Hilo, HI
	Hilo, HI
	Hilo, HI
	Hilo, HI
	Hilo, HI
	Hilo, HI
	Hilo, HI
	Japan
	Orange County, CA
	Phx, AZ
	Los Angeles, CA

'O mākou, nā mea nona nā inoa ma lalo nā haumāna o Ka Haka 'Ula O Ke'elikōlani,
he kāko'o i ka pila SB848 SD2

(We the undersigned students of Ka Haka 'Ula O Ke'elikōlani support the intent
and passage of SB 848 SD2

Signature

Home Community



Hilo, HI

Leah Gallegos

Makawao, Maui

Yafina Kaka'oma
Alana Alana

Makakilo, HI

Pāloalo, HI

Hulali Pae

Kona, HI



'Aiea, HI

Leanne Kalekani

Kapolei, HI

William Ak. Ah Nee

Kapolei, HI



Kona, HI

Shantel Kama'ala


Mt. View, HI

Jarin Ah

Pāhoa, HI

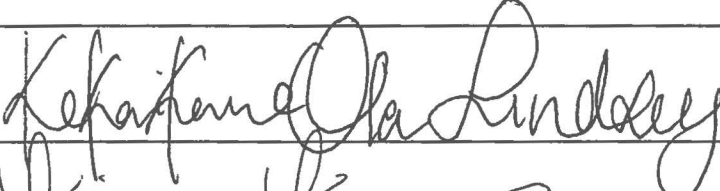

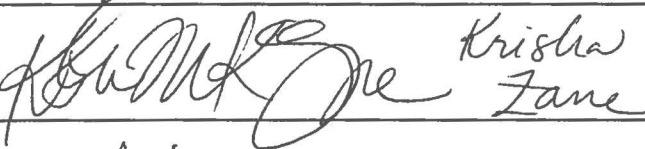
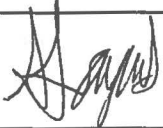

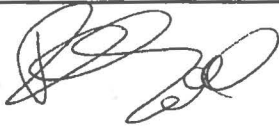
'O mākou, nā mea nona nā inoa ma lalo nā haumāna o Ka Haka 'Ula O Ke'elikōlani, he kāko'o i ka pila SB848 SD2

(We the undersigned students of Ka Haka 'Ula O Ke'elikōlani support the intent and passage of SB 848 SD2

Signature	Home Community
	Molokai
Jahna Kalohele	Puna
Kalamafu Smith	Kona
Jana Kalohele	Hana
Bruce Sumera	Hilo
Kepa Sumera	Hilo / Keaukaha
Kūpa Sumera	Hilo
Bronson Kobayashi	Hilo
Brock Kobayashi	Hilo
Kimi Kimi	Hilo
Pumehana Hilo	Hilo

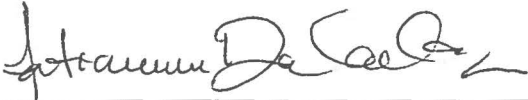
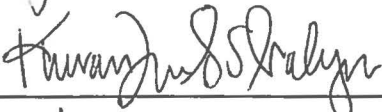




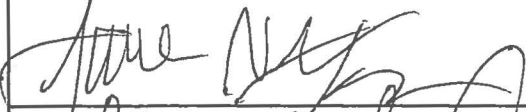

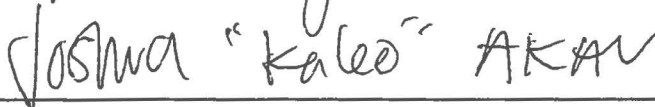


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(We the undersigned students of Ka Haka 'Ula O Ke'elikōlani support the intent and passage of SB 848 SD2

Signature	Home Community
	Pearl City
	Kekaha, Kauai
K. K. Pua <small>Sophie Kaleimomi Dolera</small>	Kāne'ohe, Oahu
Kapuaokalani Kāua <small>Stacey K. Kāua</small>	Papa'ikou, Hawaii
 <small>Krishna Jane</small>	Mililani, Hawaii
Ulukoko May	Waimea, Hawaii
Makana Uehelua	Kailua, Oahu
Alana Kanelua	Makaweli, Kauai
 <small>Steven Sagers (Hoapili)</small>	Kihei, Maui
	HILO, HAWAII
	Kula, Maui

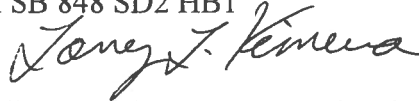
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(We the undersigned students of Ka Haka 'Ula O Ke'elikōlani support the intent and passage of SB 848 SD2

Signature	Home Community
	Waiānae, HI
	Hilo, HI
	Hilo, HI
	Pa'ūloa, O'āhe
	Wahiawā, O'āhe
	Hilo, HI
	Waiānae, HI
	Waiīuku, MAUI
	Kaneohe, O'āhe
	Los Angeles, California
 Keola Dacanari	Hilo, HI

KĀKO‘O PIHA I KA SB 848 SD2 HB1

Dr. Larry L. Kimura



Aloha e ka Luna Kōmike McKelvey a me nā Lālā o ke Kōmike o ka Hale o nā Luna Maka‘āinana no ka Ho‘ona‘auao Kulanui. My name is Dr. Larry Kimura. I have taught for a total of 46 years in the University of Hawai‘i system, the first 17 years at the Mānoa campus where I was responsible for the fourth year, and then the next 29 years here at the Hilo campus to which I transferred as part of the state legislatures effort to develop a center to serve the Hawaiian immersion schools at the Hilo campus.

My work in the Hawaiian language has centered around direct work with kūpuna through the Hawaiian language and taping that information for future generations, establishing and developing preschool through graduate education through Hawaiian, and working with other indigenous peoples in mutual support for the revitalization and maintenance of our precious languages as first languages among our children. The vehicle we have found to be most successful for revitalizing our languages has been the very vehicle used to repress the language - the school.

Attached to my testimony are 57 signatures in support of the intent of SB 848 from some of the 160 individuals from around the world who attended an indigenous language conference here in Hilo when SB 848 SD1 was being heard in WAM. The conference - the 5th biannual Hilo field study of the International Conference on Language Documentation & Conservation is a program that I have developed in cooperation with the UH Mānoa Linguistics Department. I also include copies of two other testimonies sent for earlier versions of SB 848 from the Guam Department of Education and the Coalition of Native American Language Schools and Programs who are working with Ka Haka ‘Ula O Ke‘elikōlani to make P-12 education available to students in their homelands through their indigenous languages on a model similar to ours in Hawai‘i.

It is my intention in attaching the names of supporters from around the world to convey to the OMH Committee the importance of allowing Hawaiian and other indigenous languages to be the medium of teaching of the broad range of academics known as "general education".

Little known in Hawai‘i is that before the Republic of Hawai‘i stopped the use of Hawaiian in standard public schools, the use of Hawaiian was eliminated as the medium of instruction for academics at the Kingdom's institution of higher education - Lahainaluna. At the time Lahainaluna was a small college, and the primary source of Hawaiian medium school teachers. The replacement of Hawaiian with English in higher education at Lahainaluna was done through pressure from the sugar planters who saw the elimination of Hawaiian as a medium of education as crucial for their purposes. Eliminating the higher education programming through Hawaiian that prepared future teachers in Hawaiian medium schools was a crucial step to later eliminating all schooling through Hawaiian.

