



# UNIVERSITY OF HAWAII SYSTEM

## Legislative Testimony

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Testimony Presented Before the  
House Committee on Education and  
House Committee on Higher Education & Technology  
Thursday, February 3, 2022 at 2:00 p.m.

By  
Nathan Murata, Dean  
College of Education  
And  
Michael Bruno, PhD  
Provost  
University of Hawai'i at Mānoa

### HB 2284 – RELATING TO EQUITABLE DISTRIBUTION OF GROW OUR OWN RESOURCES FOR HAWAIIAN IMMERSION TEACHERS

Chairs Woodson and Takayama, Vice Chairs Kapela and Clark, and members of the committees:

Thank you for the opportunity to provide testimony on HB 2284, relating to equitable distribution of grow our own resources for Hawaiian Immersion teachers.

The University of Hawai'i at Mānoa, College of Education supports the intent of HB 2284 relating to the equitable distribution of grow our own resources for Hawaiian Immersion teachers. The current grow our own initiative is a very successful program enabling many potential teacher candidates in hard-to-fill areas, STEM, and special education to enroll, complete, and become highly qualified educators for the State of Hawai'i. Candidates are able to complete the program in 1.5 years with some already on the job as emergency hires or long-term substitute teachers. The College of Education stands available to consult and work closely with the Hawai'i Department of Education.

Thank you for allowing our testimony on HB 2284.



## HB2284

RELATING TO EQUITABLE DISTRIBUTION OF GROW OUR OWN RESOURCES FOR  
HAWAIIAN IMMERSION TEACHERS  
Ke Kōmike Hale o ka Ho‘ona‘auao  
House Committee on Education

Pepeluali 3, 2022

2:00 PM

Hālāwai Keleka‘a‘ike

The Office of Hawaiian Affairs (OHA) **SUPPORTS** HB2284, which would provide an equitable distribution of resources, specifically for the “Grow Our Own” initiative (GOO), for Kumu Kaiapuni (Hawaiian Immersion teachers). **With the increasing demand and interest for Kula Kaiapuni (Hawaiian Immersion), this bill will ensure an equitable distribution of resources for needed qualified Kumu Kaiapuni to close the gap and need of approximately eighty Kumu Kaiapuni.**

Kula Kaiapuni celebrates over two decades of growth, expansion and success. Since its inception, funding for teacher positions has always been a key strategy to ensure the growth and vibrancy of the Department of Education’s (DOE) Hawaiian Language Immersion program, and, as a result, contributed to the vibrancy and growth of the language and culture of our Native Hawaiian people once near the brink of extinction. The success of the program is admired nationally and internationally, but much of this success is due to the commitment and diligence of ‘ohana as well as the hard work of kumu or teachers. This Legislative body has consistently supported the Hawaiian Language Immersion Program over the past twenty years, seeing it as a crucial vehicle in carrying out the provisions of Article X, Section 4, and Article XV, Section 4, of the Constitution of the State of Hawai‘i and provisions of Act 133, Session Laws of Hawai‘i 2004, and Act 159, Session Laws of Hawai‘i 2005. The Hawaiian language immersion program continues to play a central role in the perpetuation of Hawaiian culture, history, language, values, and practices as provided for by the Constitution of the State of Hawai‘i.

Despite the increasing demand and interest for kaiapuni, there has been inequitable distribution and unsustainable funding sources to support the increasing need for Kumu Kaiapuni. Data provided by the DOE indicates that of the 74 GOO applicants for the 2021 and 2022 cohorts, only 3 went to Hawaiian Studies teachers. Additionally and notably, Hawaiian studies is not the same as Hawaiian Immersion. **This bill will facilitate the State’s and DOE’s goals and policies by alleviating some of financial barriers to develop qualified kumu kaiapuni.**<sup>1</sup> Equitable distribution of resources will also

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<sup>1</sup> HAW. CONST. ART. X, SEC. 4; SEE BOARD OF EDUCATION POLICY 105-8.

facilitate the State of Hawai‘i in meeting its obligation under the Hawai‘i State Constitution, Article X, Section 4, to provide access to Hawaiian education programs consisting of language, culture, and history in the public schools, and the DOE’s goals towards equity.

The COVID-19 pandemic has underscored the unique impacts and need for Kumu Kaiapuni. Additionally, Kaiapuni students have been disparately impacted by the COVID-19 pandemic when students were forced to utilize distance learning and the lack of availability and accessibility to Kumu Kaiapuni and Kaiapuni resources. “Opportunity to Learn” data further illustrates the unique challenges experienced by kaiapuni students.<sup>2</sup>

Accordingly, OHA urges the Committee to **PASS** HB2284. Mahalo nui for the opportunity to testify on this important issue.

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<sup>2</sup> Pohai Shultz, Hālāwai ‘Aha Kauleo: Updates September 2021, Sept. 11, 2021, available at <https://drive.google.com/file/d/1gDv09hte2MlcUrUa71XZBrFDun96jHQ7/view>.

DAVID Y. IGE  
GOVERNOR



JOHN S.S. KIM  
CHAIRPERSON

STATE OF HAWAII  
**STATE PUBLIC CHARTER SCHOOL COMMISSION**  
**(‘AHA KULA HO‘ĀMANA)**

<http://CharterCommission.Hawaii.Gov>  
1111 Bishop Street, Suite 516, Honolulu, Hawaii 96813  
Tel: (808) 586-3775 Fax: (808) 586-3776

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FOR: HB2284 Relating to Equitable Distribution of Grow Our Own Resources for Hawaiian Immersion Teachers

DATE: February 3, 2022

TIME: 2:00 P.M.

COMMITTEE: Committees on Education and Higher Education & Technology

ROOM: Conference Room 309 & Videoconference

FROM: Yvonne Lau, Interim Executive Director  
State Public Charter School Commission

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Chair Woodson, Vice Chair Kapela, Chair Takayama, Vice Chair Clark and members of the Committees on Education and Higher Education & Technology:

The State Public Charter School Commission (“Commission”) appreciates the opportunity to offer **SUPPORT with comments on HB2284** which establishes a stipend program to be administered by the Department of Education for public school students enrolled in a teacher education program at the University of Hawaii and who agree to teach in the public school system for 5 years and appropriates moneys.

The Commission respectfully requests that the Committees consider including language to explicitly include public charter school students as well since they are also public school students and we want to ensure that all public school students have access to this stipend program. Additionally, we ask that language be added to allow them to receive this stipend should they choose to teach in a public school, including a public charter school as well.

As a point of reference, among the current portfolio of public charter schools six (6) of our public charter schools are Kaiapuni, Hawaiian Immersion School.

The Commission is available to work with this committee, the DOE, and our public charter schools in moving this legislation forward.

Thank you for the opportunity to provide this testimony.



**TO:** Representative Justin H. Woodson, Chair, Committee on Education  
Representative Jeanne Kapela, Vice Chair, Committee on Education, and Members  
  
Representative Gregg Takayama, Chair, Committee on Higher Education & Technology  
Representative Linda Clark, Vice Chair, Committee on Higher Education & Technology, and  
Members

**FROM:** Jonathan K. Osorio, PhD  
Dean, Hawaiʻinuiākea School of Hawaiian Knowledge

**RE:** **HB 2284**  
**Hearing on February 3rd, 2022**  
**IN STRONG SUPPORT of HB2284**

Aloha mai e na poʻo a me nā lālā o ka Aha Olelo,

My name is Jonathan K Osorio and I am an educator, a supporter of Kula Kaiapuni and a member of ʻAha Kauleo. I am testifying in favor of HB2284 - Relating to Equitable Distribution of Grow Our Own Resources for Hawaiian Immersion Teachers. The requirement to teach our language and our culture is enshrined in the 1978 amendments to the State Constitution. But Hawaiʻi has moral and practical imperatives as well as legal obligations to vigorously support ʻŌlelo Hawaiʻi as the State's second language. Strengthening the cultural identity of our Native Hawaiian kamaliʻi widens and fortifies the educational pipeline for Kanaka Maoli children to higher education and better economic opportunities while weakening the pipeline to houselessness, dependency and prisons.

Furthermore, I support HB2284 for the following reasons

- The demand for teachers well versed in Hawaiian language and culture is an ongoing area of need and statewide concern
- The United States Department of Education has identified Hawaiian language and Hawaiian language immersion (HLI) as Federal Teacher Shortage areas (Hawaiʻi Superintendent, 2019). This Federal designation, recognized by the State, demonstrates that there is a critical need to increase stakeholder access to Hawaiian language and pedagogical content courses, which will increase Hawaiian language fluency at both the pre-service and in-service levels.
- The Hawaiʻi State Teachers Association agrees with this assessment indicating that Hawaiian Immersion teachers are the foremost shortage within the Hawaiʻi DOE at this time.
- The Hawaiʻi Superintendent (2019) agreed that Hawaiian language immersion teachers are also a large shortage category of teaching positions within the Department.
- Approximately 50 kaiapuni teacher vacancies across the state for the start of school year 2021-2022. 30 more positions are needed to meet growth needs.
- The COVID-19 pandemic highlight unique challenges for kaiapuni and kumu kaiapuni as students were forced to distance learning with limited to no available resources.
- This bill will create a “Hawaiʻi teacher stipend program” to be administered by the Department of Education to address the shortfall of licensed Hawaiian immersion by financially supporting students in teacher education programs at the University of Hawaiʻi.

- The current Grow Our Own program does not specify monies to meet the critical need of Hawaiian immersion teachers.

I urge the Committee to PASS HB2284. Mahalo for the opportunity to testify.

**E OLA MAU KA 'ŌLELO HAWAI'I!!!**

DAVID Y. IGE  
GOVERNOR



CRAIG K. HIRAI  
DIRECTOR

GLORIA CHANG  
DEPUTY DIRECTOR

EMPLOYEES' RETIREMENT SYSTEM  
HAWAII EMPLOYER-UNION HEALTH BENEFITS TRUST FUND  
OFFICE OF THE PUBLIC DEFENDER

**STATE OF HAWAII**  
**DEPARTMENT OF BUDGET AND FINANCE**  
P.O. BOX 150  
HONOLULU, HAWAII 96810-0150

ADMINISTRATIVE AND RESEARCH OFFICE  
BUDGET, PROGRAM PLANNING AND  
MANAGEMENT DIVISION  
FINANCIAL ADMINISTRATION DIVISION  
OFFICE OF FEDERAL AWARDS MANAGEMENT (OFAM)

**WRITTEN ONLY**  
TESTIMONY BY CRAIG K. HIRAI  
DIRECTOR, DEPARTMENT OF BUDGET AND FINANCE  
TO THE HOUSE COMMITTEES ON EDUCATION AND  
HIGHER EDUCATION & TECHNOLOGY  
ON  
HOUSE BILL NO. 2284

**February 3, 2022**  
**2:00 p.m.**  
**Room 309 and Videoconference**

**RELATING TO EQUITABLE DISTRIBUTION OF GROW OUR OWN RESOURCES  
FOR HAWAIIAN IMMERSION TEACHERS**

The Department of Budget and Finance (B&F) offers comments on this bill.

House Bill No. 2284 adds two new sections to Chapter 302A, HRS, to establish:

1) the Hawai'i Teacher Stipend Program (HTSP) to be administered by the Department of Education (DOE) to address the shortfall of licensed teachers in DOE schools, especially in Hawaiian immersion and identified shortage area schools; and 2) the HTSP Special Fund into which shall be deposited legislative appropriations and all moneys received as repayment from students due to a breach in contractual agreements under the HTSP. The bill also appropriates an undetermined sum of general funds for FY 23.

B&F notes that, with respect to the general fund appropriation in this bill, the federal Coronavirus Response and Relief Supplemental Appropriations Act requires that states receiving Elementary and Secondary School Emergency Relief (ESSER) II funds and Governor's Emergency Education Relief II funds must maintain state support for:

- Elementary and secondary education in FY 22 at least at the proportional level of the state's support for elementary and secondary education relative to the state's overall spending, averaged over FYs 17, 18 and 19; and
- Higher education in FY 22 at least at the proportional level of the state's support for higher education relative to the state's overall spending, averaged over FYs 17, 18 and 19.

Further, the federal American Rescue Plan (ARP) Act requires that states receiving ARP ESSER funds must maintain state support for:

- Elementary and secondary education in FY 22 and FY 23 at least at the proportional level of the state's support for elementary and secondary education relative to the state's overall spending, averaged over FYs 17, 18 and 19; and
- Higher education in FY 22 and FY 23 at least at the proportional level of the state's support for higher education relative to the state's overall spending, averaged over FYs 17, 18 and 19.

The U.S. Department of Education has issued rules governing how these maintenance of effort (MOE) requirements are to be administered. B&F will be working with the money committees of the Legislature to ensure that the State of Hawai'i complies with these ESSER MOE requirements.

Thank you for your consideration of our comments.





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

**Date:** 02/03/2022  
**Time:** 02:00 PM  
**Location:** 309 Via Videoconference  
**Committee:** House Education  
House Higher Education & Technology

**Department:** Education

**Person Testifying:** Keith T. Hayashi, Interim Superintendent of Education

**Title of Bill:** HB 2284 RELATING TO EQUITABLE DISTRIBUTION OF GROW OUR OWN RESOURCES FOR HAWAIIAN IMMERSION TEACHERS.

**Purpose of Bill:** Establishes a stipend program to be administered by the Department of Education for students enrolled in a teacher education program at the University of Hawaii and who agree to teach in the public school system for 5 years. Appropriates moneys.

**Department's Position:**

The Hawaii State Department of Education (Department) supports HB 2284 to establish a grow-our-own stipend program for Hawaiian Immersion teachers.

With funding provided through legislative appropriations since 2017, the Department has made available an average of 30 stipends per year to grow our own teaching candidates in teacher shortage content areas, including Hawaiian Immersion. The Department has also engaged in discussions with University of Hawaii programs to further expand and support Hawaiian Immersion teacher preparation.

The Department appreciates this proposal and the potential inclusion of funding but asks that any additional funding does not affect the Department's top budget priorities to restore funds that were reduced as a result of the fiscal fallout from COVID-19 and funding of existing budget shortfalls that were included in the Department's supplemental budget request. Without those funds, the Department will face severe constraints on its ability to continue to promote equity and access to needed resources and support for students and staff.

Thank you for the opportunity to testify in support of HB 2284.



Osa Tui, Jr.  
President  
Logan Okita.  
Vice President  
Lisa Morrison  
Secretary-Treasurer  
Wilbert Holck  
Executive Director

TESTIMONY BEFORE THE HOUSE COMMITTEE ON EDUCATION AND THE  
COMMITTEE ON HIGHER EDUCATION & TECHNOLOGY

RE: HB 2284 – RELATING TO EQUITABLE DISTRIBUTION OF GROW OUR  
OWN RESOURCES FOR HAWAIIAN IMMERSION TEACHERS

THURSDAY, FEBRUARY 4, 2022

OSA TUI, JR., PRESIDENT  
HAWAII STATE TEACHERS ASSOCIATION

Chair Woodson, Chair Takayama, and Committee members:

The Hawaii State Teachers Association **supports HB 2284**, relating to equitable distribution of grow our own resources for Hawaiian immersion teachers. This bill establishes a stipend program to be administered by the Department of Education for students enrolled in a teacher education program at the University of Hawaii and who agree to teach in the public school system for 5 years. Appropriates moneys.

There is a shortage of Hawaiian immersion teachers and it has reached a crucial point in the last decade. Approximately fifty Hawaiian immersion teacher vacancies were advertised this year and another thirty positions will be needed to address school growth. Equitable distribution of resources, particularly with the grow our own initiative, will provide much-needed and sustained funding to meet Hawaiian immersion teacher shortages. Equitable distribution of resources will also facilitate the State of Hawaii in meeting its obligation under the Hawaii State Constitution, article X, section 4, to provide access to Hawaiian education programs consisting of language, culture, and history in the public schools, and the department of education's goals towards equity.

With the state's goal of expanding Hawaiian Immersion in our public schools, including our public charter schools, the Hawaii State Teachers Association asks your committee to **support** this bill, to move forward on this promise.



