



STATE OF HAWAII  
DEPARTMENT OF EDUCATION  
KA 'OIHANA HO'ONA'AUAO  
P.O. BOX 2360  
HONOLULU, HAWAII 96804

**Date:** 01/30/2023  
**Time:** 03:00 PM  
**Location:** CR 229 & Videoconference  
**Committee:** Senate Education  
Senate Hawaiian Affairs

**Department:** Education

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

**Title of Bill:** **SB 0481** RELATING TO EDUCATION.

**Purpose of Bill:** Requires the Board of Education to develop a Hawaiian Language Medium Education Kindergarten Entry Assessment to be administered by the Department of Education, beginning with the 2026-2027 school year. Requires the State Public Charter School Commission to adopt the assessment. Requires a kindergarten entry assessment be administered within ninety days of a child's admission to kindergarten, provided that the child has not received any other kindergarten assessment within the past one hundred eighty days.

**Department's Position:**

The Hawai'i State Department of Education (Department) supports the intent of the amendments proposed in **SB 0481** concerning the adoption and development of a Kindergarten Entry Assessment (KEA) in 'Ōlelo Hawai'i for ka Papahana Kaiapuni. This bill demonstrates our shared commitment to the provision of a dual-language educational system in Hawai'i, as well as to ensuring that the Kaiapuni schools are equipped with the necessary instruments for effectively teaching and assessing in 'Ōlelo Hawai'i.

The Department supports extending the administration time frame of the KEA to ninety days. In the case of children entering kindergarten after the start of the school year, the Department suggests the amendment to exclude children who have already received ninety or more days of kindergarten instruction elsewhere. The assessment will be

normed against children who have not previously had any kindergarten instruction, and children who have previously attended kindergarten for ninety or more days are very likely to have developed the skills addressed on the KEA. Therefore, the assessment outcomes for these children would be less reliable.

We are asking consideration of the following amendment:

SECTION 3 (b) (1), p. 5 line 6 adding the line “Students who received ninety or more days of kindergarten instruction are excluded.”

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

JOSH GREEN. M.D.  
GOVERNOR



CATHY K. IKEDA  
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: SB481 Relating to Education  
DATE: January 30, 2023  
TIME: 3:00 P.M.  
COMMITTEE: Committee on Education  
ROOM: Conference Room 229 & Videoconference  
FROM: Yvonne Lau, Interim Executive Director  
State Public Charter School Commission

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Chair Kidani, Vice Chair Mercado Kim, and members of the Committee:

The State Public Charter School Commission (“Commission”) appreciates the opportunity to submit this testimony in **SUPPORT of SB 481 with comments** which requires the Board of Education to develop a Hawaiian Language Medium Education Kindergarten Entry Assessment to be administered by the Department of Education, beginning with the 2026-2027 school year. Requires the State Public Charter School Commission to adopt the assessment. Requires a kindergarten entry assessment be administered within ninety days of a child's admission to kindergarten, provided that the child has not received any other kindergarten assessment within the past one hundred eighty days.

The Commission supports this measure to require the development of the ‘Ōlelo Hawai‘i for Ka Papa Kaiapuni and it should not only reflect Hawaiian language education, but should also reflect the language and cultural goals of the Kaiapuni schools. The Commission and the Hawaii Department of Education, Office of Hawaiian Education have encouraged our Hawaiian Immersion schools to participate in the Office of Hawaiian Education’s process for developing this assessment. It is essential that the distinct linguistic, cultural, and educational goals of Hawaiian language immersion education are reflected in and considered foundational in the development and administration of the kindergarten entry assessment. The Commission is deeply grateful to the Department and the Office of Hawaiian Education for including our schools in this work.

Thank you for the opportunity to provide this testimony.

**SB-481**

Submitted on: 1/29/2023 4:50:35 PM

Testimony for EDU on 1/30/2023 3:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
Kanela Kamahalohanuilai	Individual	Oppose	In Person

Comments:

I, Kanela Kamahalohanuilai, mother, student, worker, constituent, and future advocate am here to oppose SB 481.

DOE and John Hopkins should not start the legislation session with a potential "Sunshine Bill"

I did not hear any committee meeting, neighborhood meetings, city council meeting that spoke about this. If there was talks, meeting etc, then I look at the constituent representatives and ask what happened, lost of communication using coconut wireless? Switch to Hawaiian Telcom they connect you locally. Yes, good pun. But, it's the truth.

DOE and John Hopkins are not the experts in Hawaiian Schools. These 2 entities needs to understand just because the Hawaiian schools are holding class in the English speaking spaces. The Hawaiian schools is it own entity. Please let me know if officials needs more example to understand this. I am more than happy to share.

SB 481 needs to be stopped in the legislative session and brought back down to the English speaking schools staff, neighborhood board, city councils, where I hope to see our DOE staff come to the communities across the state and speak about this topic and get this bill process and pass properly.

I would understand if this had to relate to English speaking schools, because DOE and thier partners are experts in that English speakin and history education system.

Hawaiian School student does not need a standardized test or assessment to compare them to other kids. Or for DOE to track thier progress. DOE should accept the process, because I believe if Hawaii was not kidnapped centuries ago Hawaiian school would be taught they way they do today. Students in hawaiian speaking schools will also learn the importance of learning foreign languages, history, and currency.

Hawaiian School students should be allowed to learn without DOE or any other outside influences while learning in existing school classrooms statewide. Holding space is not a good enough reason for DOE and partners to influence to education system with the assessment and standardize testing.

We all need to accept that Hawaiian language is coming back, false history are being exploited, and those in power that killed, stealed, and destroyed no one can judge you or punish you but the big guy up stairs, so thank you for your time and I'll see you all on Sunday.