SB 848 SD2 HB1 seeks to allow the legislatively established Hawaiian language college, Ka Haka 'Ula O Ke'elikōlani - and other colleges throughout the UH system if they so choose - to use of Hawaiian to teach a broad range of academic areas in higher education. The purpose of SB 848 SD2 HB1 for us at Ka Haka 'Ula is to further our priority mission of serving students, teachers, and support staff for P-12 Hawaiian speaking schools.

Obtaining general education credits through a non-English language is not a radical proposition in the case of foreign languages. Various campuses of the UH system already allow this in a variety of ways, including courses taught as part of special study abroad programs and transfer credits from American and foreign colleges and universities. .

However, to allow general education through an indigenous language such as Hawaiian, is truly ground breaking. Like the 1986 Hawai'i state legislative removal of barriers to use of Hawaiian as the medium of public school education, SB 848 SD2 HB1 represents Hawai'i State Legislature leadership in movement to a new level of equality for an indigenous language in its homeland.

The individuals whose names and testimonies attached below are but a few of the many indigenous people in the world who join in our request to you to pass SB 848 SD2 HB1. They look to Hawai'i to set precedents that help them obtain equity of use of their languages in their own educational systems.

Mahalo kēia ho'olohe 'ana mai i ko'u mau mana'o kāko'o i ka SB848 SD2 HB1.

**DIBISION INESTUDION CHAMORU YAN ESPESIÁT NA PRUGRÀMA SIHA
DIPÀTTAMENTON IDUKASION**



Joseph Sanchez
Etnas Ge'helo' Eskuela Siha

Chamorro Studies & Special Projects Division
Department of Education

500 Mariner Avenue Barrigada, GU 96913-1608
Tel: (671) 300-5048 – (671) 472 6785 ext. 5048



RUFINA F. MENDIOLA
Aimenestradora

**SUPPORT FOR SB 848 S.D. 1 (PROPOSED)
TESTIMONY FROM CHAMORU STUDIES AND SPECIAL PROJECTS DIVISION - GUAM
DEPARTMENT OF EDUCATION**

Hafa Adai members of the Hawai'i State Legislature. My name is Rufina Mendiola. I head the Division of Chamorro Studies and Special Projects of the Guam Department of Education. I also teach Chamorro Language at the University of Guam. I write to attest the importance of the work of the State of Hawai'i's special University resource Ka Haka 'Ula O Ke'elikōlani to our work here in Guam in revitalizing our Chamorro language. I am sure that the benefits of the pilot for Ka Haka 'Ula O Ke'elikōlani described in SB 848 S.D. 1 (Proposed) will further strengthen the mutual support presently occurring between Hawai'i and Guam to provide a quality education to our young people while maintaining our unique Pacific Island languages and identities.

Over the past few years, and especially this past year 2016, Chamorro language revitalization efforts have greatly benefited from work with Ka Haka 'Ula O Ke'elikōlani. Those connections began through correspondence, then a visit by some in our Division to Ka Haka 'Ula O Ke'elikōlani and its laboratory school Nāwahīokalani'ōpu'u. This then lead to a joint effort to connect further through enrollment of one of our staff in their language revitalization Ph.D. This past year we brought at different times two of the senior faculty of Ka Haka 'Ula O Ke'elikōlani to Guam to learn more about our work and interact with education administrators here and with the broader Chamorro community.

As a result of those interactions here in Guam that spanned the full P-20 spectrum and which included direct testimony regarding our work from Ka Haka 'Ula O Ke'elikōlani faculty with expertise in language revitalization, the Guam Department of Education Board of Education approved establishment of a Chamorro immersion program to begin this fall. Furthermore, the Legislature of Guam appropriated funds to begin Chamorro medium preschool education on the model of the Pūnana Leo Hawaiian language preschool operated at the Ka Haka 'Ula O Ke'elikōlani P-12 laboratory school site Nāwahīokalani'ōpu'u.

We will be sending a Chamorro delegation to the He 'Ōlelo Ola conference held by Ka Haka 'Ula O Ke'elikōlani at the end of February, 2017 and also expect a separate visit from the President of the University of Guam to Ka Haka 'Ula O Ke'elikōlani and Nāwahīokalani'ōpu'u as well.

We have also been very impressed by the manner in which those from Ka Haka 'Ula O Ke'elikōlani have sought to learn from our successes here in Guam and assist us in spreading best practice that we have developed to Hawai'i and elsewhere. We are planning on working with them to find ways to better share our total public school system teaching of Chamorro to all students in elementary, middle and high school with Hawai'i and Native American communities. We understand from our colleagues at Ka Haka 'Ula that we have the most comprehensive such K-12 program in an indigenous language in the country.

I and others here teaching Chamoru are very supportive of SB 848 S.D. 1 (Proposed) and see the pilot as a means us in Guam to work better with Hawai'i in learning how we might offer general education through Chamoru.

Sen dāngkolo na si Yu'os ma'āse'.

A handwritten signature in cursive script that reads "Rufina F. Mendiola".

Rufina F. Mendiola
Administrator

Testimony in Support for Passage of SB848 S.D. 1 (Proposed)
HI State Legislature 29th Legislature, 2017
Submitted by Leslie Harper (Ojibwe)
President, National Coalition of Native American Language Schools and Programs

Aaniin/Greetings to the Distinguished Legislators of the State of Hawaii. I submit this testimony in wholehearted support of SB848 S.D. 1 (Proposed) that seeks to update and expand the state Hawaiian Language College, to establish a five-year pilot project in pursuit of strategies and approaches for the development of a Hawaiian medium pathway, and provide for an implementation plan to expand Hawaiian language instruction throughout the University of Hawaii system. These actions will enhance the college's ability to serve the revitalization of the Hawaiian language and the provision of high quality education through the Hawaiian language in state schools. It will also help Native American language schools and programs throughout the country.

My name is Leslie Harper. I am an enrolled tribal member of the Leech Lake Band of Ojibwe. I live on Leech Lake Band of Ojibwe reservation land and work in Government Relations with my tribal governing body. I am President of the National Coalition of Native American Language Schools and Programs ("The Coalition"). Under the Obama administration, I was selected as a Tribal Leadership Representative to the United States Education Department Committee on Negotiated Rulemaking for Assessments in the Every Student Succeeds Act (ESSA), which is the reauthorization of the Elementary and Secondary Education Act that replaces the previous No Child Left Behind Act, passed on December 10, 2015. As a member of the Committee on Assessments, I worked with other national representative educational stakeholders to clarify the ESSA for state education agencies through the creation and negotiation of regulations, which included a focus on schools taught through Native American languages.