## Testimony of the 'Aha Pūnana Leo to the House Committee on Education and House Committee on Higher Education and Technology

96 Pu'uhonu Place  
Hilo, HI 96720  
(808) 935-4304  
(808) 969-7512  
ahapunanaleo.org

Date: February 3, 2022  
Time: 2:00PM  
Location: State Capitol, Room 309

### **Ka Papa Alaka'i** **Board of Directors**

Kauanoë Kamañā  
Pelekikena

'Alohilani Rogers  
Kākau'Ōlelo

Larry Kimura

William H. Wilson

Ki'ope Raymond

Huilau Wilson

Keawe Lopes

H.B. 2284: Relating to Equitable Distribution of Grow Our Own Resources for Hawaiian Immersion Teachers

Aloha Chair Woodson and Vice Chair Kapela; Chair Takayama and Vice Chair Clark and members of the Committees,

'O wau 'o Ka'iulani Laeha, ka Luna Ho'okele o ka 'Aha Pūnana Leo. Kāko'o 'ia H.B. 2284.

My name is Ka'iulani Laeha, CEO, 'Aha Pūnana Leo.

### **Ka Luna Ho'okele** **Chief Executive Officer**

Ka'iulani J.K.N. Laehā

The 'Aha Pūnana Leo supports H.B. 2284 relating to Hawai'i teacher stipend program.

### **Ka Luna Ho'okō** **Chief Operating Officer**

K. Sean Kekina

As the only statewide early learning provider conducted in the medium of 'Ōlelo Hawai'i for Hawai'i's infants, toddlers, and preschoolers we have advocated for nearly 40 years in fulfilling the vision of E Ola Ka 'Ōlelo Hawai'i, Hawaiian language shall live. H.B. 2284 will give a much needed incentive for those wishing to become teachers in our Hawaiian language medium schools in public department and charter schools where our Pūnana Leo graduates attend.

### **Nā Papahana** **Pūnana Leo** **Pūnana Leo Programs**

#### **Aukukui**

#### **Hale Kipa 'Ōiwi**

#### **Kula Kamali'i**

Pūnana Leo o Hilo

Pūnana Leo o Kaua'i

Pūnana Leo o Maui

Pūnana Leo o Moloka'i

Pūnana Leo o Wai'anae

Pūnana Leo o Kona

Pūnana Leo o Waimea

Pūnana Leo o Mānoa

Pūnana Leo o Ko'olau Poko

Pūnana Leo o Lahaina

Pūnana Leo o Hāna

Pūnana Leo o Nu'uauu

Pūnaana Leo o Waialua

We appreciate this opportunity to provide **support H.B. 2284.**

Mahalo nui,

Ka'iulani Laeha  
Luna Ho'okele o ka 'Aha Pūnana Leo



# Kamehameha Schools®

House Committees on Education and  
Higher Education & Technology

Time: 2:00 p.m.

Date: February 3, 2022

Where: Conference Room 309

## TESTIMONY

By Dr. Wai‘ale‘ale Sarsona  
Kamehameha Schools

**RE: HB 2284, Relating to Equitable Distribution of Grow Our Own Resources for Hawaiian Immersion Teachers**

E ka Luna Ho‘omalua Woodson, ka Hope Luna Ho‘omalua Kapela, ka Luna Ho‘omalua Takayama, ka Hope Luna Clark, a me nā Lālā o kēia mau Kōmike ‘elua o ka Hale o nā Lunamaka‘āinana, aloha kākou! My name is Dr. Wai‘ale‘ale Sarsona, Vice President of Hi‘ialo at Kamehameha Schools.

Kamehameha Schools **supports** HB 2284, which establishes a stipend program to be administered by the Department of Education for students enrolled in a teacher education program at the University of Hawai‘i and who agree to teach in the public school system for 5 years. This measure also appropriates funding.

‘Ōlelo Hawai‘i is the language of our home—being used and celebrated by thousands across Hawai‘i in government, education and commerce alike. In 1978, through a state constitutional convention, the convention delegates restored the Hawaiian language as an official language and instructed that a Hawaiian education program be provided in the public schools to revive and preserve ‘ōlelo Hawai‘i to rectify the ill effects of Hawaiian language suppression.

The proposed stipend program articulates a financially supportive pathway for prospective public education teachers being educated in our state university system to shorten the gap in licensed-teacher shortage area schools, like Hawaiian immersion. The great need in Hawaiian immersion teaching is evidenced by the reporting that approximately fifty (50) Hawaiian language immersion teacher vacancies were advertised this school year and an estimated thirty (30) more teacher positions are needed to address school growth demands. This bill proposes to not only address the shortfall of licensed teachers in our public schools but to also support the revival and renormalization of our home language: ‘ōlelo Hawai‘i.

Founded in 1887, Kamehameha Schools is an educational organization striving to restore our people through education and 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‘ohe ‘ulu e loa‘a i ka pōkole o ka lou. There is no success without preparation. **Please advance this measure.**

**HB-2284**

Submitted on: 2/2/2022 11:52:26 AM

Testimony for EDN on 2/3/2022 2:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Remote Testimony Requested</b>
Brandi Ahlo	Ka Aumanu	Support	No

Comments:

**TO: Representative Justin H. Woodson, Chair, Committee on Education**

**Representative Jeanne Kapela, Vice Chair, Committee on Education, and Members**

**Representative Gregg Takayama, Chair, Committee on Higher Education & Technology**

**Representative Linda Clark, Vice Chair, Committee on Higher Education & Technology, and Members**

**FROM: BRANDI AHLO**

**Ka 'Aumanu (501c3 non-profit)**

**RE: HB 2284**

**Hearing on February 3rd, 2022**

**IN STRONG SUPPORT of HB2284**

**Aloha mai e na poo a me na lala o ka Aha Olelo,**

**My name is BRANDI AHLO and I am parent, supporter, Pelekikena (president) of Ka 'Aumanu which is a 501c3 non-profit that supports Hawaiian medium early education in**

**the ahupua‘a of Mānoa and support the ‘Aha Kauleo in their decisions on Hawaiian Immersion education.**

**I am testifying in favor of HB2284 - Relating to Equitable Distribution of Grow Our Own Resources for Hawaiian Immersion Teachers.**

**Consider these points:**

- **The demand for teachers well versed in Hawaiian language and culture is an ongoing area of need.**
- **The United States Department of Education has identified Hawaiian language and Hawaiian language immersion (HLI) as Federal Teacher Shortage areas (Hawai‘i Superintendent, 2019). This Federal designation, recognized by the State, demonstrates that there is a critical need to increase stakeholder access to Hawaiian language and pedagogical content courses, which will increase Hawaiian language fluency at both the pre-service and in-service levels.**
- **The Hawai‘i State Teachers Association agrees with this assessment indicating that Hawaiian Immersion teachers are the foremost shortage within the Hawai‘i DOE at this time.**
- **The Hawai‘i Superintendent (2019) agreed that Hawaiian language immersion teachers are also a large shortage category of teaching positions within the Department.**
  
- **Approximately 50 kaiapuni teacher vacancies across the state for the start of school year 2021-2022. 30 more positions are needed to meet growth needs.**
- **The COVID-19 pandemic highlight unique challenges for kaiapuni and kumu kaiapuni as students were forced to distance learning with limited to no available resources.**
- **Many solutions were brought up to support hard to fill but they don‘t support Hawaiian immersion education**
- **Currently, the funds are not designated for Hawaiian immersion positions so it is only if there are leftover monies.**
- **Currently UH Mānoa students are the only ones that could benefit however UH Hilo is also 1 of the 2 SATEP approved programs that prepares kumu kaiapuni.**
- **This bill will create a “Hawai‘i teacher stipend program” to be administered by the Department of Education to address the shortfall of licensed Hawaiian immersion by financially supporting students in teacher education programs at the University of Hawai‘i.**
- **The current Grow Our Own program does not specify monies to meet the critical need of Hawaiian immersion teachers.**



**In conclusion Ka 'Aumanu supports this bill as it will greatly affect our keiki when they graduate to grade M-12 and above.**

**I/we urge the Committee to PASS HB2284. Mahalo for the opportunity to testify.**

**E OLA MAU KA 'OLELO HAWAI'I!!!**



*Nā Leo Kāko‘o O Maui, Inc.*

*P.O. Box 1913 • Wailuku, HI 96793*

*The non-profit support group of Kula Kaiapuni O Maui*

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**TO:** Representative Justin H. Woodson, Chair, Committee on Education  
Representative Jeanne Kapela, Vice Chair, Committee on Education, and Members

Representative Gregg Takayama, Chair, Committee on Higher Education & Technology  
Representative Linda Clark, Vice Chair, Committee on Higher Education & Technology, and  
Members

**FROM:** Sesame Shim  
President of Nā Leo Kāko‘o o Maui, LLC.

**RE: HB 2284**  
**Hearing on February 3rd, 2022**  
**IN STRONG SUPPORT of HB2284**

Aloha mai e na poo a me na lala o ka Aha Olelo,

I am first a parent of a child who attends Ke Kula Kaiapuni o Maui ma Kalama (Hawaiian Immersion school at Kalama Intermediate). I have been an active parent in supporting our 501c3 non-profit parent support group, Nā Leo Kāko‘o o Maui, since my son started in the year 2015. Our non-profit supports doing fundraisers that provide opportunities for our keiki to go on various field trips, cultural events, and graduation events. It also supports our teachers with any necessary supplies that are not provided by the DOE. We also host educational events that teach our community of the value of Kaiapuni education and how we can grow and support our keiki in this school.

I am writing today as the President of Nā Leo Kāko‘o o Maui, who supports over 500 families who have keiki in Ke Kula Kaiapuni o Maui ma Pā‘ia, Kalama, and Kekaulike (Hawaiian Immersion schools at Pā‘ia Elementary, Kalama Intermediate, and Kekaulike High School).

I am testifying in favor of HB2284 - *Relating to Equitable Distribution of Grow Our Own Resources for Hawaiian Immersion Teachers.*

Here are some reasons for the support of this bill:

- The demand for teachers well versed in Hawaiian language and culture is an ongoing area of need.
- The United States Department of Education has identified Hawaiian language and Hawaiian language immersion (HLI) as Federal Teacher Shortage areas (Hawai‘i Superintendent,



*Nā Leo Kāko‘o O Maui, Inc.*

*P.O. Box 1913 • Wailuku, HI 96793*

*The non-profit support group of Kūla Kaiapuni O Maui*

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2019). This Federal designation, recognized by the State, demonstrates that there is a critical need to increase stakeholder access to Hawaiian language and pedagogical content courses, which will increase Hawaiian language fluency at both the pre-service and in-service levels.

- The Hawai‘i State Teachers Association agrees with this assessment indicating that Hawaiian Immersion teachers are the foremost shortage within the Hawai‘i DOE at this time.
- The Hawai‘i Superintendent (2019) agreed that Hawaiian language immersion teachers are also a large shortage category of teaching positions within the Department.
- Approximately 50 kaiapuni teacher vacancies across the state for the start of school year 2021-2022. 30 more positions are needed to meet growth needs.
- The COVID-19 pandemic highlights unique challenges for kaiapuni and kumu kaiapuni as students were forced to distance learning with limited to no available resources.
- Many solutions were brought up to support hard to fill but they don‘t support Hawaiian immersion education
- Currently, the funds are not designated for Hawaiian immersion positions so it is only if there are leftover monies.
- Currently UH Mānoa students are the only ones that could benefit however UH Hilo is also 1 of the 2 SATEP approved programs that prepares kumu kaiapuni.
- This bill will create a “Hawai‘i teacher stipend program” to be administered by the Department of Education to address the shortfall of licensed Hawaiian immersion by financially supporting students in teacher education programs at the University of Hawai‘i.
- The current Grow Our Own program does not specify monies to meet the critical need of Hawaiian immersion teachers.

In conclusion I am writing in STRONG SUPPORT of HB2284

We, Nā Leo Kāko‘o o Maui, urge the Committee to PASS HB2284. Mahalo for the opportunity to testify.

**E OLA MAU KA ‘ŌLELO HAWAI‘I!!!**

Hui Makua o Pū'ōhala / 45-233 Kulauli St. Kāne'ōhe, Hawai'i /  
[HuiMakuaOPuohala@gmail.com](mailto:HuiMakuaOPuohala@gmail.com)

House Committees on Education and  
Higher Education & Technology

Pō'ahā, Pepeluali 3, 2022  
2:00 o ka 'auinalā  
Lumi Kūkā 309

RE: HB 2284, Relating to Equitable Distribution of Grow Our Own Resources for Hawaiian Immersion Teachers

Aloha mai e nā Luna Ho'omalū Woodson a me Takayama, nā Hope Luna Ho'omalū Kapela a me Clark, a me nā lālā o kēia mau Kōmike 'elua o ka Hale o nā Lunamaka'āinana.

We are the Hui Makua o Pū'ōhala (HMOP), a 501(c)(3) non-profit organization operated by volunteer parents of keiki attending Ke Kula Kaiapuni o Pū'ōhala, with a mission to support the success and activities of Ke Kula Kaiapuni O Pū'ōhala (the Hawaiian Language Immersion School at Pū'ōhala Elementary).

We offer our **strong support** of HB 2284, which establishes a stipend program to be administered by the Department of Education for students enrolled in a teacher education program at the University of Hawai'i and who agree to teach in the public school system for 5 years and appropriate funding. We humbly request that this measure advances.

We know first hand that the demand for teachers knowledgeable in Hawaiian language and culture is an ongoing area of need. The United States Department of Education has identified Hawaiian language and Hawaiian language immersion (HLI) as Federal Teacher Shortage areas (Hawai'i Superintendent, 2019). This Federal designation, recognized by the State, demonstrates that there is a critical need to increase stakeholder access to Hawaiian language and pedagogical content courses, which will increase Hawaiian language fluency at both the pre-service and in-service levels. The Hawai'i Superintendent (2019) agreed that Hawaiian language immersion teachers are also a large shortage category of teaching positions within the Department. At the start of school year 2021-2022, there are approximately 50 Kaiapuni teacher vacancies statewide and about 30 more positions are needed to meet growth demands. As announced by our principal, the Kaiapuni pathway of our school community will soon expand from high school and we need to assist all kumu interested to fulfill their teaching and accreditation goals.

We welcome communication and updates at [HuiMakuaOPuohala@gmail.com](mailto:HuiMakuaOPuohala@gmail.com), and visits at our website [www.HuiMakuaOPuohala.weebly.com](http://www.HuiMakuaOPuohala.weebly.com).

Ke aloha nō,

Board Members of Hui Makua O Pū'ōhala

Brandi Cutler	Ku'ulei Malohi
Jenny Bishop	Ka'ano'i Walk
Lehua Coloma	Amber Tenn



February 2, 2022

TO: House Committee on Education- Chair Woodson & Vice Chair Kapela

House Committee on Higher Education and Technology- Chair Takayama & Vice Chair Clark

House Committee on Finance- Chair Luke & Vice Chair Cullen

FR: Kanaeokana Network

RE: IN SUPPORT OF HB2284 RELATING TO EQUITABLE DISTRIBUTION OF GROW OUR OWN RESOURCES FOR HAWAIIAN IMMERSION TEACHERS

Aloha Chairs, Vice Chairs and Committee Members:

Kanaeokana is in support of HB 2284, a needed measure that will create a stipend program to be administered by the Department of Education for students enrolled in a teacher education program at the University of Hawaii and who agree to teach in the public school system for 5 years. The Kaneokana Network includes membership of DOE Hawaiian Language Immersion Program sites, all 17 Hawaiian Focused Charter Schools (HFCS), and over 50 other Hawaiian education organizations..

HB2284 targets teachers who will enter into a teaching position in the Department of Education's Hawaiian language immersion program site or in a Hawaiian immersion Public Charter school. Kanaeokana actively works with these schools and teacher preparation programs at UH Mānoa's College of Education, UH Hilo's Kahuawaiola indigenous teacher education program, and UH West O'ahu BEd program to train and ensure we have highly qualified teachers for these K-12 public education programs.

The Hawaiian language immersion programs in our K-12 public schools is the sole vehicle of the State of Hawai'i to support the revitalization of the Hawaiian language. As an added reason to support HB2284, the United Nations Educational, Scientific and Cultural Organization currently classifies 'ōlelo Hawai'i as a severely endangered language, meaning that immediate remedial action is needed to prevent its extinction. Professor O'Grady of UH Mānoa Linguistics further opined that relying on school-based language immersion programs in which children have the opportunity to hear and use the language for several hours a day is 'the only realistic

course of action' to revive the language.". [Clarabal v. Department of Education, 145 Hawai'i 69 (2019)].

We humbly request support for this critical measure to ensure an adequate supply of highly trained and prepared teachers so that the revitalization of the Hawaiian language, an endangered language, may increase.

Mahalo,

Kanaeokana

[advocacy@kanaeokana.ne](mailto:advocacy@kanaeokana.ne)

Date: February 2, 2022

To: Representative Justin H. Woodson, Chair, Committee on Education  
Representative Jeanne Kapela, Vice Chair, Committee on Education, and Members  
Representative Gregg Takayama, Chair, Committee on Higher Education & Technology  
Representative Linda Clark, Vice Chair, Committee on Higher Education & Technology,  
and Members

From: Kahele Dukelow, Luna Ho'omalulu (President)  
'Aha Kauleo, Hui of Hawaiian Immersion Schools  
Advisory to the Office of Hawaiian Education

RE: **STRONG Support** for **HB2284** - *Relating to Equitable Distribution of Grow Our Own Resources for Hawaiian Immersion Teachers*

The Aha Kauleo (AKL) is the statewide council for the Papahāna Kaiapuni which provides proactive leadership, direction, and advocacy for the development and growth of its Hawaiian medium schools, and advises directly through the Office of Hawaiian Education of the Department of Education. AKL consists of parent and teacher representatives per elementary (K-6) and secondary grades (6-12) and/or from each Hawaiian medium education site, and a principal representative, along with representatives from the University of Hawaii Hilo and Manoa, Brigham Young University-Hawaii, University of Hawaii-Maui College, Aha Punana Leo, Office of Hawaiian Affairs, Kamehameha Schools/Bishop Estate, and the Queen Liliuokalani Children's Center.

Aha Kauleo is writing in **strong support** of HB224 to establish Grow Our Own (GOO) resources for Hawaiian Immersion Teachers, as there has been and continues to be an urgent demand for teachers well versed in Hawaiian language and culture. The United States Department of Education has identified Hawaiian language and Hawaiian language immersion (HLI) as a Federal Teacher Shortage area (Kishimoto, 2019). This Federal designation, recognized by the State, demonstrates that there is a critical need to increase stakeholder access to Hawaiian language and pedagogical content courses (i.e., teacher preparation programs), which will increase Hawaiian language fluency at both the pre-service teacher and in-service teacher levels.

The COVID-19 pandemic has exasperated the challenges that already existed because of the teacher shortage. At the start of the school year 2021-2022, there were approximately fifty (50) Hawaiian language immersion teacher vacancies across the state.

Currently, there aren't funds designated for Hawaiian language immersion (HLI) positions and/or teacher candidates. HB2284 allocates a percentage of the funds to support HLI candidates. In addition, students at the University of Hawaii at Manoa's State Approved Teacher Education Program (SATEP) are the only candidates eligible to apply for the current funds, and HLI candidates are not a priority (e.g., MEt secondary listed 4th; MEt/BEt elementary did not make the list). HB2284 ensures that both Hawaiian Language Immersion SATEP (UH-Manoa and UH-Hilo) and all HLI students are supported.

HB2284 will secure the support needed for Hawaiian language immersion teacher candidates pursuing a teacher licensure at a SATEP in Hawaii, which will help create a steady stream of HLI licensed teachers to address this critical area of need.

The Aha Kauleo appreciates the opportunity to provide testimony in **strong support** of HB2284, and is urging the Committee on Education and the Committee on Higher Education & Technology to PASS HB2284.

**E OLA MAU KA 'ŌLELO HAWAI'I!**



**HB-2284**

Submitted on: 2/2/2022 8:29:33 PM

Testimony for EDN on 2/3/2022 2:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Remote Testimony Requested</b>
Antoinette K. Kealoha	Ke Kula Kaiapuni o Waimanalo	Support	No

Comments:

Kumu Kaiapuni Pathways- GOO Sample Testimony

Deadline 1:30pm

TO: Representative Justin H. Woodson, Chair, Committee on Education

Representative Jeanne Kapela, Vice Chair, Committee on Education, and Members

Representative Gregg Takayama, Chair, Committee on Higher Education & Technology

Representative Linda Clark, Vice Chair, Committee on Higher Education & Technology, and Members

FROM: [Full name]

[Group or organization you represent]

RE: HB 2284

Hearing on February 3rd, 2022

IN STRONG SUPPORT of HB2284

Aloha mai e na poo a me na lala o ka Aha Olelo,

[Introduce yourself]

My name is Antoinette Kealoha and I am kumu at Ke Kula Kaiapuni o Waimānalo.

I am testifying in favor of HB2284 - Relating to Equitable Distribution of Grow Our Own Resources for Hawaiian Immersion Teachers.

I strongly support HB2284. It's simple we need more kumu!

Consider these points:

- The demand for teachers well versed in Hawaiian language and culture is an ongoing area of need.
- The United States Department of Education has identified Hawaiian language and Hawaiian language immersion (HLI) as Federal Teacher Shortage areas (Hawai'i Superintendent, 2019). This Federal designation, recognized by the State, demonstrates that there is a critical need to increase stakeholder access to Hawaiian language and pedagogical content courses, which will increase Hawaiian language fluency at both the pre-service and in-service levels.
- The Hawai'i State Teachers Association agrees with this assessment indicating that Hawaiian Immersion teachers are the foremost shortage within the Hawai'i DOE at this time.
- The Hawai'i Superintendent (2019) agreed that Hawaiian language immersion teachers are also a large shortage category of teaching positions within the Department.
  
- Approximately 50 kaiapuni teacher vacancies across the state for the start of school year 2021-2022. 30 more positions are needed to meet growth needs.
- The COVID-19 pandemic highlight unique challenges for kaiapuni and kumu kaiapuni as students were forced to distance learning with limited to no available resources.
- Many solutions were brought up to support hard to fill but they don't support Hawaiian immersion education
- Currently, the funds are not designated for Hawaiian immersion positions so it is only if there are leftover monies.
- Currently UH Mānoa students are the only ones that could benefit however UH Hilo is also 1 of the 2 SATEP approved programs that prepares kumu kaiapuni.
- This bill will create a "Hawai'i teacher stipend program" to be administered by the Department of Education to address the shortfall of licensed Hawaiian immersion by financially supporting students in teacher education programs at the University of Hawai'i.

- The current Grow Our Own program does not specify monies to meet the critical need of Hawaiian immersion teachers.

Mahalo for this opportunity. HELP!

I/we urge the Committee to PASS HB2284. Mahalo for the opportunity to testify.

E OLA MAU KA 'ŌLELO HAWAI'I!!!

**HB-2284**

Submitted on: 2/1/2022 9:58:26 PM

Testimony for EDN on 2/3/2022 2:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Remote Testimony Requested</b>
Kimeona Kane	Individual	Support	No

Comments:

Aloha nui kākou,

O wau nō o Kimeona Kane, kupa wau o ka ‘āina o Waimānalo. Mahalo nui iā‘oukou no keā manawa kūpono i ka mahele ka mana‘o ka‘u o keā pila HB2284.

He mea nui keā no na po‘e Hawai‘i i keā pila no leila, nui ke aloha ka‘u no ka hana kūpono no ka ho‘omau ana i ka ōlelo hawai‘i.

Kāko‘o piha wau i keā pila me ka ha‘aha‘a. Mahalo mahalo mahalo nui iā‘oukou.

Me Ke Aloha,

Kimeona Kane

Aloha All,

I am Kimeona Kane, a native son of Waimānalo. Mahalo to you all for this opportunity to share my thoughts on this bill, HB2284.

This bill is of great importance for the people of Hawai‘i and so I have great appreciation for the hard work that perpetuates the Hawaiian language.

I humbly support this bill fully and thank you all so very much.

Much Appreciation,

Kimeona Kane

**HB-2284**

Submitted on: 2/1/2022 10:46:39 PM

Testimony for EDN on 2/3/2022 2:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Remote Testimony Requested</b>
Grace Bezilla	Individual	Support	No

Comments:

Kāko'o

**HB-2284**

Submitted on: 2/2/2022 6:23:15 AM

Testimony for EDN on 2/3/2022 2:00:00 PM

Submitted By	Organization	Testifier Position	Remote Testimony Requested
Priscila Leal Bluth	Individual	Support	No

Comments:

Aloha mai e na poo a me na lala o ka Aha Olelo,

'O Priscila Leal Bluth k'o inoa [My name is Priscila Leal bluth] and I am a makua [parent] and the parent representative for Ke Kula Kaiapuni o Nanakuli in 'Aha Kauleo.

I am testifying in **favor** of HB2284 - Relating to Equitable Distribution of Grow Our Own Resources for Hawaiian Immersion Teachers.

Please consider the following points:

1. The demand for teachers well versed in Hawaiian language and culture is an ongoing area of need.
2. The United States Department of Education has identified Hawaiian language and Hawaiian language immersion (HLI) as Federal Teacher Shortage areas (Hawai'i Superintendent, 2019). This Federal designation, recognized by the State, demonstrates that **there is a critical need to increase stakeholder access to Hawaiian language and pedagogical content courses**, which will increase Hawaiian language fluency at both the pre-service and in-service levels.
3. The Hawai'i State Teachers Association agrees with this assessment indicating that **Hawaiian Immersion teachers are the foremost shortage** within the Hawai'i DOE at this time.
4. The Hawai'i Superintendent (2019) agreed that Hawaiian language immersion teachers are also a large shortage category of teaching positions within the Department.
5. There were approximately 50 kaiapuni teacher vacancies across the state for the start of the school year 2021-2022. In addition, 30 positions are needed to meet growth needs.
6. The COVID-19 pandemic highlight unique challenges for kaiapuni and kumu kaiapuni as students were forced to distance learning with limited to no available resources.
7. Currently, the funds are not designated for Hawaiian immersion positions so it is only if there are leftover monies.
8. Currently UH Mānoa students are the only ones that could benefit however UH Hilo is also 1 of the 2 SATEP approved programs that prepares kumu kaiapuni.
9. This bill will create a "Hawai'i teacher stipend program" to be administered by the Department of Education to address the shortfall of licensed Hawaiian immersion by financially supporting students in teacher education programs at the University of Hawai'i.

**10. The current Grow Our Own program does not specify monies to meet the critical need of Hawaiian immersion teachers.**

In conclusion, I urge the Committee to **PASS** HB2284.

Mahalo for the opportunity to testify.

E OLA MAU KA 'ŌLELO HAWAI'I!!!

**HB-2284**

Submitted on: 2/2/2022 8:22:56 AM

Testimony for EDN on 2/3/2022 2:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Remote Testimony Requested</b>
Kamalani Johnson	Individual	Support	No

Comments:

I support.



**HB-2284**

Submitted on: 2/2/2022 8:44:45 AM

Testimony for EDN on 2/3/2022 2:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Remote Testimony Requested</b>
Tracy Kanahale	Individual	Support	No

Comments:

Rep. Justin H. Woodson & Rep. Jeanne Kapela

HB 2284 RELATING TO EQUITABLE DISTRIBUTION OF GROW OUR OWN RESOURCES FOR HAWAIIAN IMMERSION TEACHERS

Date: Thursday, February 3, 2022

Time: 2:00 PM

Place: via videoconference, conference room 309, State Capitol

IN SUPPORT

Aloha kākou. My name is Tracy Ku‘ulei Kanahale, a parent of children who attend Hawaiian language immersion schools.

I am testifying in favor of HB 2284, which establishes a stipend program to be administered by the Department of Education for students enrolled in a teacher education program at the University of Hawai‘i and who agree to teach in the public school system for 5 years. Our support for our local teachers, especially those able to teach in Hawaiian immersion schools, will help to normalize our state language so that Hawaiian can once again thrive in these islands.

In closing, I am reiterating my support of HB2284. Na‘u,

Tracy Ku‘ulei Kanahale

Hilo, Hawai‘i

**HB-2284**

Submitted on: 2/2/2022 9:04:27 AM

Testimony for EDN on 2/3/2022 2:00:00 PM

Submitted By	Organization	Testifier Position	Remote Testimony Requested
Brandi Cutler	Individual	Support	No

Comments:

2 February 2022

To Whom It May Concern:

As a mother to two students at Ke Kula Kaiapuni O Pū‘ōhala and a supporter of kaiapuni (Hawaiian language immersion education), **I strongly support [HB2284](#)**: which establishes a stipend program to be administered by the DOE for students enrolled in a teacher education program at UH and who agrees to teach in the public school system for five years; HB2284 addresses the equitable distribution of Grow Our Own resources for Hawaiian immersion. The growing kaiapuni program is hindered by staffing shortages; the DOE has an obligation to address this issue.

Mahalo nui for your legislative efforts around the educational well-being of our public schools, in particular Hawaiian language immersion schools. Windward's ‘ōlelo Hawai‘i community is grateful for your continuous support.

Ke aloha no kaiapuni a me nā keiki, Brandi Cutler, resident of Kāne‘ohe

**HB-2284**

Submitted on: 2/2/2022 9:23:15 AM

Testimony for EDN on 2/3/2022 2:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Remote Testimony Requested</b>
Hope McKeen	Individual	Support	No

Comments:

**Representative Justin H. Woodson, Chair, Committee on Education**

**Representative Jeanne Kapela, Vice Chair, Committee on Education, and Members**

**Representative Gregg Takayama, Chair, Committee on Higher Education & Technology**

**Representative Linda Clark, Vice Chair, Committee on Higher Education & Technology, and Members**

**FROM: Hope Pualani McKeen**

**RE: HB 2284**

**Hearing on February 3rd, 2022**

**IN STRONG SUPPORT of HB2284**

**Aloha nā kama ‘ōlelo Hawai‘i**

‘O wau nō ‘o Hope Pualani McKeen. No Waiākea, Hilo Hawai‘i mai au. He kumu kula no 17 makahiki.

**I am testifying in favor of HB2284 - Relating to Equitable Distribution of Grow Our Own Resources for Hawaiian Immersion Teachers. I support this measure for the following reasons.**

- **The demand for teachers well versed in Hawaiian language and culture is an ongoing area of need.**
- **The United States Department of Education has identified Hawaiian language and Hawaiian language immersion (HLI) as Federal Teacher Shortage areas (Hawai‘i Superintendent, 2019). This Federal designation, recognized by the State,**

**demonstrates that there is a critical need to increase stakeholder access to Hawaiian language and pedagogical content courses, which will increase Hawaiian language fluency at both the pre-service and in-service levels.**

- **The Hawai‘i State Teachers Association agrees with this assessment indicating that Hawaiian Immersion teachers are the foremost shortage within the Hawai‘i DOE at this time.**
- **The Hawai‘i Superintendent (2019) agreed that Hawaiian language immersion teachers are also a large shortage category of teaching positions within the Department.**
  
- **Approximately 50 kaiapuni teacher vacancies across the state for the start of school year 2021-2022. 30 more positions are needed to meet growth needs.**
- **The COVID-19 pandemic highlight unique challenges for kaiapuni and kumu kaiapuni as students were forced to distance learning with limited to no available resources.**
- **Many solutions were brought up to support hard to fill but they don‘t support Hawaiian immersion education**
- **Currently, the funds are not designated for Hawaiian immersion positions so it is only if there are leftover monies.**
- **Currently UH Mānoa students are the only ones that could benefit however UH Hilo is also 1 of the 2 SATEP approved programs that prepares kumu kaiapuni.**
- **This bill will create a “Hawai‘i teacher stipend program” to be administered by the Department of Education to address the shortfall of licensed Hawaiian immersion by financially supporting students in teacher education programs at the University of Hawai‘i.**
- **The current Grow Our Own program does not specify monies to meet the critical need of Hawaiian immersion teachers.**

**I urge the Committee to PASS HB2284. Mahalo for the opportunity to testify.**

Na‘u nō me ke aloha

Hope Pualani McKeen

**E OLA MAU KA ‘ŌLELO HAWAI‘I!!!**

**HB-2284**

Submitted on: 2/2/2022 9:45:05 AM

Testimony for EDN on 2/3/2022 2:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Remote Testimony Requested</b>
Kaori-Lei Hanohano	Individual	Support	No

Comments:

TO: Representative Justin H. Woodson, Chair, Committee on Education

Representative Jeanne Kapela, Vice Chair, Committee on Education, and Members

Representative Gregg Takayama, Chair, Committee on Higher Education & Technology

Representative Linda Clark, Vice Chair, Committee on Higher Education & Technology, and Members

FROM: Kaori-Lei Ka'imipono Hanohano

Community Member

RE: HB 2284

Hearing on February 3rd, 2022

IN STRONG SUPPORT of HB2284

Aloha mai e na poo a me na lala o ka Aha Olelo,

‘O Kaori-Lei Ka'imipono Hanohano ko'u inoa. No Maui mai au aka noho au ma ka mokupuni o O'ahu ma ka moku 'o Ko'olauloa ma ka 'ahupua'a 'o Ka'a'awa.