The Coalition has members in seventeen states and the territory of Guam, representing fifteen distinct Native American languages, where there are schools taught through Native American languages recognized under PL 101-477, the federal Native American

National Coalition of Native American Language Schools and Programs

PO Box 1336
Cass Lake, MN 56633
www.ncnalsp.org
ncnalsp@gmail.com

Languages Act of 1990 (NALA). The Coalition has close ties to the Hawaiian language college, which has served as the primary research base for the Coalition, including support for my work in negotiated rulemaking with the US Department of Education, and other work that I have done with the federal government. The Coalition held its organizational meeting in Hilo, HI, with help from the Lannan Foundation. Coalition members have used site visits to the college and its Nāwahī laboratory school site to help tribal government officials and others better understand best current practices in indigenous language medium education as they are carried out on a full P-20 level. Our enacted Native American language schools and programs all face a critical need to increase capacity to serve our educational stakeholders in areas such as pre-service professional preparation, in-service training for ongoing education professionals, development of assessments for academic programmes, curriculum and pedagogical development from a localized indigenous perspective, materials development and production. The College has the experience to provide leadership and partnership as a potential provider of training support for our Coalition's teachers and curriculum developers using tribal, federal, and private grant funds

Coalition members have learned with the Hawaiian Language College to be visionaries, to identify the barriers that are preventing progress toward our identified visions, and to focus on policies to remove such barriers. SB848 S.D 1(Proposed) is an excellent example of the proactive approach pursued by the College. SB 848 S.D. 1 (Proposed) updates the College's enabling statute to recognize the work that the College is doing on a national basis with our Coalition. This model inspires many of our Coalition members' governing bodies to actively negotiate progressive policies that support our Native languages at State and National levels. The positive relationship with you - the legislators of your progressive, Native community-sensitive state - has greatly benefited the rest of Native America as we learn from the actions that you model. Your legislation that created Hawaiian immersion and the College as well as your 1987 resolution proposing NALA to Congress have inspired many of us. The Coalition expresses its appreciation

National Coalition of Native American Language Schools and Programs
PO Box 1336
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WE THE UNDERSIGNED SUPPORT THE INTENT OF SB 848 TO USE THE HAWAIIAN LANGUAGE COLLEGE AND OTHER MEANS TO SERVE STUDENTS BEING EDUCATED THROUGH THE HAWAIIAN LANGUAGE AT ALL GRADE LEVELS WITH TEACHERS AND A FULL RANGE OF COURSES THROUGH THEIR HAWAIIAN LANGUAGE OF INSTRUCTION, INCLUDING UNIVERSITY LEVEL GENERAL EDUCATION COURSES. WE ALSO APPRECIATE THE SUPPORT THAT THE HAWAIIAN LANGUAGE COLLEGE IS PROVIDING ON A NATIONAL AND INTERNATIONAL LEVEL TO LANGUAGE REVITALIZATION AND THE POTENTIAL OF SB 848 TO PROVIDE FURTHER MODELS OF SUPPORT THAT CAN POSITIVELY IMPACT LANGUAGE REVITALIZATION ELSEWHERE IN THE WORLD.

1. Ottigino University of Hawaii at Manoa/Honolulu
2. adar Ahousat BC Canada
3. K. Frank Ahousat BC Canada.
4. Zai Koh Ahousat, BC Canada
5. Clark Moe Tofino BC., Canada
6. Hishimlai' Peter Gwich'in, Alaska
7. Erica Hawpetoss Keshena, Wisconsin
8. Tye Swallow WSNW, Victoria B.C.
9. Daniellen-Martinez Santa Clara Pueblo, NM
10. Maria Schwedhelm University of Minnesota, MN
11. Jeffrey Tibbetts Fond du Lac Tribal & Community
12. Jason Schlenker Lac Courte Oreilles Tribe/Wiscon
13. Harvey Polina Ahousat B.C. (Nanclawud)
14. Rachael Bowen Nome, Alaska Inuvig, Inc.
15. John Buller Yakutat, Alaska PO Box 238 99689
16. Devlin Anderstrom Yakutat, Alaska
17. Bob Wolfe Yakutat, Alaska

WE THE UNDERSIGNED SUPPORT THE INTENT OF SB 848 TO USE THE HAWAIIAN LANGUAGE COLLEGE AND OTHER MEANS TO SERVE STUDENTS BEING EDUCATED THROUGH THE HAWAIIAN LANGUAGE AT ALL GRADE LEVELS WITH TEACHERS AND A FULL RANGE OF COURSES THROUGH THEIR HAWAIIAN LANGUAGE OF INSTRUCTION, INCLUDING UNIVERSITY LEVEL GENERAL EDUCATION COURSES. WE ALSO APPRECIATE THE SUPPORT THAT THE HAWAIIAN LANGUAGE COLLEGE IS PROVIDING ON A NATIONAL AND INTERNATIONAL LEVEL TO LANGUAGE REVITALIZATION AND THE POTENTIAL OF SB 848 TO PROVIDE FURTHER MODELS OF SUPPORT THAT CAN POSITIVELY IMPACT LANGUAGE REVITALIZATION ELSEWHERE IN THE WORLD.

- | | | |
|-----|---------------------------|----------------------------|
| 18. | <u>Ronald Corn</u> | <u>Wisconsin/Menominee</u> |
| 19. | <u>John Anderson</u> | <u>Wisconsin/Menominee</u> |
| 20. | <u>Gregory J. Guthrie</u> | <u>Wisconsin/Menominee</u> |
| 21. | <u>Ann Marie Wilber</u> | <u>Wisconsin/Menominee</u> |
| 22. | <u>Eric Wada</u> | <u>Honolulu, Hawaii</u> |
| 23. | <u>Miharu Ishimine</u> | <u>Okinawa, Japan</u> |
| 24. | <u>Tatsuya Azena</u> | <u>Okinawa, Japan</u> |
| 25. | <u>Yata Aoshima</u> | <u>Okinawa, Japan</u> |
| 26. | <u>Kazufumi Akamine</u> | <u>Okinawa, Japan</u> |
| 27. | <u>Evon Peter</u> | <u>Gwich'in, Alaska</u> |
| 28. | <u>DKI Ganeko</u> | <u>Okinawa, Japan</u> |
| 29. | <u>Osita Aoshima</u> | <u>Okinawa, Japan</u> |
| 30. | <u>Sun Morano</u> | <u>Okinawa, Japan</u> |
| 31. | <u>Ryubo Akamine</u> | <u>OKINAWA JAPAN</u> |
| 32. | <u>Izumi Gushiken</u> | <u>OKINAWA JAPAN</u> |
| 33. | <u>Michael...</u> | <u>Inupiat Eskimo/AK</u> |
| 34. | <u>M. Knutson</u> | <u>Yakutat, Alaska</u> |

WE THE UNDERSIGNED SUPPORT THE INTENT OF SB 848 TO USE THE HAWAIIAN LANGUAGE COLLEGE AND OTHER MEANS TO SERVE STUDENTS BEING EDUCATED THROUGH THE HAWAIIAN LANGUAGE AT ALL GRADE LEVELS WITH TEACHERS AND A FULL RANGE OF COURSES THROUGH THEIR HAWAIIAN LANGUAGE OF INSTRUCTION, INCLUDING UNIVERSITY LEVEL GENERAL EDUCATION COURSES. WE ALSO APPRECIATE THE SUPPORT THAT THE HAWAIIAN LANGUAGE COLLEGE IS PROVIDING ON A NATIONAL AND INTERNATIONAL LEVEL TO LANGUAGE REVITALIZATION AND THE POTENTIAL OF SB 848 TO PROVIDE FURTHER MODELS OF SUPPORT THAT CAN POSITIVELY IMPACT LANGUAGE REVITALIZATION ELSEWHERE IN THE WORLD.