My name is Kaori-Lei Ka'imipono Hanohano and I am a parent of keiki who attend Hawaiian Immersion schools in Ko'olauloa, O'ahu and I'm a member of Hui Makua o Na Leo Kako'o o Ko'olauloa.lauloa which we have a representative from our group that is part of 'Aha Kauleo.

I am testifying in favor of HB2284 - Relating to Equitable Distribution of Grow Our Own Resources for Hawaiian Immersion Teachers.

- The demand for teachers well versed in Hawaiian language and culture is an ongoing area of need.

- The United States Department of Education has identified Hawaiian language and Hawaiian language immersion (HLI) as Federal Teacher Shortage areas (Hawai'i Superintendent, 2019). This Federal designation, recognized by the State, demonstrates that there is a critical need to increase stakeholder access to Hawaiian language and pedagogical content courses, which will increase Hawaiian language fluency at both the pre-service and in-service levels.
- The Hawai'i State Teachers Association agrees with this assessment indicating that Hawaiian Immersion teachers are the foremost shortage within the Hawai'i DOE at this time.

Na'u no,

Kaori-Lei Ka'imipono Hanohano

**HB-2284**

Submitted on: 2/2/2022 9:45:41 AM

Testimony for EDN on 2/3/2022 2:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Remote Testimony Requested</b>
Davelyn Lokelani Han	Individual	Support	No

Comments:

**TO: Representative Justin H. Woodson, Chair, Committee on Education**

**Representative Jeanne Kapela, Vice Chair, Committee on Education, and Members**

**Representative Gregg Takayama, Chair, Committee on Higher Education & Technology**

**Representative Linda Clark, Vice Chair, Committee on Higher Education & Technology, and Members**

**FROM: Davelyn Lokelani Han, Kumu**

**Kula Kaiapuni o Kualapu‘u - Kualapu‘u Public Conversion Charter School**

**Eia nō au, kekahi kua‘āina o ka ‘āina o ka pule o‘o, ka ‘āina momona, ke keiki o Moloka‘i Nui a Hina! Aloha mai e na poo a me na lala o ka Aha Olelo,**

**My name is Davelyn Lokelani Han and I am teacher at Kula Kaiapuni o Kualapu‘u, as well as a parent/grandparent of Kaiapuni students. I am testifying in favor of HB2284 - Relating to Equitable Distribution of Grow Our Own Resources for Hawaiian Immersion Teachers.**

**Consider these points:**

- The demand for teachers well versed in Hawaiian language and culture is an ongoing area of need.**
- The United States Department of Education has identified Hawaiian language and Hawaiian language immersion (HLI) as Federal Teacher Shortage areas (Hawai‘i Superintendent, 2019). This Federal designation, recognized by the State, demonstrates that there is a critical need to increase stakeholder access to Hawaiian**

language and pedagogical content courses, which will increase Hawaiian language fluency at both the pre-service and in-service levels.

- The Hawai‘i State Teachers Association agrees with this assessment indicating that Hawaiian Immersion teachers are the foremost shortage within the Hawai‘i DOE at this time.
- The Hawai‘i Superintendent (2019) agreed that Hawaiian language immersion teachers are also a large shortage category of teaching positions within the Department.
  
- Approximately 50 kaiapuni teacher vacancies across the state for the start of school year 2021-2022. 30 more positions are needed to meet growth needs.
- The COVID-19 pandemic highlight unique challenges for kaiapuni and kumu kaiapuni as students were forced to distance learning with limited to no available resources.
- Many solutions were brought up to support hard to fill but they don’t support Hawaiian immersion education
- Currently, the funds are not designated for Hawaiian immersion positions so it is only if there are leftover monies.
- Currently UH Mānoa students are the only ones that could benefit however UH Hilo is also 1 of the 2 SATEP approved programs that prepares kumu kaiapuni.
- This bill will create a “Hawai‘i teacher stipend program” to be administered by the Department of Education to address the shortfall of licensed Hawaiian immersion by financially supporting students in teacher education programs at the University of Hawai‘i.
- The current Grow Our Own program does not specify monies to meet the critical need of Hawaiian immersion teachers.

**I strongly urge the Committee to PASS HB2284. Mahalo for the opportunity to testify.**

**E OLA MAU KA ‘ŌLELO HAWAI‘I!!!**



**HB-2284**

Submitted on: 2/2/2022 10:23:52 AM

Testimony for EDN on 2/3/2022 2:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Remote Testimony Requested</b>
Waynele Yu	Individual	Support	No

Comments:

Aloha Chair Woodson, Chair Takayama, Vice Chair Kapela, Vice Chair Clark, and members of the Committee:

I am writing to submit testimony in strong support of HB 2284. I am an instructor at the University of Hawai'i at Mānoa College of Education teaching in a distance program that supports students in becoming licensed teachers across the state. My testimony is submitted as an individual and not as a representative of the University of Hawai'i.

Hawaiian Language Immersion teachers at all grade levels represent the greatest shortage area in the state (Kishimoto, 2019). The current Grow Our Own program has been effective at recruiting secondary teachers in high need areas like English, math, and science but fails to address the state's specific need to support Immersion education. I am actively involved in recruiting prospective teachers into our teacher preparation programs and the most common concern prospective students have is whether they can afford our program and whether they will earn enough money to sustain their families in Hawai'i on a teacher salary. Financial concerns are the largest reason for declining their offers of admission.

I am not Native Hawaiian but I recognize the ways Immersion education benefits all people of Hawai'i by revitalizing 'Ōlelo Hawai'i and strengthening our education system through Native Hawaiian values. Hawaiian Language Immersion programs are invaluable to our public education system and cannot flourish without financial support. I urge you to vote in support of HB2284.

Mahalo for the opportunity to testify.

**HB-2284**

Submitted on: 2/2/2022 10:25:52 AM

Testimony for EDN on 2/3/2022 2:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Remote Testimony Requested</b>
Rachel Tachibana	Individual	Support	No

Comments:

TO: Representative Justin H. Woodson, Chair, Committee on Education

Representative Jeanne Kapela, Vice Chair, Committee on Education, and Members

Representative Gregg Takayama, Chair, Committee on Higher Education & Technology

Representative Linda Clark, Vice Chair, Committee on Higher Education & Technology, and Members

FROM: Rachel Tachibana

RE: HB 2284

Hearing on February 3rd, 2022

IN STRONG SUPPORT of HB2284

Aloha mai e na poo a me na lala o ka Aha Olelo,]

My name is Rachel Tachibana and I am parent of 2 Hawaiian Immersion Students.

I am testifying in favor of HB2284 - Relating to Equitable Distribution of Grow Our Own Resources for Hawaiian Immersion Teachers.

Consider these points:

- The demand for teachers well versed in Hawaiian language and culture is an ongoing area of need.
- The United States Department of Education has identified Hawaiian language and Hawaiian language immersion (HLI) as Federal Teacher Shortage areas (Hawai'i Superintendent, 2019). This Federal designation, recognized by the State, demonstrates

that there is a critical need to increase stakeholder access to Hawaiian language and pedagogical content courses, which will increase Hawaiian language fluency at both the pre-service and in-service levels.

- The Hawai‘i State Teachers Association agrees with this assessment indicating that Hawaiian Immersion teachers are the foremost shortage within the Hawai‘i DOE at this time.
- The Hawai‘i Superintendent (2019) agreed that Hawaiian language immersion teachers are also a large shortage category of teaching positions within the Department.
- Approximately 50 kaiapuni teacher vacancies across the state for the start of school year 2021-2022. 30 more positions are needed to meet growth needs.
- The COVID-19 pandemic highlight unique challenges for kaiapuni and kumu kaiapuni as students were forced to distance learning with limited to no available resources.
- Many solutions were brought up to support hard to fill but they don‘t support Hawaiian immersion education
- Currently, the funds are not designated for Hawaiian immersion positions so it is only if there are leftover monies.
- Currently UH Mānoa students are the only ones that could benefit however UH Hilo is also 1 of the 2 SATEP approved programs that prepares kumu kaiapuni.
- This bill will create a “Hawai‘i teacher stipend program” to be administered by the Department of Education to address the shortfall of licensed Hawaiian immersion by financially supporting students in teacher education programs at the University of Hawai‘i.
- The current Grow Our Own program does not specify monies to meet the critical need of Hawaiian immersion teachers.

I urge the Committee to PASS HB2284. Mahalo for the opportunity to testify.

E OLA MAU KA ‘ŌLELO HAWAI‘I!!!

Rachel Tachibana

**HB-2284**

Submitted on: 2/2/2022 10:54:48 AM

Testimony for EDN on 2/3/2022 2:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Remote Testimony Requested</b>
Alexander K.D. McNicoll	Individual	Support	No

Comments:

I am in full support of **HB2284**.

**HB-2284**

Submitted on: 2/2/2022 11:16:59 AM

Testimony for EDN on 2/3/2022 2:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Remote Testimony Requested</b>
Joylynn Paman	Individual	Support	No

Comments:

TO: Representative Justin H. Woodson, Chair, Committee on Education

Representative Jeanne Kapela, Vice Chair, Committee on Education, and Members

Representative Gregg Takayama, Chair, Committee on Higher Education & Technology

Representative Linda Clark, Vice Chair, Committee on Higher Education & Technology, and Members

FROM: Joylynn Paman

RE: HB 2284

Hearing on February 3rd, 2022

IN STRONG SUPPORT of HB2284

Aloha mai,

My name is Joylynn Paman and I am a Kaiapuni parent and parent representative to ‘Aha Kauleo.

I am testifying in favor of HB2284 - Relating to Equitable Distribution of Grow Our Own Resources for Hawaiian Immersion Teachers for the following reasons:

- The demand for teachers well versed in Hawaiian language and culture is an ongoing area of need.
- The United States Department of Education has identified Hawaiian language and Hawaiian language immersion (HLI) as Federal Teacher Shortage areas (Hawai‘i Superintendent, 2019). This Federal designation, recognized by the State, demonstrates that there is a critical need to increase stakeholder access to Hawaiian language and

pedagogical content courses, which will increase Hawaiian language fluency at both the pre-service and in-service levels.

- The Hawai‘i State Teachers Association agrees with this assessment indicating that Hawaiian Immersion teachers are the foremost shortage within the Hawai‘i DOE at this time.
- The Hawai‘i Superintendent (2019) agreed that Hawaiian language immersion teachers are also a large shortage category of teaching positions within the Department.
- Approximately 50 kaiapuni teacher vacancies across the state for the start of school year 2021-2022. 30 more positions are needed to meet growth needs.
- The COVID-19 pandemic highlight unique challenges for kaiapuni and kumu kaiapuni as students were forced to distance learning with limited to no available resources.
- Many solutions were brought up to support hard to fill but they don’t support Hawaiian immersion education
- Currently, the funds are not designated for Hawaiian immersion positions so it is only if there are leftover monies.
- Currently UH Mānoa students are the only ones that could benefit however UH Hilo is also 1 of the 2 SATEP approved programs that prepares kumu kaiapuni.
- This bill will create a “Hawai‘i teacher stipend program” to be administered by the Department of Education to address the shortfall of licensed Hawaiian immersion by financially supporting students in teacher education programs at the University of Hawai‘i.
- The current Grow Our Own program does not specify monies to meet the critical need of Hawaiian immersion teachers.

I strongly urge the Committee to PASS HB2284. Mahalo for the opportunity to testify.

E OLA MAU KA ‘ŌLELO HAWAI‘I!!!

**HB-2284**

Submitted on: 2/2/2022 11:17:59 AM

Testimony for EDN on 2/3/2022 2:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Remote Testimony Requested</b>
JarraeTehani Manasas	Individual	Support	No

Comments:

As a makua who's keiki attends a Hawaiian Immersion School, I am in support of HB2284 in allocating appropriate funds for Hawaiian Immersion Teachers. Mahalo nui

**HB-2284**

Submitted on: 2/2/2022 11:22:08 AM

Testimony for EDN on 2/3/2022 2:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Remote Testimony Requested</b>
Stephen Luksic	Individual	Support	No

Comments:

Aloha, My son is in his sixth year of Hawaiian education and the DOE needs more resources allocated.. The demand for teachers well versed in Hawaiian language and culture is an ongoing area of need.



**HB-2284**

Submitted on: 2/2/2022 11:25:30 AM

Testimony for EDN on 2/3/2022 2:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Remote Testimony Requested</b>
Pohai Kukea Shultz	Individual	Support	No

Comments:

**TO:** Representative Justin H. Woodson, Chair, Committee on Education

Representative Jeanne Kapela, Vice Chair, Committee on Education, and Members

Representative Gregg Takayama, Chair, Committee on Higher Education & Technology

Representative Linda Clark, Vice Chair, Committee on Higher Education & Technology, and Members

**FROM:** Pōhai Kūkea Shultz

**RE: HB 2284**

**Hearing on February 3rd, 2022**

**IN STRONG SUPPORT of HB2284**

Aloha kākou,

My name is Pōhai Kūkea Shultz and I am an Associate Specialist at UH-Mānoa and the Principal Investigator of KĀ'EO (Kaiaipuni Assessment of Educational Outcomes). This project works in collaboration with HIDOE to develop and administer assessments in the Hawaiian language for Kaiapuni students in Grades 3 – 8 for the purpose of state and federal accountability. I am testifying in favor of HB2284 - *Relating to Equitable Distribution of Grow Our Own Resources for Hawaiian Immersion Teachers*.

In my work at the university, both on KĀ'EO currently, and in the work I have done previously in teacher education and academic advising at the COE, there has been a significant need for Kaiapuni teachers for years. For KĀ'EO, the development and maintenance of the technical quality of these assessments for state and federal accountability is dependent on a robust and well-supported Kaiapuni teacher work force. In addition:

- The United States Department of Education has identified Hawaiian language and Hawaiian language immersion (HLI) as Federal Teacher Shortage areas (Hawai'i Superintendent, 2019). This Federal designation, recognized by the State, demonstrates

that there is a critical need to increase stakeholder access to Hawaiian language and pedagogical content courses, which will increase Hawaiian language fluency at both the pre-service and in-service levels.

- The Hawai'i State Teachers Association agrees with this assessment indicating that Hawaiian Immersion teachers are the foremost shortage within the Hawai'i DOE at this time.
- The Hawai'i Superintendent (2019) agreed that Hawaiian language immersion teachers are also a large shortage category of teaching positions within the Department.
- There were approximately 50 kaiapuni teacher vacancies across the state for the start of school year 2021-2022. 30 more positions are needed to meet growth needs, as the demand for the opening of new Kaiapuni sites has been continuous.
- The COVID-19 pandemic highlights the unique challenges for kaiapuni and kumu kaiapuni as students were forced to distance learning with limited to no available resources.