Signature:	Hometown/Affiliation:
35. <u>Kj Olsen</u>	<u>Tsartlip, Canada</u>
36. <u>Terralea</u>	<u>Panquachin, Canada</u>
37. <u>[Signature]</u>	<u>WSANEC, BC, Canada, SENĆO</u>
38. <u>[Signature]</u>	<u>Santa Clara Pueblo, N.M. TEWA</u>
39. <u>[Signature]</u>	<u>Secwepemcúlecw, CANADA</u>
40. <u>[Signature]</u>	<u>Nashua, NH / 7000 Languages (nonpr)</u>
41. <u>[Signature]</u>	<u>Ahousat, BC, Canada -</u>
42. <u>V Joseph</u>	<u>WSANEC, BC, Canada.</u>
43. <u>Doris Pepine</u>	<u>Ahousat, BC Canada</u>
44. <u>Robert Louis</u>	<u>MCSQUEAM / B.C Canada</u>
45. <u>Wesley Y. Leonard</u>	<u>UNIV. OF CA, Riverside. Miami Tribe of</u>
46. ^{Nazhik-awausang} <u>Bradley E. Harrington</u>	<u>Mille Lacs Band of Ojibwe, MA</u>
47. <u>Maddy [Signature]</u>	<u>NOME/King Island - Inuusiq. INC</u>
48. <u>Waldo Hornia</u>	<u>53 Awatere Ave, Hamilton, New Zea</u>
49. <u>Yutaka Tomioka</u>	<u>Japan / Thailand, Nanyang Technological</u>
50. <u>Luke Besaw</u>	<u>Wisconsin/Menominee Reserwat</u>



March 20, 2017

SB848 SD2 HD1

Hearing Date/Time: March 21, 2017 2:02PM

Committee on Higher Education

Representative Angus L.K. McKelvey, Chair

Representative Mark J. Hashem, Vice Chair

Re: STRONG SUPPORT for SB848 SD2 HD1

Aloha Chair McKelvey, Vice Chair Hashem and Committee Members,

My name is Dr. Candace Kaleimamoowahinekapu Galla. I am an Assistant Professor in the Department of Language & Literacy Education in the Faculty of Education at the University of British Columbia (UBC) in Vancouver, Canada. My research area and specialization focuses on Indigenous communities, specifically on the reclamation and revitalization of Indigenous languages in education. I ask for your strong support for SB848 SD2 HD1. This bill provides an opportunity for expanded attention to the Hawaiian Language Medium Pathways by the State of Hawaiian Language College in Hilo with opportunities for campuses throughout the UH system to participate and strengthen their Hawaiian language programs as well.

As a Kamehameha (Kapālama) graduate from Ka‘ū, I have been fortunate to be involved with Indigenous language education in the mainland USA, Hawai‘i, and now Canada. My experiences stem from my graduate education from the University of Arizona where I was exposed to many Indigenous languages from across the world through the American Indian Language Development Institute (AILDI) – an internationally renowned institute, cited by the U.S. Department of Education as one of the ten outstanding programs for minority teacher preparation in the nation (Leighton, Hightower & Wrigley, 1995). My involvement with AILDI led to a position as Program Coordinator where we invited Dr. William H. (Pila) Wilson and the late Darrell Kipp (Blackfoot) to speak at our fundraiser to language educators, tribal leaders and community members about the success they were experiencing in Hawaiian and Blackfoot language schools. The Hawaiian language model has been an inspiration and a beacon of hope for Indigenous communities worldwide. Following graduation, I later returned home to Hawai‘i as a Visiting Assistant Professor at Ka Haka ‘Ula O Ke‘elikōlani (Hawaiian Language College) at the University of Hawai‘i in Hilo to work alongside the many language educators who have been at the forefront of the Hawaiian language revitalization movement for 40+ years – which was an enriching experience. The culmination of my experiences in language revitalization resulted in my move to Canada where I now reside. I am privileged to teach at UBC – an institution ranked among the top 20 public universities in the world with a Faculty of Education that is ranked 9th in the globe and 1st in Canada—where I am able to educate students about Indigenous languages and its importance to our local, national and global community.

Although my career has taken me away from my ancestral homelands, I continuously look to the Hawaiian Language College as a source of strength and motivation for my work and for my students that I serve. The College is internationally known for its leadership in Indigenous language revitalization and education. First Nations peoples of British Columbia (BC) and of Canada are very much aware of those successes and make special visits to Hilo, often sending their language teachers, elders, tribal leaders to witness the use of Hawaiian language as the medium of education. These communities are working diligently to ensure that the next seven generations will grow up learning and speaking their Indigenous languages and are looking at Hawaiian medium language education schools, in particular the Hawaiian Language College, as the leading exemplar that has contributed to all levels of Indigenous language education from cradle to career. Though the current vitality of First Nations languages in BC are severely endangered, the Hawaiian language model has inspired many language learners and speakers to persevere despite the many difficult challenges they are faced with.

My commitment to the perpetuation of Indigenous languages at UBC has provided opportunities to collaborate, work and learn from colleagues and mentors affiliated with the Hawaiian Language College. During

Summer 2013, UBC invited faculty members Dr. Kauanoē Kamanā and Dr. William H. (Pila) Wilson from the Hawaiian Language College to teach a course titled “Indigenous Language-Based Education in a Non-Indigenous World”. Since my arrival, Hawaiian language colleagues have also been invited to present at various conferences here in BC and to work with us and other Indigenous language educators in Canada on matters related to Indigenous language education, broadly defined. I have the greatest confidence that the five-year Hawaiian language medium pilot described in the legislation before you will be successful under the Hawaiian Language College in further opening up the Hawaiian language pathway, especially in the area of general education.

Section 1 of the bill specifically references “international tertiary education models” that have successfully overcome challenges in having two official languages. Canada and its system of universities operating in a context of two official languages contain a number of such models. The College, and therefore Hawai‘i (and as part of the United States) is clearly ahead of Canada relative to having an Indigenous language–Hawaiian–as official, but Canada is very much ahead of the United States relative to the use of a minority official language–French–in higher education and education in general.

Canada guarantees the right to compulsory P-12 education through French to its French speaking population. That population is concentrated in eastern Canada, especially in Quebec, but there are pockets of French speakers throughout Canada. Canada provides a number of large fully French speaking universities. There are also a number of quite small Francophone universities, and also semi-independent Francophone entities within larger English medium universities. Through these institutions, Canada assures access to tertiary level general education through French.

There are, of course, over 7,000,000 native speakers of French in Canada and the majority of English speaking Canadians have also studied French for many years. In contrast, the Hawaiian language—an endangered and Indigenous language that was nearly extinguished—has made a remarkable comeback through a grassroots movement with strong support from the state legislature. In light of the recent recommendations from the Truth and Reconciliation Commission (TRC) in Canada, the federal government has been called upon to acknowledge Aboriginal language rights. The momentum from the TRC has placed language at the forefront of reconciliation and healing. Last December, Prime Minister Justin Trudeau announced that the government will introduce an Indigenous Languages Act in hopes of preserving and revitalizing First Nations, Metis and Inuit languages in Canada. This is an important milestone for us in Canada. Indigenous communities are pressing the new government to provide similar language support parallel to what Hawai‘i’s legislature has done and is doing through SB848 SD2 HD1. We continue to look to the Hawaiian Language College as an international resource for Indigenous language revitalization that promotes local, national and global Indigenous language excellence.

Our Indigenous languages are a reminder of the deep connection to worldview, identity, land, ceremony, kinship, values, and so forth and without it leaves a void in understanding aspects of the culture. Language is not a problem, but rather a right and a resource (Ruiz, 1988) that contributes to health and wellbeing of individuals and the greater community.