In conclusion, this bill would ensure that: 1) all SATEP approved programs that prepare Kaiapuni teachers would receive support, 2) the Grow Our Own program would specifically support the critical need of Hawaiian immersion teachers, and 3) a Hawai'i teacher stipend program would be created and administered by HIDOE to address the shortfall of licensed Hawaiian immersion teachers by providing financial support to teacher education programs at our universities.

I urge the Committee to PASS HB2284. Mahalo for the opportunity to provide support for this bill.

**E OLA MAU KA 'ŌLELO HAWAI'I!!!**

**HB-2284**

Submitted on: 2/2/2022 11:34:00 AM

Testimony for EDN on 2/3/2022 2:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Remote Testimony Requested</b>
Patricia K Kanakaole	Individual	Support	No

Comments:

Distinguish Committee Members... Aloha nui kākou!

I offer my support of HB 2284 relating to equitable distribution of Grow Our Own resources for Hawaiian medium-immersion teachers. The Grow Our Own initiative is a wonderful collaboration between the Hawai‘i Department of Education and the University of Hawai‘i at Mānoa’s College of Education, which provides stipends to students pursuing post-baccalaureat teaching certificates in elementary and secondary education and/or a master of education degree in secondary education. Unfortunately, these resources are not available to Hawai‘i’s other State university campus at Hilo. I urge you to amend this by establishing a stipend program to be administered by the Department of Education for students enrolled in a teacher education program at either campus of the University of Hawai‘i and who agree to teach in the public school system for a minimum of 5 years. Moneys should be appropriated for this valuable program.

I am graduate of the Kahuawaiola Indigenous Teacher Education program at the University of Hawai‘i at Hilo and now assist that program through administrative tasks and student mentorship. This program is one of only two programs who may recommend candidates to the Hawai‘i State Teacher Standards Board for a Hawaiian Medium-Immersion teaching license from preschool to twelfth grade. These stipends would go a long way in providing necessary support to future Kula Kaiapuni & Kula Kaia‘ōlelo Hawai‘i kumu; a specialized area in education where teacher shortage is a chronic problem. Candidates for these positions can only be recruited locally, out-of-state candidates have neither the skill nor proficiency to qualify for such a license.

Hawai‘i is fortunate to have two campuses with three fully-accredited teacher education programs; all of whom produce stellar teachers who enter Hawai‘i’s teacher profession with a keen understanding of Hawai‘i’s history and its people. We do “grow” our own and now we would like to ensure that resources for our students are distributed equitably. Please keep HB 2284 alive and help us move forward in our efforts to grow our own kumu, mahalo.

Na‘u me ka ‘ōia‘i‘o,

Na P. Kanoe Kanaka‘ole

**HB-2284**

Submitted on: 2/2/2022 11:37:12 AM

Testimony for EDN on 2/3/2022 2:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Remote Testimony Requested</b>
kehaulani custino	Individual	Support	No

Comments:

**Kumu Kaiapuni Pathways- GOO Sample Testimony**

**Deadline 1:30pm**

**TO: Representative Justin H. Woodson, Chair, Committee on Education**

**Representative Jeanne Kapela, Vice Chair, Committee on Education, and Members**

**Representative Gregg Takayama, Chair, Committee on Higher Education & Technology**

**Representative Linda Clark, Vice Chair, Committee on Higher Education & Technology, and Members**

**FROM: Kehaulani Custino**

**Kaiapuni o Pū'ōhala, makua**

**RE: HB 2284**

**Hearing on February 3rd, 2022**

**IN STRONG SUPPORT of HB2284**

**Aloha mai e na poo a me na lala o ka Aha Olelo,**

**My name is Kehaulani Custino and I am a makua, of two keiki who attend Kaiapuni o Pū'ōhala and a member of Hui Makua and support the 'Aha Kauleo organization.**

**I am testifying in favor of HB2284 - Relating to Equitable Distribution of Grow Our Own Resources for Hawaiian Immersion Teachers.**

**My reason for supporting this bill would support my position to perpetuate the culture spoken in the language of our kupuna. Hearing our kupuna share their knowledge with us in olelo hawaii and we not even understanding it really makes me wonder who will be able to teach my keiki these fundamental tools while living here in Hawaii?**

**I send my children to school assuming they will be taught with a diverse knowledge of Hawaii, as well as the continent. But as I observe their Hawaii studies lessons, they are not weekly like their English and math classes, and not as frequent. Then I see the same lesson being taught year after year which is understanding the colors, alphabet, and land orientation. Just think, if english and math were taught in the same manner what do you think our future workforce would look like?**

**Teaching the children of Hawaii olelo Hawaii just makes sense and should be taught alongside and with as much importance as English and Math is taught in the system. I drive my children from Kahala to Kaneohe to get a full education. This is a 32 miles round trip twice a day and roughly 2 hours out of my day driving to ensure the success of my children's education. I live right across the street from a school that DOE has noted to be a very good school and meets all the accolades of a successful school. But they did not teach olelo hawaii but instead taught japanese language and promoted it heavily. I love the diversity of Hawaii, but specialized language education should not take preference over olelo hawaii. Below is some additional data that I hope show support for this bill.**

- The demand for teachers well versed in Hawaiian language and culture is an ongoing area of need.**
- The United States Department of Education has identified Hawaiian language and Hawaiian language immersion (HLI) as Federal Teacher Shortage areas (Hawai'i Superintendent, 2019). This Federal designation, recognized by the State, demonstrates that there is a critical need to increase stakeholder access to Hawaiian language and pedagogical content courses, which will increase Hawaiian language fluency at both the pre-service and in-service levels.**
- The Hawai'i State Teachers Association agrees with this assessment indicating that Hawaiian Immersion teachers are the foremost shortage within the Hawai'i DOE at this time.**
- The Hawai'i Superintendent (2019) agreed that Hawaiian language immersion teachers are also a large shortage category of teaching positions within the Department.**
- Approximately 50 kaiapuni teacher vacancies across the state for the start of school year 2021-2022. 30 more positions are needed to meet growth needs.**

- **The COVID-19 pandemic highlights unique challenges for kaiapuni and kumu kaiapuni as students were forced to distance learning with limited to no available resources.**
- **Many solutions were brought up to support hard to fill but they don't support Hawaiian immersion education**
- **Currently, the funds are not designated for Hawaiian immersion positions so it is only if there are leftover monies.**
- **Currently UH Mānoa students are the only ones that could benefit, however UH Hilo is also 1 of the 2 SATEP approved programs that prepares kumu kaiapuni.**
- **This bill will create a "Hawai'i teacher stipend program" to be administered by the Department of Education to address the shortfall of licensed Hawaiian immersion by financially supporting students in teacher education programs at the University of Hawai'i.**
- **The current Grow Our Own program does not specify monies to meet the critical need of Hawaiian immersion teachers.**

**In conclusion I support this bill because it supports my desires for a better future for my keiki.**

**I urge the Committee to PASS HB2284. Mahalo for the opportunity to testify.**

**E OLA MAU KA 'ŌLELO HAWAI'I!!!**

**HB-2284**

Submitted on: 2/2/2022 11:53:37 AM

Testimony for EDN on 2/3/2022 2:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Remote Testimony Requested</b>
Kimo Cashman	Individual	Support	No

Comments:

**TO: Representative Justin H. Woodson, Chair, Committee on Education**

**Representative Jeanne Kapela, Vice Chair, Committee on Education, and Members**

**Representative Gregg Takayama, Chair, Committee on Higher Education & Technology**

**Representative Linda Clark, Vice Chair, Committee on Higher Education & Technology, and Members**

**FROM: Kimo Alexander Cashman, Educator**

**RE: HB 2284**

**Hearing on February 3rd, 2022**

**IN STRONG SUPPORT of HB2284**

**Aloha mai e na poo a me na lala o ka Aha Olelo,**

**My name is Kimo Alexander Caashman and I am a parent, educator, and supporter of ‘Aha Kauleo.**

**I am testifying in favor of HB2284 - Relating to Equitable Distribution of Grow Our Own Resources for Hawaiian Immersion Teachers for the following reasons:**

- **The demand for teachers well versed in Hawaiian language and culture is an ongoing area of need.**
  - **The United States Department of Education has identified Hawaiian language and Hawaiian language immersion (HLI) as Federal Teacher Shortage areas (Hawai‘i Superintendent, 2019). This Federal designation, recognized by the State, demonstrates that there is a critical need to increase stakeholder access to Hawaiian language and pedagogical content courses, which will increase Hawaiian language fluency at both the pre-service and in-service levels.**
  - **The Hawai‘i State Teachers Association agrees with this assessment indicating that Hawaiian Immersion teachers are the foremost shortage within the Hawai‘i DOE at this time.**
  - **The Hawai‘i Superintendent (2019) agreed that Hawaiian language immersion teachers are also a large shortage category of teaching positions within the Department.**
- 
- **Approximately 50 kaiapuni teacher vacancies across the state for the start of school year 2021-2022. 30 more positions are needed to meet growth needs.**
  - **The COVID-19 pandemic highlights unique challenges for kaiapuni and kumu kaiapuni as students were forced to distance learning with limited to no available resources.**
  - **Many solutions were brought up to support hard to fill but they don‘t support Hawaiian immersion education**
  - **Currently, the funds are not designated for Hawaiian immersion positions so it is only if there are leftover monies.**
  - **Currently UH Mānoa students are the only ones that could benefit, however, UH Hilo is also 1 of the 2 SATEP approved programs that prepares kumu kaiapuni.**
  - **This bill will create a “Hawai‘i teacher stipend program” to be administered by the Department of Education to address the shortfall of licensed Hawaiian immersion by financially supporting students in teacher education programs at the University of Hawai‘i.**
  - **The current Grow Our Own program does not specify monies to meet the critical need of Hawaiian immersion teachers.**

**I urge the Committee to PASS HB2284. Mahalo for the opportunity to testify.**

**E OLA MAU KA ‘ŌLELO HAWAI‘I!!!**



**February 2, 2022**

**TO:** Representative Justin H. Woodson, Chair, Committee on Education  
Representative Jeanne Kapela, Vice Chair, Committee on Education, and Members  
  
Representative Gregg Takayama, Chair, Committee on Higher Education & Technology  
Representative Linda Clark, Vice Chair, Committee on Higher Education & Technology, and  
Members

**FROM:** Andrew Kealana Phillips

**RE: HB 2284**  
**Hearing on February 3rd, 2022**  
**IN STRONG SUPPORT of HB2284**

Aloha mai e nā po‘o a me nā lālā o ka Aha ‘Ōlelo,

‘O wau o Andrew Kealana Phillips. He makua au no ‘elua mau keiki ma ke Kula Kaiapuni o Maui ma Paia.

My name is Andrew Kealana Phillips, and I am parent of two children who attend the Hawaiian language immersion program at Paia School.

I am testifying in favor of HB2284 - *Relating to Equitable Distribution of Grow Our Own Resources for Hawaiian Immersion Teachers.*

I strongly support HB2284 for the following reasons:

- The demand for teachers well versed in Hawaiian language and culture is an ongoing area of need.
- The United States Department of Education has identified Hawaiian language and Hawaiian language immersion (HLI) as Federal Teacher Shortage areas (Hawai‘i Superintendent, 2019). This Federal designation, recognized by the State, demonstrates that there is a critical need to increase stakeholder access to Hawaiian language and pedagogical content courses, which will increase Hawaiian language fluency at both the pre-service and in-service levels.
- The Hawai‘i State Teachers Association agrees with this assessment indicating that Hawaiian Immersion teachers are the foremost shortage within the Hawai‘i DOE at this time.
- The Hawai‘i Superintendent (2019) agreed that Hawaiian language immersion teachers are also a large shortage category of teaching positions within the Department.
- Approximately 50 kaiapuni teacher vacancies across the state for the start of school year 2021-2022. 30 more positions are needed to meet growth needs.
- The COVID-19 pandemic highlights unique challenges for kaiapuni and kumu kaiapuni as students were forced to distance learning with limited to no available resources.

- Many solutions were brought up to support hard to fill but they don't support Hawaiian immersion education
- Currently, the funds are not designated for Hawaiian immersion positions, so it is only if there are leftover monies.
- Currently UH Mānoa students are the only ones that could benefit however UH Hilo is also 1 of the 2 SATEP approved programs that prepares kumu kaiapuni.
- This bill will create a “Hawai‘i teacher stipend program” to be administered by the Department of Education to address the shortfall of licensed Hawaiian immersion by financially supporting students in teacher education programs at the University of Hawai‘i.
- The current Grow Our Own program does not specify monies to meet the critical need of Hawaiian immersion teachers.

I urge the Committee to PASS HB2284. Mahalo for the opportunity to testify.

**E OLA MAU KA ‘ŌLELO HAWAI‘I!!!**

**TO:** Representative Justin H. Woodson, Chair, Committee on Education  
Representative Jeanne Kapela, Vice Chair, Committee on Education, and Members

Representative Gregg Takayama, Chair, Committee on Higher Education & Technology  
Representative Linda Clark, Vice Chair, Committee on Higher Education & Technology, and  
Members

**FROM:** Kahuawaiola Indigenous Teacher Education Program, Kananinohea Māka‘imoku, Keiki  
Kawai‘ae‘a, and Noelani Iokepa-Guerrero

**RE: HB 2284 RELATING TO EQUITABLE DISTRIBUTION OF GROW OUR OWN RESOURCES  
FOR HAWAIIAN IMMERSION TEACHERS.**

**Hearing on February 3rd, 2022**

**IN STRONG SUPPORT of HB2284**

E nā po‘o a me nā lālā o ka ‘Aha‘ōlelo, aloha ‘oukou ,

The Kahuawaiola Indigenous Teacher Education Program (Kahuawaiola) SUPPORTS **HB2284**, which would approve the equitable distribution of resources, specifically “Grow Our Own” initiative (GOO) for kumu kaiapuni (Hawaiian language medium and immersion teachers). **With the increasing growth of Hawaiian language medium and immersion schools, there has never been a greater need for new kumu for such schools. This bill will ensure an equitable distribution of resources to fill approximately eighty teaching positions for the Hawaiian language medium and immersion schools in our state.**

Kahuawaiola was established in 1997 in response to a state law creating Ka Haka ‘Ula o Ke‘elikōlani Hawaiian Language College at the University of Hawai‘i at Hilo including a Hawaiian medium teacher preparation program. As an educator preparation unit internationally accredited by the World Indigenous Higher Education Consortium, Kahuawaiola’s graduate certificate program offers three SATEP approved programs:

- 1) Kaia‘ōlelo-Kaiapuni Hawai‘i (Hawaiian Medium-Immersion): PK-3, K-6, 6-12, PK-12
- 2) Hawaiian Knowledge: PK-3, K-6, p-12
- 3) Elementary Education

To develop the distinct teacher qualities and skills of kumu kaiapuni, Kahuawaiola provides all

preparation (coursework and practicum experiences) through the medium of the Hawaiian language which makes the program unique from other educator preparation units in Hawai‘i. Additionally, we offer workshops, courses, and advanced degrees in Hawaiian language and pedagogy as professional development opportunities. Since 1998, Kahuawaiola has prepared 142 qualified, licensed teachers; they make up the bulk of the current PK-12 Hawaiian language medium immersion workforce.

The need for kumu kaiapuni who are highly fluent in the Hawaiian language and culture and skilled in Hawaiian culture-based pedagogy continues to grow yearly as the DOE Papahana Kaiapuni, the Hawaiian medium public charter schools, and Pūnana Leo preschools expand their programs. As you may be aware, kumu kaiapuni have been included on the critical shortage list for many years with recent reports of over 40% of kumu kaiapuni as non-licensed teachers - a situation of dire concern.

We consider HB2284 to be a critical step forward, as this bill will create a “Hawai‘i teacher stipend program” to be administered by the Department of Education to address the shortfall of licensed Hawaiian immersion by financially supporting students in teacher education programs at the University of Hawai‘i. This change to the current Grow Our Own, will include Kahuawaiola’s students. Many of our students complete Kahuawaiola’s program with debt. This stipend program will offer some relief to the financial burdens such as the costly graduate-level tuition so that they can focus on their first years of teaching. Additionally, we anticipate the positive impacts that this stipend program will make to attract and recruit potential new kumu kaiapuni.

We ask that the bill clearly include both DOE Hawaiian Immersion and Hawaiian Immersion Public Charter Schools as qualifying sites for fulfilling the 5 year teaching requirement of the Grow Our Own funds. This will enable all of the Hawaiian immersion schools to attract teachers to fill much needed positions at all of the schools across the state.

Mahalo for this opportunity to submit testimony in SUPPORT of bill HB2284.

Me ka ‘oia‘i‘o,

Kananinohea Māka‘imoku, Coordinator, Kahuawaiola Indigenous Teacher Education Program

Dr. Keiki Kawai‘ae‘a, Director, Ka Haka ‘Ula O Ke‘elikōlani College of Hawaiian Language

Dr. Noelani Iokepa-Guerrero, Coordinator, Hawaiian-Medium Early Childhood Education

**TO:** Representative Justin H. Woodson, Chair, Committee on Education  
Representative Jeanne Kapela, Vice Chair, Committee on Education, and Members

Representative Gregg Takayama, Chair, Committee on Higher Education & Technology  
Representative Linda Clark, Vice Chair, Committee on Higher Education & Technology, and  
Members

**FROM:** Kahuawaiola Indigenous Teacher Education Program, Kananinohea Māka‘imoku, Keiki  
Kawai‘ae‘a, and Noelani Iokepa-Guerrero

**RE: HB 2284 RELATING TO EQUITABLE DISTRIBUTION OF GROW OUR OWN RESOURCES  
FOR HAWAIIAN IMMERSION TEACHERS.**

**Hearing on February 3rd, 2022**

**IN STRONG SUPPORT of HB2284**

E nā po‘o a me nā lālā o ka ‘Aha‘ōlelo, aloha ‘oukou ,

The Kahuawaiola Indigenous Teacher Education Program (Kahuawaiola) SUPPORTS **HB2284**, which would approve the equitable distribution of resources, specifically “Grow Our Own” initiative (GOO) for kumu kaiapuni (Hawaiian language medium and immersion teachers). **With the increasing growth of Hawaiian language medium and immersion schools, there has never been a greater need for new kumu for such schools. This bill will ensure an equitable distribution of resources to fill approximately eighty teaching positions for the Hawaiian language medium and immersion schools in our state.**

Kahuawaiola was established in 1997 in response to a state law creating Ka Haka ‘Ula o Ke‘elikōlani Hawaiian Language College at the University of Hawai‘i at Hilo including a Hawaiian medium teacher preparation program. As an educator preparation unit internationally accredited by the World Indigenous Higher Education Consortium, Kahuawaiola’s graduate certificate program offers three SATEP approved programs:

- 1) Kaia‘ōlelo-Kaiapuni Hawai‘i (Hawaiian Medium-Immersion): PK-3, K-6, 6-12, PK-12
- 2) Hawaiian Knowledge: PK-3, K-6, p-12
- 3) Elementary Education

To develop the distinct teacher qualities and skills of kumu kaiapuni, Kahuawaiola provides all

preparation (coursework and practicum experiences) through the medium of the Hawaiian language which makes the program unique from other educator preparation units in Hawai‘i. Additionally, we offer workshops, courses, and advanced degrees in Hawaiian language and pedagogy as professional development opportunities. Since 1998, Kahuawaiola has prepared 142 qualified, licensed teachers; they make up the bulk of the current PK-12 Hawaiian language medium immersion workforce.

The need for kumu kaiapuni who are highly fluent in the Hawaiian language and culture and skilled in Hawaiian culture-based pedagogy continues to grow yearly as the DOE Papahana Kaiapuni, the Hawaiian medium public charter schools, and Pūnana Leo preschools expand their programs. As you may be aware, kumu kaiapuni have been included on the critical shortage list for many years with recent reports of over 40% of kumu kaiapuni as non-licensed teachers - a situation of dire concern.

We consider HB2284 to be a critical step forward, as this bill will create a “Hawai‘i teacher stipend program” to be administered by the Department of Education to address the shortfall of licensed Hawaiian immersion by financially supporting students in teacher education programs at the University of Hawai‘i. This change to the current Grow Our Own, will include Kahuawaiola’s students. Many of our students complete Kahuawaiola’s program with debt. This stipend program will offer some relief to the financial burdens such as the costly graduate-level tuition so that they can focus on their first years of teaching. Additionally, we anticipate the positive impacts that this stipend program will make to attract and recruit potential new kumu kaiapuni.

We ask that the bill clearly include both DOE Hawaiian Immersion and Hawaiian Immersion Public Charter Schools as qualifying sites for fulfilling the 5 year teaching requirement of the Grow Our Own funds. This will enable all of the Hawaiian immersion schools to attract teachers to fill much needed positions at all of the schools across the state.

Mahalo for this opportunity to submit testimony in SUPPORT of bill HB2284.

Me ka ‘oia‘i‘o,

Kananinohea Māka‘imoku, Coordinator, Kahuawaiola Indigenous Teacher Education Program

Dr. Keiki Kawai‘ae‘a, Director, Ka Haka ‘Ula O Ke‘elikōlani College of Hawaiian Language

Dr. Noelani Iokepa-Guerrero, Coordinator, Hawaiian-Medium Early Childhood Education

**HB-2284**

Submitted on: 2/2/2022 12:29:40 PM

Testimony for EDN on 2/3/2022 2:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Remote Testimony Requested</b>
Michele-ann K Akana	Individual	Support	No

Comments:

**Aloha kākou,**

**My name is Michele-Ann K Hōkū Akana. I am a long-time resident born and raised in Waimānalo, O‘ahu writing in support of HB2284 to establish and fund a stipend program to be administered by the Department of Education for students enrolled in a teacher education program at the University of Hawaii and who agree to teach in the public school system for 5 years.**

**Ma ka hana, ka ‘ike - I strongly urge our leaders to pass this bill as this measure will support our commitment to the Hawaiian Language as one of two official State Languages in Hawai‘i.**

**E ola mau ka ‘ōlelo Hawai‘i - It is imperative to note that without the constant active training to teach ‘ōlelo Hawai‘i in the Public School system, the language, the culture , and social status of the Hawaiian people will continue to suffer if the government cannot commit to fund such an undertaking.**

**Ma ka ‘ōlelo ke ola, Ma ka ‘ōlelo ka make - Finally, it would be a detrimental mistake to deny such a bill that supports the growth and active teaching, proliferation and use of the Hawaiian language in our schools, businesses and communities.**

**Ua mau ke ea o ka ‘āina i ka pono - For this reason, it is pono or a good thing that our government leaders direct more of our State resources towards supporting our Hawaiian Language and it’s people to thrive. Thank you for your time.**

**Pass HB2284**

**Me ka Pio‘ole - Respectfully,**

**Michele-Ann K Hōkū Akana**

**HB-2284**

Submitted on: 2/2/2022 12:33:52 PM

Testimony for EDN on 2/3/2022 2:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Remote Testimony Requested</b>
melissa tomlinson	Individual	Support	No

Comments:

Hello my name is Melissa Tomlinson. I first visited the island of O'ahu in the summer of 2017 and remember a heavy feeling of sadness around the lack of spoken Hawaiian language while there. It is absolutely heartbreaking that 'Ōlelo Hawai'i is not the primary language spoken in Hawai'i and how that came to be. I fully support funding for teachers and especially for those teaching all things Hawai'i, including 'Ōlelo Hawai'i.



**TO:** Representative Justin H. Woodson, Chair, Committee on Education, Representative Jeanne Kapela, Vice Chair, Committee on Education, and Members Representative Gregg Takayama, Chair, Committee on Higher Education & Technology, Representative Linda Clark, Vice Chair, Committee on Higher Education & Technology, and Members

**FROM:** Larry Kimura  
Associate Professor, Ka Haka 'Ula O Ke'elikōlani College of Hawaiian Language, UH Hilo

**RE:        **HB 2284****  
**Hearing on February 3rd, 2022**  
**IN STRONG SUPPORT of HB2284**

Aloha e nā lālā o ka 'Aha'ōlelo o Hawai'i,

I submit my testimony in favor of HB2284. The DOE Hawaiian Immersion Language Program is now in its 35th year of successful Hawaiian medium education. A qualified teaching staff is foundational to this development. Hawai'i has become a model for the nation and the world for uplifting the welfare of our Native people through a government supported public education in the medium of the Hawaiian language. The continuation of Hawai'i's successful Hawaiian medium education is contingent on highly fluent Hawaiian speaking professionally trained teachers especially as enrollment in the program continues to grow. Your support of HB 2284 is critical to the maintenance and advancement of Hawai'i's progressive Hawaiian medium schools.

Me ka mahalo nui.

**HB-2284**

Submitted on: 2/2/2022 12:35:31 PM

Testimony for EDN on 2/3/2022 2:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Remote Testimony Requested</b>
Erin ODonnell	Individual	Support	No

Comments:

**TO: Representative Justin H. Woodson, Chair, Committee on Education**

**Representative Jeanne Kapela, Vice Chair, Committee on Education, and Members**

**Representative Gregg Takayama, Chair, Committee on Higher Education & Technology**

**Representative Linda Clark, Vice Chair, Committee on Higher Education & Technology, and Members**

**RE: HB 2284**

**Hearing on February 3rd, 2022**

**IN STRONG SUPPORT of HB2284**

**Aloha mai e nā po‘o a me nā lālā o ka ‘Aha ‘Olelo,**

**My name is Erin Maluhia ODonnell and I am parent of a student of ‘Alo Kēhau O Ka ‘Āina Mauna and a parent representative to ‘Aha Kauleo.**

**I am testifying in favor of HB2284 - Relating to Equitable Distribution of Grow Our Own Resources for Hawaiian Immersion Teachers.**

It is well past the time that Hawaiian Immersion and Hawaiian Medium Education receive the resources needed for our schools. This is one way which the state can support Hawaiian

Medium and Hawaii Immersion Education. We are all aware of Hawai‘i’s teacher shortage, and that is more profound when it comes to Hawaiian Medium and Hawaiian Immersion. Given the history of how our language was forbidden as a language of instruction for almost 100 years, the State of Hawai‘i should be taking steps to ensure that Hawaiian Immersion and Hawaiian Medium Education receive at least equal to, if not more than, English Medium Education.

**Consider these points:**

- **The demand for teachers well versed in Hawaiian language and culture is an ongoing area of need.**
- **The United States Department of Education has identified Hawaiian language and Hawaiian language immersion (HLI) as Federal Teacher Shortage areas (Hawai‘i Superintendent, 2019). This Federal designation, recognized by the State, demonstrates that there is a critical need to increase stakeholder access to Hawaiian language and pedagogical content courses, which will increase Hawaiian language fluency at both the pre-service and in-service levels.**
- **The Hawai‘i State Teachers Association agrees with this assessment indicating that Hawaiian Immersion teachers are the foremost shortage within the Hawai‘i DOE at this time.**
- **The Hawai‘i Superintendent (2019) agreed that Hawaiian language immersion teachers are also a large shortage category of teaching positions within the Department.**
  
- **Approximately 50 kaiapuni teacher vacancies across the state for the start of school year 2021-2022. 30 more positions are needed to meet growth needs.**
- **The COVID-19 pandemic highlights unique challenges for kaiapuni and kumu kaiapuni as students were forced to distance learning with limited to no available resources.**
- **Many solutions were brought up to support hard to fill but they don’t support Hawaiian immersion education**
- **Currently, the funds are not designated for Hawaiian immersion positions so it is only if there are leftover monies.**
- **Currently UH Mānoa students are the only ones that could benefit however UH Hilo is also 1 of the 2 SATEP approved programs that prepares kumu kaiapuni.**
- **This bill will create a “Hawai‘i teacher stipend program” to be administered by the Department of Education to address the shortfall of licensed Hawaiian immersion by financially supporting students in teacher education programs at the University of Hawai‘i.**
- **The current Grow Our Own program does not specify monies to meet the critical need of Hawaiian immersion teachers.**

**In conclusion it is time for the state to step up and support Hawaiian Immersion and Hawaiian Medium Education, this is just one small step on the path to that.**

**I/we urge the Committee to PASS HB2284. Mahalo for the opportunity to testify.**

**E OLA MAU KA 'ŌLELO HAWAI'I!!!**

**HB-2284**

Submitted on: 2/2/2022 12:40:36 PM

Testimony for EDN on 2/3/2022 2:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Remote Testimony Requested</b>
Laiana Kanoa-Wong	Individual	Support	No

Comments:

Aloha e ke komikie,

‘O Lāiana Kanoa-Wong ko‘u inoa, I am a parent, former students and teacher in the kula kaiapuni Hawaiian immersion program. I am writing to strongly support HB2284 based on the following points:

- The demand for teachers well versed in Hawaiian language and culture is an ongoing area of need.
- The United States Department of Education has identified Hawaiian language and Hawaiian language immersion (HLI) as Federal Teacher Shortage areas (Hawai‘i Superintendent, 2019). This Federal designation, recognized by the State, demonstrates that there is a critical need to increase stakeholder access to Hawaiian language and pedagogical content courses, which will increase Hawaiian language fluency at both the pre-service and in-service levels.
- The Hawai‘i State Teachers Association agrees with this assessment indicating that Hawaiian Immersion teachers are the foremost shortage within the Hawai‘i DOE at this time.
- The Hawai‘i Superintendent (2019) agreed that Hawaiian language immersion teachers are also a large shortage category of teaching positions within the Department.
- Approximately 50 kaiapuni teacher vacancies across the state for the start of school year 2021-2022. 30 more positions are needed to meet growth needs.
- The COVID-19 pandemic highlight unique challenges for kaiapuni and kumu kaiapuni as students were forced to distance learning with limited to no available resources.
- Many solutions were brought up to support hard to fill but they don‘t support Hawaiian immersion education
- Currently, the funds are not designated for Hawaiian immersion positions so it is only if there are leftover monies.
- Currently UH Mānoa students are the only ones that could benefit however UH Hilo is also 1 of the 2 SATEP approved programs that prepares kumu kaiapuni.
- This bill will create a “Hawai‘i teacher stipend program” to be administered by the Department of Education to address the shortfall of licensed Hawaiian immersion by financially supporting students in teacher education programs at the University of Hawai‘i.

- The current Grow Our Own program does not specify monies to meet the critical need of Hawaiian immersion teachers.

Mahalo for allowing me to testify in support of HB2284. E Ola Mau Ka 'Ōlelo Hawai'i!