As the future of Indigenous languages is uncertain in many parts of the world, this bill ensures a highly functioning Hawaiian medium pathway of education for Hawai‘i’s future generations. Your work on this bill is being observed in Canada and will provide further support to our development of an Indigenous language fluency degree in BC and language revitalization efforts in education both locally and nationally. In solidarity with my colleagues at the Hawaiian Language College and Indigenous language education advocates and scholars, I strongly urge its passage.

Me ka ha‘aha‘a,

Candace Kaleimamoowahinekapu Galla, Ph.D. (Kanaka Maoli)
Assistant Professor
Department of Language & Literacy Education
Faculty of Education
The University of British Columbia | Vancouver
candace.galla@ubc.ca

From: mailinglist@capitol.hawaii.gov
Sent: Monday, March 20, 2017 9:05 AM
To: HEDtestimony
Cc: hiivuta@gmail.com
Subject: Submitted testimony for SB848 on Mar 21, 2017 14:02PM

SB848

Submitted on: 3/20/2017

Testimony for HED on Mar 21, 2017 14:02PM in Conference Room 309

Submitted By	Organization	Testifier Position	Present at Hearing
Hiilei Vuta	Individual	Support	No

Comments: He leo kāko’o kēia no ka pila SB848. I am writing in strong support of Senate Bill 848, Relating to Higher Education. I am a 1987 graduate of Pūnana Leo o Honolulu and a 2001 graduate of Ke Kula ‘o Nāwahīokalani’opu’u (Nāwahī). My three children graduated from Pūnana Leo o Hilo and now attend Nāwahī. I have been blessed to be a part of the Hawaiian revitalization program all of my life. We have seen the struggles, growth, and blessings of the Hawaiian language program first hand. This bill will allow new innovations for ‘ōlelo Hawai’i and build a stronger P-25 Hawaiian medium system. The college will be able to engage in new areas of Hawaiian language and continuing its 30+ year effort to revitalize ‘ōlelo Hawai’i as well as the Native Hawaiian Community.

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From: mailinglist@capitol.hawaii.gov
Sent: Monday, March 20, 2017 8:27 AM
To: HEDtestimony
Cc: Kanoë@ahapunaleo.org
Subject: Submitted testimony for SB848 on Mar 21, 2017 14:02PM

SB848

Submitted on: 3/20/2017

Testimony for HED on Mar 21, 2017 14:02PM in Conference Room 309

Submitted By	Organization	Testifier Position	Present at Hearing
Kanoë Kanakaole	Individual	Support	No

Comments: Aloha Committee members, I support SB848 and I urge the committee to offer its support to this bill. Educational equity in Hawai'i's two official languages is necessary. The creation of general education courses in the Hawaiian language at all University of Hawai'i campuses is a critical first step to this equity. Mahalo for your support. Na'u me ke aloha, Na Kanoë Kanaka'ole

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From: mailinglist@capitol.hawaii.gov
Sent: Monday, March 20, 2017 7:09 AM
To: HEDtestimony
Cc: tkobash@hawaii.edu
Subject: Submitted testimony for SB848 on Mar 21, 2017 14:02PM

SB848

Submitted on: 3/20/2017

Testimony for HED on Mar 21, 2017 14:02PM in Conference Room 309

Submitted By	Organization	Testifier Position	Present at Hearing
Tanya Kobashigawa	Individual	Support	No

Comments: Kāko'o!

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From: mailinglist@capitol.hawaii.gov
Sent: Sunday, March 19, 2017 5:32 PM
To: HEDtestimony
Cc: stoneflower_8@hotmail.com
Subject: *Submitted testimony for SB848 on Mar 21, 2017 14:02PM*

SB848

Submitted on: 3/19/2017

Testimony for HED on Mar 21, 2017 14:02PM in Conference Room 309

Submitted By	Organization	Testifier Position	Present at Hearing
Laura Raye	Individual	Support	No

Comments:

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Sent: Sunday, March 19, 2017 2:03 PM
To: HEDtestimony
Cc: launahele@yahoo.com
Subject: *Submitted testimony for SB848 on Mar 21, 2017 14:02PM*

SB848

Submitted on: 3/19/2017

Testimony for HED on Mar 21, 2017 14:02PM in Conference Room 309

Submitted By	Organization	Testifier Position	Present at Hearing
Benton	Individual	Support	No

Comments:

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FACULTY SENATE SUPPORT FOR (SB848 SD2) (Proposed)
ASSOCIATE PROFESSOR KEKOA HARMAN
PRESIDENT, KA HAKA 'ULA O KE'ELIKŌLANI SENATE

E nā Lunaho'omalu McKelvey a me Hashem a me nā Lālā o ke Kōmike
Ho'ona'auao Kulanui o ka Hale, aloha.

My name is Kekoa Harman. I am the President of the Faculty Senate of Ka Haka 'Ula O Ke'elikōlani, the Hawaiian language college mandated in HRS 304A-1301-1302. I testify for the strong support of the faculty of Ka Haka 'Ula O Ke'elikōlani for SB 848 S.D.2 (Proposed) and strongly urge passage of the bill.

I want to begin for the faculty by stating how grateful we are for past direct legislative attention to teaching through Hawaiian. That direct legislative attention has been vitally important to the revitalization of the Hawaiian language as an actual medium through which the people of Hawai'i may choose to be educated. Teaching through Hawaiian is crucially important for the survival of the Hawaiian language. Indeed it was the only aspect of Hawaiian education ever outlawed. That legal barrier lasted from 1896 until 1986, a period of 90 years. In spite of legislative removal of the ban, the DOE had to be further urged by the legislature to open the first Kula Kaiapuni Hawai'i classrooms. Much further pressure on the DOE from the legislature was needed over the decade in which the first Kula Kaiapuni Hawai'i students progressed through the grades and finally to high school graduation.

A situation of parallel barriers has existed, and continues to exist at the University level. In spite of the passage of 30 years since the ban on Hawaiian as a medium of education was removed by the legislature, the UH system has yet to provide a Hawaiian language medium liberal education pathway parallel to the Kula Kaiapuni Hawai'i in the DOE. That is, there is no teaching of a diverse liberal education core often called "general education" through Hawaiian anywhere in the UH system. There have been places in strategic plans of the UH system and UH Hilo that supported the goal of general education through Hawaiian for years, but those plans have never resulted in actual action for Hawaiian medium general education.

Our faculty at Ka Haka 'Ula have been seeking to have education through Hawaiian here at the Hilo campus for as long as we have been involved in education through Hawaiian in the Pūnana Leo and Kaiapuni Hawai'i - for over three decades. The majority of our faculty and staff have enrolled their children and grandchildren in Pūnana Leo and Kula Kaiapuni Hawai'i and/or also work part time in Pūnana Leo and Kula Kaiapuni Hawai'i. We do not simply see ourselves solely as employees of the University of Hawai'i, but as part of a larger 'ohana - members of the grassroots Hawaiian speaking community. Our community of Hawaiian speakers has been denied equity in access to education through our official state language of choice by the structures within the University of Hawai'i system. The current UH system has simply failed to meet the needs of the Hawaiian speaking community and the Constitutional promotion of the Hawaiian language. As much as we have tried to work within that UH system, and made such efforts with the advantage of being faculty within the UH system, we have been unable to overcome system internal UH system factors that have kept us at

Ka Haka 'Ula and others elsewhere in the system from providing general education through Hawaiian.

We see SB 848 S.D. 2 (Proposed) as a means for the legislature to carry out its duty to assure that the University of Hawai'i moves beyond what it has done in the past to give special attention to open up liberal education and general education through Hawaiian for our students and our own families. We are in strong support of SB 848 S.D. 2 (Proposed.)