Me ke aloha 'āina,

Lāiana a me ka 'ohana Kanoa-Wong

**HB-2284**

Submitted on: 2/2/2022 1:02:06 PM

Testimony for EDN on 2/3/2022 2:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Remote Testimony Requested</b>
Leimomi Kaaihili Leong	Individual	Support	No

Comments:

**TO: Representative Justin H. Woodson, Chair, Committee on Education**

**Representative Jeanne Kapela, Vice Chair, Committee on Education, and Members**

**Representative Gregg Takayama, Chair, Committee on Higher Education & Technology**

**Representative Linda Clark, Vice Chair, Committee on Higher Education & Technology, and Members**

**FROM: Leimomi Ka‘aihil Leong**

**Hawaiian immersion teacher for 18 years, parent of 2 Hawaiian immersion students**

**RE: HB 2284**

**Hearing on February 3rd, 2022**

**IN STRONG SUPPORT of HB2284**

**Aloha mai e na poo a me na lala o ka Aha Olelo,**

**My name is Leimomi Ka‘aihili Leong and I have been a public school Hawaiian immersion teacher for 18 years. I am currently working at Ke Kula Kaiapuni ‘o Ānuenuē as a Special Education teacher. I am also a parent of 2 children who attend Hawaiian immersion education. I am testifying in favor of HB2284 - Relating to Equitable Distribution of Grow Our Own Resources for Hawaiian Immersion Teachers.**

**You must be aware by now of the critical need there is for Hawaiian immersion teachers. Families are being turned away on various islands and O‘ahu because of the shortage of Hawaiian immersion teachers. The Department of Education has not opened up a Hawaiian immersion school on the island of Kaua‘i which leaves 2 charter schools to provide access to public education in Hawaiian language. Hawai‘i island has 2 DOE schools in Hawaiian immersion which are in Honoka‘a and Kona. O‘ahu has 2 DOE secondary campuses for Hawaiian medium education.**

**The current Grow Our Own initiative has not been equitable in providing resources that are designated for Hawaiian immersion teachers. It has also only been an option at the University of Hawaii Mānoa campus. We have teachers on every island and vacancies on every island that cannot benefit from it. UH Hilo is also 1 of the 2 SATEP approved programs that prepares a Hawaiian immersion teacher.**

**In conclusion I urge the Committee to PASS HB2284 in order to create a “Hawaii teacher stipend program” to be used to address the critical need for Hawaiian immersion teachers. Mahalo for the opportunity to testify.**

**E OLA MAU KA ‘ŌLELO HAWAI‘I!!!**



**TO:** Representative Justin H. Woodson, Chair, Committee on Education  
Representative Jeanne Kapela, Vice Chair, Committee on Education, and Members  
  
Representative Gregg Takayama, Chair, Committee on Higher Education & Technology  
Representative Linda Clark, Vice Chair, Committee on Higher Education & Technology, and  
Members

**FROM** **Karyn Kanekoa**  
Kula Kaiapuni o Nāhi'ena'ena Parent

**RE:** **HB 2284**  
**Hearing on February 3rd, 2022**  
**IN STRONG SUPPORT of HB2284**

Welina mai kākou,

‘O au ‘o Karyn Kanekoa. He makua au a ‘ehā a‘u keiki ma nā kaiapuni o Lahaina. Kāko‘o piha au i ka pila HB2284. My name is Karyn Kanekoa. I am a parent of 4 keiki, all of which currently attend kula kaiapuni schools in Lahaina. **I STRONGLY SUPPORT HB2284 - *Relating to Equitable Distribution of Grow Our Own Resources for Hawaiian Immersion Teachers***. The demand for teachers well versed in Hawaiian language and culture is an ongoing area of need. Lahaina has struggled with this need for many years now. We choose to educate our keiki through their mother tongue and through the ‘ike of their kūpuna but this has been a struggle since day one for my ‘ohana. We refuse to give up and put them in English classes because we strongly believe that this way of learning is best for them. My keiki are all rooted and have a strong sense of self and I would never want them to lose that! Through the ups and downs, we have stuck it out with oldest now a junior at Lahainaluna High School. Our kaiapuni kumu deserve the best! They have so many struggles that English teachers would never know! Please, please, please support our kumu and kaiapuni schools to the fullest so I know that my keiki and grandchildren to come will thrive in kaiapuni and will never forget who they are as a kanaka! It is their right to be taught this way and the state should be doing everything it can to support them. We NEED more kumu and we NEED more kumu resources NOW! **I strongly urge the Committee to PASS HB2284.** Mahalo for the opportunity to testify.

**E OLA MAU KA ‘ŌLELO HAWAI‘I!!!**

**HB-2284**

Submitted on: 2/2/2022 1:20:50 PM

Testimony for EDN on 2/3/2022 2:00:00 PM

Submitted By	Organization	Testifier Position	Remote Testimony Requested
christine chow	Individual	Support	No

Comments:

**Aloha,**

**I am Christine Noelani Chow, a current parent of 1 Kaiapuni Hawaiian Immersion student and 2 former Kaiapuni students. I am in support of HB 2284. I have been a part of Hawaiian Immersion schools as a parent, a part time teacher, substitute teacher and volunteer for 10 years. I have seen how difficult it is to find quality kumu that will stay in the profession. I have had to step up without a teaching degree and without complete ‘ōlelo Hawai‘i capabilities to fill in vacancies at my childrens‘ schools. The DOE has shortages of teachers. Finding teachers for Immersion Schools are 5 times harder! At my child’s current school, Ke Kula Kaiapuni o Waimānalo, there has been teacher vacancies in each grade level since opening in 2019. We currently have 2 kumu teaching 4 grade levels and both those kumu came from other Kaiapuni schools, leaving vacancies that needed to be filled there. When there are vacancies, much of the kuleana (responsibility) falls on kumu and they experience burn out and it our students do not receive the best possible education. Some schools are even turning away students. Which actually is illegal at a public school! But it is happening! Due to shortages!! Honestly, I would have probably been on my way to being a Kaiapuni kumu had there been an easier pathway. To have a scholarship program along with a teacher commitment in subsequent years, we could fill the Kaiapuni teacher vacancies much easier! Please mālama our kumu and our Kaiapuni schools. Our children deserve it. Our language and the education of our children depend on it.**

**Mahalo,**

**Christine Noelani Chow**

**46-229 Kahuhipa St. #F403**

**Kāne‘ohe, HI 96744**

**TO:** Representative Justin H. Woodson, Chair, Committee on Education  
Representative Jeanne Kapela, Vice Chair, Committee on Education, and Members  
  
Representative Gregg Takayama, Chair, Committee on Higher Education & Technology  
Representative Linda Clark, Vice Chair, Committee on Higher Education & Technology, and  
Members

**FROM:** Trina Sanders  
Nā Leo Kāko‘o o Maui

**RE: HB 2284**  
**Hearing on February 3rd, 2022**  
**IN STRONG SUPPORT of HB2284**

Aloha mai e nā po‘o a me nā lālā o ka ‘Aha ‘Ōlelo,

My name is Trina Sanders and I am first and foremost a parent. My three keiki attend Kula Kaiapuni o Maui (Pā‘ia and Kekaulike). My younger siblings both graduated from the Hawaiian Immersion Program here on Maui, so I have seen the impact and importance of a Hawaiian Immersion Education since my family became involved in 1995.

Nā Leo Kāko‘o, is a 501c3 organization who supports over 500 families who have keiki in Ke Kula Kaiapuni o Maui ma Pā‘ia, Kalama, and Kekaulike (Hawaiian Immersion schools at Pā‘ia Elementary, Kalama Intermediate, and Kekaulike High School). I have been involved as a parent representative and later as a board member for over eight years. I currently sit on the board as the kākau ‘ōlelo (secretary) of Nā Leo Kāko‘o o Maui. I am also the ‘Aha Kauleo parent representative for Kula Kaiapuni o Maui ma Kekaulike.

I am testifying in favor of HB2284 - *Relating to Equitable Distribution of Grow Our Own Resources for Hawaiian Immersion Teachers.*

Here are some reasons for the support of this bill:

- The demand for teachers well versed in Hawaiian language and culture is an ongoing area of need.
- The United States Department of Education has identified Hawaiian language and Hawaiian language immersion (HLI) as Federal Teacher Shortage areas (Hawai‘i Superintendent, 2019). This Federal designation, recognized by the State, demonstrates that there is a critical need to increase stakeholder access to Hawaiian language and

pedagogical content courses, which will increase Hawaiian language fluency at both the pre-service and in-service levels.

- The Hawai‘i State Teachers Association agrees with this assessment indicating that Hawaiian Immersion teachers are the foremost shortage within the Hawai‘i DOE at this time.
- The Hawai‘i Superintendent (2019) agreed that Hawaiian language immersion teachers are also a large shortage category of teaching positions within the Department.
- Approximately 50 kaiapuni teacher vacancies across the state for the start of school year 2021-2022. 30 more positions are needed to meet growth needs.
- The COVID-19 pandemic highlights unique challenges for kaiapuni and kumu kaiapuni as students were forced to distance learning with limited to no available resources.
- Many solutions were brought up to support hard to fill but they don’t support Hawaiian immersion education
- Currently, the funds are not designated for Hawaiian immersion positions so it is only if there are leftover monies.
- Currently UH Mānoa students are the only ones that could benefit however UH Hilo is also 1 of the 2 SATEP approved programs that prepares kumu kaiapuni.
- This bill will create a “Hawai‘i teacher stipend program” to be administered by the Department of Education to address the shortfall of licensed Hawaiian immersion by financially supporting students in teacher education programs at the University of Hawai‘i.
- The current Grow Our Own program does not specify monies to meet the critical need of Hawaiian immersion teachers.

In conclusion I am writing in strong support of HB2284.

I urge the Committee to PASS HB2284. Mahalo for the opportunity to testify.

**E OLA MAU KA ‘ŌLELO HAWAI‘I!!!**

**TO:** Representative Justin H. Woodson, Chair, Committee on Education  
Representative Jeanne Kapela, Vice Chair, Committee on Education, and Members  
  
Representative Gregg Takayama, Chair, Committee on Higher Education & Technology  
Representative Linda Clark, Vice Chair, Committee on Higher Education & Technology, and  
Members

**FROM:** Kameron Kalamakūno‘eau Freitas  
Ke Kula Kaiapuni ‘o Kalama

**RE: HB 2284**  
**Hearing on February 3rd, 2022**  
**IN STRONG SUPPORT of HB2284**

E nā luna a me nā lālā o ka ‘Aha ‘Ōlelo, aloha ‘oukou,

My name is Kalamakū Freitas and I am Hawaiian immersion teacher on Maui.

I am testifying in favor of HB2284 - *Relating to Equitable Distribution of Grow Our Own Resources for Hawaiian Immersion Teachers.*

- The demand for teachers well versed in Hawaiian language and culture is an ongoing area of need.
- The United States Department of Education has identified Hawaiian language and Hawaiian language immersion (HLI) as Federal Teacher Shortage areas (Hawai‘i Superintendent, 2019). This Federal designation, recognized by the State, demonstrates that there is a critical need to increase stakeholder access to Hawaiian language and pedagogical content courses, which will increase Hawaiian language fluency at both the pre-service and in-service levels.
- The Hawai‘i State Teachers Association agrees with this assessment indicating that Hawaiian Immersion teachers are the foremost shortage within the Hawai‘i DOE at this time.
- The Hawai‘i Superintendent (2019) agreed that Hawaiian language immersion teachers are also a large shortage category of teaching positions within the Department.
- Approximately 50 kaiapuni teacher vacancies across the state for the start of school year 2021-2022. 30 more positions are needed to meet growth needs.
- The COVID-19 pandemic highlight unique challenges for kaiapuni and kumu kaiapuni as students were forced to distance learning with limited to no available resources.
- Many solutions were brought up to support hard to fill but they don‘t support Hawaiian immersion education.

- Currently, the funds are not designated for Hawaiian immersion positions so it is only if there are leftover monies.
- Currently UH Mānoa students are the only ones that could benefit however UH Hilo is also 1 of the 2 SATEP approved programs that prepares kumu kaiapuni.
- This bill will create a “Hawai‘i teacher stipend program” to be administered by the Department of Education to address the shortfall of licensed Hawaiian immersion by financially supporting students in teacher education programs at the University of Hawai‘i.
- The current Grow Our Own program does not specify monies to meet the critical need of Hawaiian immersion teachers.

I strongly urge the Committee to PASS HB228. E ola ka ‘ōlelo Hawai‘i!

**HB-2284**

Submitted on: 2/2/2022 1:30:53 PM

Testimony for EDN on 2/3/2022 2:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Remote Testimony Requested</b>
Chadwick Nakagawa	Ke Kula Kaiapuni 'o Kalama	Support	No

Comments:

I support this bill.

**HB-2284**

Submitted on: 2/2/2022 1:32:20 PM

Testimony for EDN on 2/3/2022 2:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Remote Testimony Requested</b>
Nohealani Paleka	Kumu Kula Kaiapuni	Support	No

Comments:

As a kumu Kaiapuni, I support the bill HB2284 to support current students in a teacher program who are planning to teach in the Kaiapuni program. I believe it will help our program grow and succeed in a consistent and equitable way. There are NOT enough kumu Kaiapuni.



**TO:** Representative Justin H. Woodson, Chair, Committee on Education  
Representative Jeanne Kapela, Vice Chair, Committee on Education, and Members  
  
Representative Gregg Takayama, Chair, Committee on Higher Education & Technology  
Representative Linda Clark, Vice Chair, Committee on Higher Education & Technology, and  
Members

**FROM:** Kiani Elie Yasak  
Ke Kula Kaiapuni ‘O Kalama - Kumu

**RE:        **HB 2284****  
**Hearing on February 3rd, 2022**  
**IN STRONG SUPPORT of HB2284**

Aloha mai e na poo a me na lala o ka Aha Olelo,

My name is Kiani Yasak and I am teacher and I am a stakehold in the decisions made by ‘Aha Kauleo. I am testifying in favor of HB2284 - *Relating to Equitable Distribution of Grow Our Own Resources for Hawaiian Immersion Teachers.*

I strongly support HB2284.

- The demand for teachers well versed in Hawaiian language and culture is an ongoing area of need.
- The United States Department of Education has identified Hawaiian language and Hawaiian language immersion (HLI) as Federal Teacher Shortage areas (Hawai‘i Superintendent, 2019). This Federal designation, recognized by the State, demonstrates that there is a critical need to increase stakeholder access to Hawaiian language and pedagogical content courses, which will increase Hawaiian language fluency at both the pre-service and in-service levels.
- The Hawai‘i State Teachers Association agrees with this assessment indicating that Hawaiian Immersion teachers are the foremost shortage within the Hawai‘i DOE at this time.
- The Hawai‘i Superintendent (2019) agreed that Hawaiian language immersion teachers are also a large shortage category of teaching positions within the Department.
- Approximately 50 kaiapuni teacher vacancies across the state for the start of school year 2021-2022. 30 more positions are needed to meet growth needs.

- The COVID-19 pandemic highlight unique challenges for kaiapuni and kumu kaiapuni as students were forced to distance learning with limited to no available resources.
- Many solutions were brought up to support hard to fill but they don't support Hawaiian immersion education
- Currently, the funds are not designated for Hawaiian immersion positions so it is only if there are leftover monies.
- Currently UH Mānoa students are the only ones that could benefit however UH Hilo is also 1 of the 2 SATEP approved programs that prepares kumu kaiapuni.
- This bill will create a “Hawai‘i teacher stipend program” to be administered by the Department of Education to address the shortfall of licensed Hawaiian immersion by financially supporting students in teacher education programs at the University of Hawai‘i.
- The current Grow Our Own program does not specify monies to meet the critical need of Hawaiian immersion teachers.

In conclusion, I strongly support HB2284 to help increase support for kumu kaiapuni.

I urge the Committee to PASS HB2284. Mahalo for the opportunity to testify.

**E OLA MAU KA ‘ŌLELO HAWAI‘I!!!**

**TO:** Representative Justin H. Woodson, Chair, Committee on Education  
Representative Jeanne Kapela, Vice Chair, Committee on Education, and Members  
Representative Gregg Takayama, Chair, Committee on Higher Education & Technology  
Representative Linda Clark, Vice Chair, Committee on Higher Education & Technology, and Members

**FROM:** R. Kalei Bras  
Kula Kaiapuni ‘O Maui ma Kalama

**RE: HB 2284**  
**Hearing on February 3rd, 2022**  
**IN STRONG SUPPORT of HB2284**

Aloha mai e na poo a me na lala o ka Aha Olelo,

My name is Kalei Bras, and I am teacher at Kula Kaiapuni ‘o Maui ma Kalama and an ‘Aha Kau Leo stakeholder.

I am testifying in favor of HB2284 - *Relating to Equitable Distribution of Grow Our Own Resources for Hawaiian Immersion Teachers*. I humbly request that you consider these important points before making a final decision:

- The demand for teachers well versed in Hawaiian language and culture is an ongoing area of need.
- The United States Department of Education has identified Hawaiian language and Hawaiian language immersion (HLI) as Federal Teacher Shortage areas (Hawai‘i Superintendent, 2019). This Federal designation, recognized by the State, demonstrates that there is a critical need to increase stakeholder access to Hawaiian language and pedagogical content courses, which will increase Hawaiian language fluency at both the pre-service and in-service levels.
- The Hawai‘i State Teachers Association agrees with this assessment indicating that Hawaiian Immersion teachers are the foremost shortage within the Hawai‘i DOE at this time.
- The Hawai‘i Superintendent (2019) agreed that Hawaiian language immersion teachers are also a large shortage category of teaching positions within the Department.
- Approximately 50 kaiapuni teacher vacancies across the state for the start of school year 2021-2022. 30 more positions are needed to meet growth needs.
- The COVID-19 pandemic highlight unique challenges for kaiapuni and kumu kaiapuni as students were forced to distance learning with limited to no available resources.

- Many solutions were brought up to support hard to fill but they don't support Hawaiian immersion education
- Currently, the funds are not designated for Hawaiian immersion positions so it is only if there are leftover monies.
- Currently UH Mānoa students are the only ones that could benefit however UH Hilo is also 1 of the 2 SATEP approved programs that prepares kumu kaiapuni.
- This bill will create a "Hawai'i teacher stipend program" to be administered by the Department of Education to address the shortfall of licensed Hawaiian immersion by financially supporting students in teacher education programs at the University of Hawai'i.
- The current Grow Our Own program does not specify monies to meet the critical need of Hawaiian immersion teachers.

I strongly urge the Committee to PASS HB2284. Mahalo for the opportunity to testify.

**E OLA MAU KA 'ŌLELO HAWAI'I!!!**

**TO:** Representative Justin H. Woodson, Chair, Committee on Education  
Representative Jeanne Kapela, Vice Chair, Committee on Education, and Members  
  
Representative Gregg Takayama, Chair, Committee on Higher Education & Technology  
Representative Linda Clark, Vice Chair, Committee on Higher Education & Technology, and  
Members

**FROM:** Leinā‘ala Vedder  
Kumu Kula Kaiapuni ‘o Maui ma Pā‘ia

**RE: HB 2284**  
**Hearing on February 3rd, 2022**  
**IN STRONG SUPPORT of HB2284**

Aloha mai e na poo a me na lala o ka Aha Olelo,

My name is Leinā‘ala Kuloloio Vedder and I am a kumu at Kula Kaiapuni ‘o Maui ma Pā‘ia and a makua of a student at Kula Kaiapuni ‘o Maui ma Kekaulike.

I am testifying in favor of HB2284 - *Relating to Equitable Distribution of Grow Our Own Resources for Hawaiian Immersion Teachers.*

I strongly support HB2284

- The demand for teachers well versed in Hawaiian language and culture is an ongoing area of need.
- The United States Department of Education has identified Hawaiian language and Hawaiian language immersion (HLI) as Federal Teacher Shortage areas (Hawai‘i Superintendent, 2019). This Federal designation, recognized by the State, demonstrates that there is a critical need to increase stakeholder access to Hawaiian language and pedagogical content courses, which will increase Hawaiian language fluency at both the pre-service and in-service levels.
- The Hawai‘i State Teachers Association agrees with this assessment indicating that Hawaiian Immersion teachers are the foremost shortage within the Hawai‘i DOE at this time.
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- Approximately 50 kaiapuni teacher vacancies across the state for the start of school year 2021-2022. 30 more positions are needed to meet growth needs.

- The COVID-19 pandemic highlights unique challenges for kaiapuni and kumu kaiapuni as students were forced to distance learning with limited to no available resources.
- Many solutions were brought up to support hard to fill but they don't support Hawaiian immersion education
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- This bill will create a "Hawai'i teacher stipend program" to be administered by the Department of Education to address the shortfall of licensed Hawaiian immersion by financially supporting students in teacher education programs at the University of Hawai'i.
- The current Grow Our Own program does not specify monies to meet the critical need of Hawaiian immersion teachers.

I urge the Committee to PASS HB2284. Mahalo for the opportunity to testify.

**E OLA MAU KA 'ŌLELO HAWAI'I!!!**

**HB-2284**

Submitted on: 2/2/2022 3:19:13 PM

Testimony for EDN on 2/3/2022 2:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Remote Testimony Requested</b>
Zane Kekoa Schweitzer	Individual	Support	No

Comments:

Aloha kākou,

I support this bill. As a keiki growing up on Maui hungry for ‘Ōlelo Hawai‘i in School, this resonates with me. Still, my journey to become "ma‘a", or habituated, with Hawaiian language continues, and when I raise my keiki in the future I'd be so proud to see them grow up immersed in Hawaiian Language and truly ma‘a to our ‘Ōlelo makuahine at home, school and in our communities.

We need more Hawaiian language teachers, and more schools encouraging Hawaiian immersion programs including ‘Ōlelo Hawai‘i

Mālama pono, mahalo!

Zane Kekoa Schweitzer

**HB-2284**

Submitted on: 2/2/2022 3:19:50 PM

Testimony for EDN on 2/3/2022 2:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Remote Testimony Requested</b>
Kapua Medeiros	Individual	Support	Yes

Comments:

Aloha Chair Takayama and Education Committee members,

I SUPPORT HB2284 and HB1986.

Having at least one (1) fluent Hawaiian language speaker would not only bridge the language and cultural gap that currently exists as it pertains to the comprehension of the current Board of Education, it would also insure that the very students and families that are affected by the BOE's decisions are fairly represented. In my personal opinion and to insure fair representation, the Board of Education should have an equal representation of Hawaiian speakers as english speakers for every district.

In the mid 1990s I attended many BOE meetings to testify in Support of the Constitutional Rights of our kanaka maoli keiki, my own included to be educated in our Native 'Olelo Hawai'i.

I also testified in Support of her rights as a keiki of Hawai'i to be treated as fairly as ALL other keiki. My keiki as well as all other Kula Kaiapuni haumāna were entitled to lunch subsidies, transportation outside the 1 mile distance of their District School, Adequate Teacher and School Support Staff positions, etc.

My keiki is now 30 years old, graduated from Kula Kaiapuni 'o Ānuenue, holds a Bachelors Degree in Forensic Science from Chaminade and is currently employed as a phlebotomist while waiting to hear the from the Honolulu Coroner's Office as to the status of her application and interview for her Dream Career all while fostering her own keiki's Hawaiian Language Immersion education.

I just wanted you all to know that your decisions to Support Bills like these create laws that create policies that create opportunities for keiki like mine and others as well.

Please vote to Support HB2284 and HB1986.

Mahalo nui loa from a very thankful makua,



**HB-2284**

Submitted on: 2/2/2022 3:50:42 PM

Testimony for EDN on 2/3/2022 2:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Remote Testimony Requested</b>
Kapohuolahaina Moniz Pa	Individual	Support	No

Comments:

Please support this bill HB2284 and HB1986 as such will help create more opportunities for those who are from and educated here to be able to stay and work in their own home state, especially Hawaiian language teachers which more are needed.. Mahalo.

**HB-2284**

Submitted on: 2/2/2022 4:28:17 PM

Testimony for EDN on 2/3/2022 2:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Remote Testimony Requested</b>
Kalehua Krug	Individual	Support	No

Comments:

This is a no-brainer...we have two official languages in Hawai'i. Both must get equal attention if not equitable attention. It will take much effort and resources to regain the ground that was lost through the colonization of Hawai'i.

**HB-2284**

Submitted on: 2/2/2022 6:36:21 PM

Testimony for EDN on 2/3/2022 2:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Remote Testimony Requested</b>
Doreen Kaolulo	Individual	Support	No

Comments:

I support equal distribution of "grow our own" that will help our future students at UH how to be taught and educated by teachers who will help them to learn the resourcea that we have here on our islands.

**HB-2284**

Submitted on: 2/2/2022 6:49:06 PM

Testimony for EDN on 2/3/2022 2:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Remote Testimony Requested</b>
Elizabeth Hansen	Individual	Support	No

Comments:

I am a registered voter in Hakalau HI 96710. Please support this bill. Mahalo

**HB-2284**

Submitted on: 2/2/2022 6:54:36 PM

Testimony for EDN on 2/3/2022 2:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Remote Testimony Requested</b>
Rodger Hansen	Individual	Support	No

Comments:

Please support this bill. I am a registered voter in Hakalau HI 96710

**HB-2284**

Submitted on: 2/2/2022 8:11:57 PM

Testimony for EDN on 2/3/2022 2:00:00 PM

Submitted By	Organization	Testifier Position	Remote Testimony Requested
Ho'oleia Ka'eo	Individual	Support	No

Comments:

Aloha e nā 'elele Aha'ōlelo,

‘O au ‘o Ho‘oleia Ka‘eo, I am a graduate of the Hawaiian Language Immersion Program on Maui and I am in **strong support of HB 2284**. The immersion program is growing on all islands but the teacher shortage we face in Hawai‘i is exacerbated in Hawaiian Language immersion schools. In addition, immersion teachers face greater workloads and most take the extra step while in their university programs to learn ‘Ōlelo Hawai‘i. We are still in the process of revitalizing the language of this land for future generations but it is through the immersion program that strides have been made. Kaiapuni teachers are the backbone of this program and revitalization movement. Teachers and future teachers must be supported for the future of our language and our children.

Mahalo for your time and consideration. Please support HB 2284.

Me ka ‘oia‘i‘o,

Ho‘oleia

**HB-2284**

Submitted on: 2/2/2022 8:43:35 PM

Testimony for EDN on 2/3/2022 2:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Remote Testimony Requested</b>
pahnelopi mckenzie	Individual	Support	No

Comments:

Please support and pass HB 2284!

**HB-2284**

Submitted on: 2/2/2022 9:13:22 PM

Testimony for EDN on 2/3/2022 2:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Remote Testimony Requested</b>
shantee brown	Individual	Support	No

Comments:

why is hawaiian language immersion important to a puerto rican like me? before the suppression of 'ōlelo hawai'i, the kingdom of hawaii was the most literate place in the world. multiple newspapers shared invaluable knowledge of how to take care of the land, water, people, etc. there is knowledge in language that can help us become better stewards of our home and ourselves.also, hawaiian is a state language. the state has a legal obligation to provide instruction in hawaiian. please support HB2284.

mahalo

shantee brown



**HB-2284**

Submitted on: 2/2/2022 9:34:23 PM

Testimony for EDN on 2/3/2022 2:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Remote Testimony Requested</b>
Jessica Waia'u	Individual	Support	No

Comments:

Aloha,

My name is Jessica Waia'u and I am a Native Hawaiian Educator. I support HB2284.

There is a current shortage of qualified teachers and the growing demand for Hawaiian immersion education will continue to create a shortage. This bill will help lessen the burden on future teachers and encourage young folks to go into this much needed profession. I work with high schoolers on their next steps after graduation and can see how a program like this would help connect the dots between high school and career. This may well create not just equity but also opportunity for our Hawaii residents to live and work in Hawaii after graduation.

Mahalo,

Jessica Waia'u

**HB-2284**

Submitted on: 2/2/2022 9:35:40 PM

Testimony for EDN on 2/3/2022 2:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Remote Testimony Requested</b>
Wai'ala Ahn	Individual	Support	No

Comments:

Please Support HB2284 for the much needed support of teachers/students in Hawaiian immersion schools. Thank you.

**HB-2284**

Submitted on: 2/2/2022 10:02:38 PM

Testimony for EDN on 2/3/2022 2:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Remote Testimony Requested</b>
Anuheia Medeiros	Individual	Support	No

Comments:

Aloha,

My name is Anuheia and I am writing this testimony because as a Native Hawaiian teacher, I understand the difference a bill like this could make.

Now in my educational life, I was offered 'ōlelo Hawaii classes in high school but unfortunately at the time, I was made to feel like there wasn't any value in learning it. English is the main language of America and to survive in America, that's the only language you needed to know. But time and experience has taught me the importance of knowing one's native language. Therefore I have begun to make attempts at learning 'ōlelo Hawaii in my free time, which so far has consisted of online resources and free classes offered by UH-Maui. But this bill here could change the game for many teachers like me who want to learn 'ōlelo Hawaii! And the more teachers we have who can speak it, the more students can learn it, further supporting the revitalization of this once banned language.

And beyond that, we would be setting a strong foundation for Native Hawaiian keiki in understanding who they are and where they come from. And hopefully, one day, 'ōlelo Hawaii will be the norm and no keiki will question its importance as I once did. So for me, the passing of this bill is a no brainer. There's absolutely nothing to lose and everything to gain for our teachers and our students to bring more 'ōlelo Hawai'i into the classroom.

Mahalo nui for your time,

Anuheia

**HB-2284**

Submitted on: 2/2/2022 11:25:40 PM

Testimony for EDN on 2/3/2022 2:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Remote Testimony Requested</b>
Pueo Pata	Individual	Support	No

Comments:

TO: Representative Justin H. Woodson, Chair, Committee on Education  
Representative Jeanne Kapela, Vice Chair, Committee on Education, and Members  
Representative Gregg Takayama, Chair, Committee on Higher Education & Technology  
Representative Linda Clark, Vice Chair, Committee on Higher Education & Technology, and Members

HB 2284

Hearing on February 3rd, 2022

IN STRONG SUPPORT of HB2284

Aloha mai, e nā po‘o a me nā lālā o ka ‘Aha ‘Ōlelo,

As a former Hawaiian language immersion school teacher, I can attest to the disparity between how the needs of immersion school teachers are met compared to those of English-only schools. The challenges are immense for immersion teachers, and fund distributions are disproportionate regarding needs between teachers of the two systems.

Because the current Grow Our Own program does not specify monies to meet the critical needs of Hawaiian immersion school teachers, I urge the Committee to PASS HB2284.

Me ka ha‘aha‘a,  
Pueo Pata

**HB-2284**

Submitted on: 2/3/2022 12:44:32 AM

Testimony for EDN on 2/3/2022 2:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Remote Testimony Requested</b>
Tara Rojas	Individual	Support	No

Comments:

This is Hawai'i - and Hawaiians need to be supported 100% in all arEAs to reestablish priority of the preservation of their values, land, culture, language, and practices.

**HB-2284**

Submitted on: 2/3/2022 12:52:06 AM

Testimony for EDN on 2/3/2022 2:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Remote Testimony Requested</b>
Robbie Ann Shimose	Individual	Support	No

Comments:

As a kanaka Hawai‘i whose maternal grandmother, Lydia Makuakāne, is one of the few remaining mānaleo, Native speakers of Hawaiian language; as a person whose ‘ohana promotes and supports education through the medium of Hawaiian language since the founding of our Hawaiian immersion program through present, with family members enrolled in Hawaiian immersion public charter schools; and whose ‘ohana created the Daniel and Lydia Makuakāne Endowment Scholarship intended to preserve and perpetuation Hawaiian language and cultural practices by helping to increase the number and proficiency of Hawaiian speakers by providing scholarships to eligible undergraduate and graduate students enrolled in Ka Haka ‘Ula o Ke‘elikōlani College of Hawaiian Language at the University of Hawai‘i at Hilo, I strongly support HB 2284.

**HB-2284**

Submitted on: 2/3/2022 6:17:14 AM

Testimony for EDN on 2/3/2022 2:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Remote Testimony Requested</b>
iyan barrera-sandri	Individual	Support	No

Comments:

I am Iyan Barrera-Sandri and i am a supporter and Ed.D student.

I write today in support of HB2284 as it will assist Hawai'i in producing a teacher pool with the needed skills for the Hawaiian education system. Furthermore this stipen, due to the incress in teachers, will help the state met the need of immersion for all students on the islands as constiutionaly required (Clarabal v Department of Education of the State of Hawai'i).

Thank you

**HB-2284**

Submitted on: 2/3/2022 8:51:36 AM

Testimony for EDN on 2/3/2022 2:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Remote Testimony Requested</b>
Ezikio Quintana	Individual	Support	No

Comments:

As a lifelong student of the Hawai'i education system, and an aspiring teacher, HB2284 will help improve the education experience for students and teachers alike. I support HB2284.