Me ka mana'olana,
Kekoa L. Harman
President, Faculty Senate-Ka Haka 'Ula O Ke'elikōlani

From: mailinglist@capitol.hawaii.gov
Sent: Saturday, March 18, 2017 6:22 PM
To: HEDtestimony
Cc: kekaianiani@gmail.com
Subject: *Submitted testimony for SB848 on Mar 21, 2017 14:02PM*

SB848

Submitted on: 3/18/2017

Testimony for HED on Mar 21, 2017 14:02PM in Conference Room 309

Submitted By	Organization	Testifier Position	Present at Hearing
Robert Irwin	Individual	Support	No

Comments:

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House Committee on Higher Education

Rep. Angus L.K. McKelvey, Chair

Rep. Mark J. Hashem, Vice Chair

Tuesday, March 21, 2017

SB 848 SD2 HD1 – Relating to Higher Education: STRONG SUPPORT

Aloha Chair McKelvey, Vice Chair Hashem, and Members of the Committee:

My name is Nāko‘olani Warrington. I am a retired State of Hawai‘i Department of Education teacher with over 20 years of classroom experience. I was a fulltime educator at several elementary schools on the islands of Hawai‘i and O‘ahu in both Hawaiian medium and English medium education.

I am submitting this testimony in **strong support of SB 848 SD2 HD1 and urge its passage.**

SB 848 SD2 HD1 seeks to address the serious needs unique to Hawaiian medium education. Having taught students in both Hawaiian medium and English medium public schools, I can attest to many of these distinctive needs. While significant progress has been made in Hawaiian medium education, the equity gap is still wide between provisions automatically afforded those in English medium to those in Hawaiian medium education. Our Hawaiian medium community – students, families, teachers, etc. – continues to suffer from a lack of qualified classroom teachers, substitute teachers, special education teachers, content area teachers, counselors/guidance counselors, principals, vice principals, educational assistants, librarians, health aides, coaches and the whole range of support staff. Other ongoing concerns such as the lack of adequate facilities, valid assessments, appropriate curriculum, etc., are still major problems. Hawaiian medium education has survived, and yes, thrived, in spite of these many inequities for 30 years due to all those dedicated to the revitalization of the Hawaiian language to the point where multigenerational use is now a reality. Hulō! Hurrah! With Hawaiian language on the threshold of renormalization, innovative measures should be considered in order to meet the increasing demands as we stand on this fragile precipice. SB 848 SD2 HD1 envisions expanding the functions of the Hawaiian Language College and fellow higher education Hawaiian language entities in order to close the equity gap and to improve the conditions of Hawaiian medium education, revitalization, and renormalization. The pilot project will support the investigation of timely, efficient and expeditious processes to the future institution of the Hawaiian medium pathway in the university that will positively impact Hawaiian medium education students and families while benefitting the entire State of Hawai‘i and beyond.

For three decades, dramatic actions and cutting-edge solutions have provided remedies to meet the distinctive needs of Hawaiian medium education. In 1989, my application to fulfill student teaching requirements in a State of Hawai'i DOE Hawaiian Language Immersion Program (HLIP) classroom - the first student teacher to do so – was denied. Despite the UHH Hawaiian language faculty agreeing to provide interpreters and my agreeing to prepare all required materials in both English and Hawaiian, I still faced barriers not experienced by my fellow student teachers in English medium schools. After lengthy discussions, approval was granted and I was able to complete my student teaching in a HLIP kindergarten class. My receiving the UHH Elementary Education Student Teacher of the Year award was a direct result of unprecedented and innovative collaboration between the UHH Hawaiian language faculty, my HLIP Cooperating Teacher, the UHH Education Department, and the State of HI DOE. Later in 1989, a struggling HLIP in desperate need of curriculum materials worked with parents and educators at the Pūnana Leo preschools and the University of Hawai'i system to advocate for a pioneering curriculum development center where printed materials in the Hawaiian language would be developed and produced en masse for the HLIP population. Again, unprecedented and innovative collaboration, this time between private and public Hawaiian language educational entities, resulted in direct benefit to Hawaiian medium education. Birthed out of these two situations fraught with obstacles were the Kahuawaiola Indigenous Teacher Education Training Program and the Hale Kuamo'o Hawaiian Language Center, both still an integral part of the Hawaiian Language College.

As a former kumu kaiapuni Hawai'i (Hawaiian Immersion/Hawaiian medium education teacher), I know that many are helping kumu in Hawaiian medium education and I extend my mahalo nui loa. More help is needed today for kumu; kumu who are struggling to develop enriching lessons for students in order to teach the required standards and benchmarks, kumu who are reporting to work even when sick because no substitute teachers are available, kumu who are still creating their own assessments and evaluations in the language of instruction where none exists. Even with the provisions envisioned in SB 848 SD2 HD1, everything takes time so it is imperative that initiatives continue to move forward. With many of our wonderful kumu leaving Hawaiian medium education to work elsewhere, the time for action is now. It is truly minamina – tragic - that many of our hardworking kumu feel they have no other choice but to leave Hawaiian medium education because the support they need to survive is still not there.

In closing, each legislative session brings with it much hope for the Hawaiian-language speaking community. Unprecedented and forward-thinking initiatives taking place at the legislature this year to promote, encourage and support Hawaiian language are very much appreciated. **Please support and pass SB 848 SD2 HD1.** Mahalo nui loa!

Me ke aloha,

Nāko'olani Warrington

Kumu Kaiapuni Hawai'i, Retired, State of Hawai'i Department of Education

From: mailinglist@capitol.hawaii.gov
Sent: Monday, March 20, 2017 1:04 PM
To: HEDtestimony
Cc: dlkapono@gmail.com
Subject: *Submitted testimony for SB848 on Mar 21, 2017 14:02PM*

SB848

Submitted on: 3/20/2017

Testimony for HED on Mar 21, 2017 14:02PM in Conference Room 309

Submitted By	Organization	Testifier Position	Present at Hearing
Donnette Lei Kapono	Individual	Support	No

Comments:

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SB 848SD2 HD1

RELATING TO HIGHER EDUCATION

March 21, 2017, 2pm, State Capitol, Conference Room 309

Committee on Higher Education

Re: STRONG SUPPORT for SB 848 SD2 HD1 Relating to Higher Education

E Kenekoa McKelvy a me nā lālā o nā kōmike hui pū 'ia,
Aloha 'oukou;

My name is Keiki Kawai'ae'a and I am the Director of Ka Haka 'Ula O Ke'elikōlani College of Hawaiian Language (KH'UOK). On behalf of the Hawaiian Language College I want to express my appreciation for the past support by the legislature in the revitalization of the Hawaiian language. As an educator, administrator, parent and grandparent committed to Hawaiian medium education, I strongly support SB848 SD2 HD1 and urge the joint committees to pass the bill.

This year makes the 30th year of the Hawaiian Immersion Program in public education and the 20th year of KH'UOK College of Hawaiian Language at UH Hilo. The many strides forward in the revitalization of the Hawaiian language have been made through tireless efforts on an educational platform of "two official languages, two pathways of education" as a choice through its two official languages English and Hawaiian. Currently, there are over 3,000 students enrolled in Hawaiian medium-immersion schools P-12. In addition, an estimated 13,500 students are enrolled in various Hawaiian language coursework in both public and private education, which includes higher education at roughly 2,000 students. The engagement of both lower and higher education work together to raise the vitality of the Hawaiian language in our homes, schools, communities and workforce.

As the only state to have two official languages operationalized in public education under a single state education system, Hawai'i is in the prime position to develop a strong Hawaiian medium pathway across its state educational system. Hawaiian language medium-immersion schools have lead the way as a model for language recovery in our state. Some of the success indicators includes increased student enrollment K-12, high graduation rates and college matriculation. As the data is showing some healthy signs of language recovery, there remains much to be done if we are to provide an equitable quality education for Hawaiian medium students across our state education system. Demands for support from the schools, community and students continue with only basic resources to address those needs.

SB848 SD2 HD1 provides a three pronged approach to build upon the strengths within the system by 1) expanding the statutory language of the Hawaiian language college it created 20 years ago; 2) establishing general core coursework within the UH system as a pilot project to innovate strategies and approaches that further develop a Hawaiian medium pathway from lower to higher education,

and 3) honor all of the good work in Hawaiian language instruction “of and through” across the UH system by developing a system implementation plan with UH and community stakeholders as a next step towards advancing, actualizing, amplifying and achieving Hawaiian language renormalization.

Research informs us that it takes one generation for a language to become endangered and three to revitalize it. Among the best practices is instruction of and through the target language focused on high fluency through 1,100 hours of language instruction. Four years of language instruction of and through Hawaiian provides a strong foundation for building language fluency. Along with other coursework taught through Hawaiian the 1,100 hours of the recommended language learning can be achieved. SB848 SD2 HD1 provides legislative support towards recovery of Hawaiian as a state educational commitment to one of its official state languages.

In the coming decade we will be facing additional challenges as the generation that began the Hawaiian Renaissance and Hawaiian language efforts through the state move closer to retirement and the few remaining Native Hawaiian speakers from that era pass. SB848 SD2 HD1 supports a direction from which both lower and higher education sectors of our state education system can work towards building a highly efficient and functioning Hawaiian medium system for the children, students and families seeking this choice. KH‘UOK has a long standing track record in Hawaiian medium education leadership and has been preparing for this challenge with its laboratory and college students.

We see possibilities through this bill that will allow new innovations for Hawaiian language as a stronger P-25 Hawaiian medium system. This opportunity will allow the college to engage in new areas of Hawaiian language support including further expansion of Hawaiian language into the workforce. The momentum of the work must continue to support and be responsive to the aspirations of its students, families and communities whom have made tremendous commitment towards renormalization of Hawaiian as ‘ōlelo Hawai‘i grows throughout the system.

With all of the progress made we are only half way through the three-generation journey to revitalize, renormalize and ensure sustainability of ‘ōlelo Hawai‘i for the future generations. As an official language of the state, the legislature continues to maintain oversight through legislation that supports implementation, perpetuation and advancement of ‘ōlelo Hawai‘i in its homeland. On behalf of KH‘UOK College, its faculty and staff, I ask for your strong support by passing SB848 SD2 HD1.

Mahalo nui loa no ko ‘oukou kāko‘o ‘ana i ka ‘ōlelo Hawai‘i ma kēia mau ‘ōlelo ho‘oholo a no kēia mau makahiki lō‘ihi.

Mahalo nui.



Director, Ka Haka ‘Ula O Ke‘elikōlani College of Hawaiian Language

'O mākou, nā mea nona nā inoa ma lalo nā kumu a me nā limahana o Ka Haka
'Ula O Ke'elikōlani, he kāko'o i ka pila SB848 SD2 HD1

(We the undersigned teaching faculty and staff of Ka Haka 'Ula O Ke'elikōlani support the
intent and passage of SB 848 SD2 HD1

Signature

Home Community

Kalena Silva

Hilo, Hawai'i

Kuilei Kepia

Hilo, Hawai'i

~~Scott & A~~

Hilo, Hawai'i

Dina Akai

Hilo, Hawai'i

Nicholas

Hilo, Hawaii

Theresa

Hilo, Hawaii

Mua Vute

Pāhoa, Hawaii

Kaulana Dames

Kurtistown, Hawai'i

Kamela

Kalana, Hawai'i

Jabari

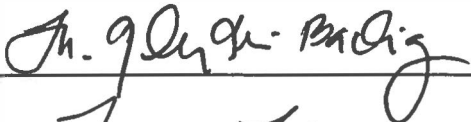




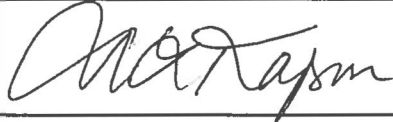
'Ō'ōkala, Hawai'i

Klean Co. Ke G

Hilo, Hawai'i

'O mākou, nā mea nona nā inoa ma lalo nā kumu a me nā limahana o Ka Haka 'Ula O Ke'elikōlani, he kāko'o i ka pila SB848 SD2 HD1

(We the undersigned teaching faculty and staff of Ka Haka 'Ula O Ke'elikōlani support the intent and passage of SB 848 SD2 HD1

Signature	Home Community
	Hilo
	Hilo - Waimoa
	Hilo
	Keaukaha
	Kilauea, Hawaii
	KEAUKAHA

From: mailinglist@capitol.hawaii.gov
Sent: Monday, March 20, 2017 12:30 PM
To: HEDtestimony
Cc: nellieod@yahoo.com
Subject: Submitted testimony for SB848 on Mar 21, 2017 14:02PM

SB848

Submitted on: 3/20/2017

Testimony for HED on Mar 21, 2017 14:02PM in Conference Room 309

Submitted By	Organization	Testifier Position	Present at Hearing
Erin ODonnell	Individual	Support	No

Comments: I am writing to let you know I am in strong support of this bill and ask that it be moved forward. Mahalo!

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From: mailinglist@capitol.hawaii.gov
Sent: Monday, March 20, 2017 12:06 PM
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Cc: kualii27@hawaii.edu
Subject: Submitted testimony for SB848 on Mar 21, 2017 14:02PM

SB848

Submitted on: 3/20/2017

Testimony for HED on Mar 21, 2017 14:02PM in Conference Room 309

Submitted By	Organization	Testifier Position	Present at Hearing
U?ilani Kuali?i	Individual	Support	No

Comments: Kāko’o piha au I ka ‘ōlelo Hawai’i. (I fully support the Hawaiian language.)

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Sent: Saturday, March 18, 2017 2:57 PM
To: HEDtestimony
Cc: kanaaninohea@gmail.com
Subject: Submitted testimony for SB848 on Mar 21, 2017 14:02PM

SB848

Submitted on: 3/18/2017

Testimony for HED on Mar 21, 2017 14:02PM in Conference Room 309

Submitted By	Organization	Testifier Position	Present at Hearing
Kananinohea Makaimoku	Individual	Support	No

Comments: Aloha, My name is Kanainohea Māka‘imoku and I am a first language ‘Ōlelo Hawai‘i speaker, a Nāwahī graduate, teacher, and parent, as well as a Ka Haka ‘Ula ‘O Ke‘elikōlani graduate. I am writing in strong support of Senate Bill 848, Relating to Higher Education. I believe this bill will allow new innovations for ‘Ōlelo Hawai‘i as a stronger P-25 Hawaiian medium system. This opportunity will allow the college to engage in new areas of Hawaiian language support thereby continuing the 30+ year effort to revitalize ‘Ōlelo Hawai‘i and the Native Hawaiian community as a whole. I strongly support this bill and hope for your favorable consideration of this measure. Mahalo for your time, Kananinohea Māka‘imoku

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Sent: Saturday, March 18, 2017 11:30 AM
To: HEDtestimony
Cc: rnamaka@gmail.com
Subject: Submitted testimony for SB848 on Mar 21, 2017 14:02PM

SB848

Submitted on: 3/18/2017

Testimony for HED on Mar 21, 2017 14:02PM in Conference Room 309

Submitted By	Organization	Testifier Position	Present at Hearing
Namaka	Individual	Support	No

Comments: Aloha Rep. Angus L.K. McKelvey, Chair; Rep. Mark J. Hashem, Vice Chair and members of the House Committee on Higher Education, 'O au 'o Nāmaka Rawlins. Kāko'o piha au i kēia pila. He kōkua nui kēia i nā haumāna kula ki'eki'e e 'imi ana i nā 'ai kulanui iā lākou ma ka papa 12 a me nā keiki kaiapuni e makemake ana e ho'omau i ke a'o ma hope o ka puka kula ki'eki'e i loko o ka 'ōlelo kūhelu o Hawai'i. SB 848 SD2 HD1 expands the Hawaiian college functions and allows for general education coursework in a pilot project ma ka 'ōlelo Hawai'i. This will allow access to dual credits for our kula kaiapuni seniors. Please support and pass this bill. Mahalo nui. Nāmaka Rawlins

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HAWAIIAN AFFAIRS CAUCUS
Democratic Party of Hawaii
e-mail: leimomikhan@gmail.com

LATE

LEGISLATIVE TESTIMONY
Committee on Higher Education
Hearing: Tuesday, March 21, 2017, 2:02 p.m.
State Capitol Conference Room 309

IN SUPPORT OF
SB848, SD2, HD1, Relating to Higher Education

Representative Angus L. K. McKelvey, Chair
Representative Mark J. Hashem, Vice Chair
Members of the House Committee on Higher Education

Aloha mai kākou

The Hawaiian Affairs Caucus of the Democratic Party of Hawai‘i urges your committee to support SB 848, SD2, HD1, Relating to Higher Education that would expand the Hawaiian language college’s functions; authorize a Hawaiian language medium general education coursework pilot project; support the development of an implementation plan for Hawaiian language instruction throughout the University of Hawaii system; and require the University of Hawaii to report to the legislature each year with information about efforts to implement education taught through the Hawaiian language.

The bill implements a recommendation of the working group created by the legislature to consider restructuring the Hawaiian language college to best serve the needs of the State, and to examine the expansion of the Hawaiian language instructions throughout the University of Hawaii system and the role of the Hawaiian language college in such system wide expansion. **While the bill proposes to expand the University of Hawaii at Hilo, Hawaiian Language College’s functions, we acknowledge the concerns expressed by the University of Hawaii System.**

Yet, we support HB848 SD2 HD1, because, as recognized by the University of Hawaii System, “...the UH Hilo College of Hawaiian Language has contributed greatly to the revitalization of the Hawaiian language, the establishment of immersion instruction in Hawaiian at the K-12 level, and the development of curricula and instructors of the Hawaiian language at all levels of education in our state. The faculty in the College are to be honored for their accomplishments. They are among the key pioneers who have educated a generation of instructors who now make it possible for students at all levels to learn and learn through the medium of Hawaiian language.” We see HB 848 SD2 HD1 as a means to further those achievements, and we believe that the expansion of authorities provided by HB 848 SD2 HD1 should not impede upon the University of Hawaii’s goals to, “develop the ability to teach general education

through the medium of Hawaiian” and “to mobilize faculty expertise and fluency across the UH system to begin such a program”.

This measure will build upon past achievements and is the logical step to the growth of the Hawaiian language, the native language of this State, and one of two official languages by the State of Hawaii Constitution.

We acknowledge and appreciate the historical support of the legislature in contributing to the growth of the Hawaiian language over the past twenty-years.

Me kealoha pumehana

LEIMOMI KHAN

Chair



LATE

KAMEHAMEHA SCHOOLS®

House Committee on Higher Education

Time: 2:02 p.m.

Date: March 21, 2017

Where: State Capitol Room 309

TESTIMONY

By Ka'ano'i Walk
Kamehameha Schools

To: Chair McKelvey, Vice Chair Hashem and Members of Committee on Higher Education

RE: **SB 848 SD2, HD1, RELATING TO HIGHER EDUCATION**

E ka Luna Ho'omalū McKelvey, ka Hope Luna Ho'omalū Hashem, a me nā Lālā o ke Kōmike Ho'ona'auao Kulanui o ka Hale o nā Lunamaka'āinana, 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.

SB 848 SD2, HD1, relating to higher education would expand the Hawaiian language college's functions, authorize a Hawaiian language medium general education coursework pilot project and support the development of an implementation plan for Hawaiian language instruction throughout the University of Hawai'i system. This bill requires the University of Hawai'i to report to the legislature each year about its efforts to implement education taught through the Hawaiian language. We are writing to provide **comments** on this measure.

As an educational institution that understands the significant impact of the renormalization and proliferation of 'ōlelo Hawai'i in our community and Hawai'i nei, we support the intent of developing general higher education instruction delivered through the Hawaiian language. We commend the legislature for supporting Hawaiian language revitalization and renormalization throughout the University of Hawai'i system, including at Ka Haka 'Ula o Ke'elikōlani. We believe that public policy is strengthened when shaped by community stakeholders through comprehensive and system-wide collaborations and are encouraged by the increased awareness fostered by dialogue around this measure.

Founded in 1887, Kamehameha Schools is an organization striving to advance a thriving Lāhui where all Native Hawaiians are successful, grounded in traditional values, and leading in the local and global communities. We believe that community success is individual success, Hawaiian culture-based education leads to academic success and local leadership drives global leadership.

'A'ohē hana nui ke alu 'ia. No task is too large when we all work together! Mahalo nui.

LATE

Bill: SB848 HD1

E ka lehua mamo i mohala maila ma 'ō a 'ō kēia pae'āina 'o Hawai'i nei, aloha nui 'oukou!

Dear House of representatives of this great state, Aloha!

My apologies for my late response to this bill as I have been having arduous time logging on to this website. My name is Stacey Kapuaokalani Ka'au'a and I am a student at Ka Haka 'Ula o Ke'elikōlani. I have been in the university of Hawai'i system for collectively for 15 years working on my degree in Hawaiian language. I am a full time business owner as well as a student. I am in support of SB848 HD1 to expand the Hawaiian language college's function that would allow Hawaiian language in general education. I haven't been as fortunate to receive Hawaiian language education in my youth as today's youth, so as I reflect upon the teachings that was bestowed upon me, I rejoice that the generations to come will be able to learn the first language of this land, not only in charter schools, but in every public school. The state has an obligation to support and help facilitate this endeavor for the perpetuation of this rich language, to see that all Hawai'i's children are able to access Hawaiian language.

My grandmother was a native from birth. I have inherited a nuance of Hawaiian language from her until her passing. My formal language learning began at the University system for we had no formal language syllabi operable at the DOE level in my youth. Today's youth however have the educator's proficient to administer such projects. Please support this endeavor for our people, not just for Hawaiian people, but for all Hawai'i's people.

Me ka ha'aha'a,

Kapua Ka'au'a