Again

My name is Kanela Kamahalohanuilai 5th generation grand daughter to Kaluaopele, Ani, Keawemauhili, and Lunalilo, first generation homeless college graduate again oppose SB 481.

Mahalo.



**Ka'au Hua, Ka'au Ola**  
'Aha Pūnana Leo 1983-2023  
40 years of progress, a vision for life

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Pūnana Leo o Lahaina  
Pūnana Leo o Hāna  
Pūnana Leo o Nu'uauu  
Pūnana Leo o Waialua



DATE: January 30, 2023  
TIME: 3:00pm  
LOCATION: State Capitol, Room 229

**SB 481 Relating to Education**

Aloha Chair Kidani and Vice Chair Mercado Kim and members of the committee,

My name is Ka'iulani Laehā, Chief Executive Officer of the 'Aha Pūnana Leo. The 'Aha Pūnana Leo is the only statewide provider of Hawaiian medium early childhood programs and education. We stand on 40 years of experience in language revitalization and early childhood related programs.

**The 'Aha Pūnana Leo adamantly opposes SB 481.**

The board of education (BOE) approved the Johns Hopkins Kindergarten Entry Assessment (KEA) in October 2022 as required by Act 210. This Act was passed in the 2021 session during the height of the covid pandemic and gave us no time to provide guidance and the research to the legislature on the inappropriate application of a standardized KEA and that directed the board to adopt a KEA "in Hawaiian and English." After adoption of the KEA for English kindergarten classrooms, the board directed the Department of Education (DOE) to provide a plan and timeline to address a KEA for Kaiapuni kindergarteners. The 'Aha Pūnana Leo was invited as a subject matter expert along with other stakeholders by the Office of Hawaiian Education to discuss the KEA in a subsequent meeting in November of 2022.

The consensus after discussions at the stakeholder meeting was that the DOE shall seek to "amend act 210 - permanent exemption from KEA for all Hawaiian language medium and immersion schools"; please refer to the photo below of the working sheet used and reviewed at the November stakeholders meeting.

A draft memo produced by the DOE following the meeting was circulated to the stakeholder group for feedback. The memo clearly stated 7 recommendations that came from the meeting including legislative recommendations supporting "legislative action for a permanent exemption from the KEA requirement in Act 210 (2021)." However, the stakeholder recommendations listed in the memo were never presented to the BOE. We along with other members of the Hawaiian language medium education community attended the BOE meeting on December 15th and provided testimony in opposition to the DOE recommendation to the BOE. We were appalled by the vast misrepresentation and inaccuracy of the stakeholder input presented to the board by the DOE when it was suggested that no clear amendments were proposed by stakeholders.

At the November stakeholder meeting we discussed and explained that there is no purpose for administering KEA to keiki in Hawaiian language medium programs; whether entering into Kaiapuni schools from a Pūnana Leo or otherwise, these assessments will only produce inconsistent data, wrongfully inform instruction, and misinform parents. Ultimately, requiring KEA for Kaiapuni schools, and for teachers of Kaiapuni schools to be trained on administering an assessment that is inappropriate for Hawaiian immersion programs does not in any way benefit our keiki, kumu, 'ohana or kaiaulu.

The recent BOE action supported the following:

“RECOMMENDATION The Department recommends the development of a Kaiapuni KEA in ‘Ōlelo Hawai‘i that aligns with the adopted English language KEA, with the addition of a sixth domain to reflect Hawaiian language, culture, and community that are critical to the Kaiapuni educational mission. The Kaiapuni KEA will be administered for Kaiapuni kindergarten students statewide, beginning July 1, 2026. This action would serve as the Board’s approval for KEA for Kaiapuni schools and programs.”

**This recommendation approved between \$713,665 - \$1,245,665 to develop an inappropriate KEA for HME, showing a lack of due diligence and negligence with regard to spending on part of the Department of Education** since there are already reliable and valid assessments that have been developed by ‘Aha Pūnana Leo and utilized for over a decade in HME early learning settings. I have attached a copy of the slide used in the recommendation showing the cost.

During the October Early Learning Board (ELB) the DOE early learning specialist informed the ELB members about the KEA tool selected for the English medium schools, the Johns Hopkins University Kindergarten Readiness Assessment. The selection process included heavy consideration for the common and best practices in place in current early learning programs. Since the ‘Aha Pūnana Leo is the only statewide early learning Hawaiian language medium program, we are the only entity equipped to inform an assessment for Hawaiian language medium early learners. We have also supported the development of Hawai‘i’s early learning and development standards for Hawaiian language medium. Please consider our expertise to fully understand the weight of our testimony.

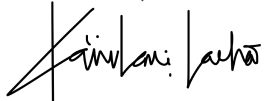
In addition, please note that the DOE must comply with HRS 302H-7 requiring the following:

“The Department of Education shall work collaboratively with the Hawaiian language college of the University of Hawaii at Hilo and any other entities recognized by the legislature for the purpose of addressing Hawaiian language medium education, extending to those entities support for inclusion in the special provisions for children and families enrolled in the Hawaiian language medium education program of the department and maximizing the joint use of existing and new resources to meet the goal of revitalizing, maintaining, and strengthening the Hawaiian language.”

It is my understanding that in the process of planning its KEA recommendation the DOE did not collaborate with the Hawaiian language college and its laboratory school listed in HRS 302H-7 and established in HRS 304A-1302.

Finally I’d like to confirm that the evaluations currently utilized by the ‘Aha Pūnana Leo meet the requirements of HRS 302A-1165 (5) and have been confirmed as valid and reliable for its intended purpose by the US Department of Education. The evaluations also meet the purpose for which the state legislature in its Standing Committee Report 469 to Act 210 that clarifies “a uniform assessment of kindergarten readiness will be used to support the readiness and learning of all students entering kindergarten in public schools and charter schools across the state”.

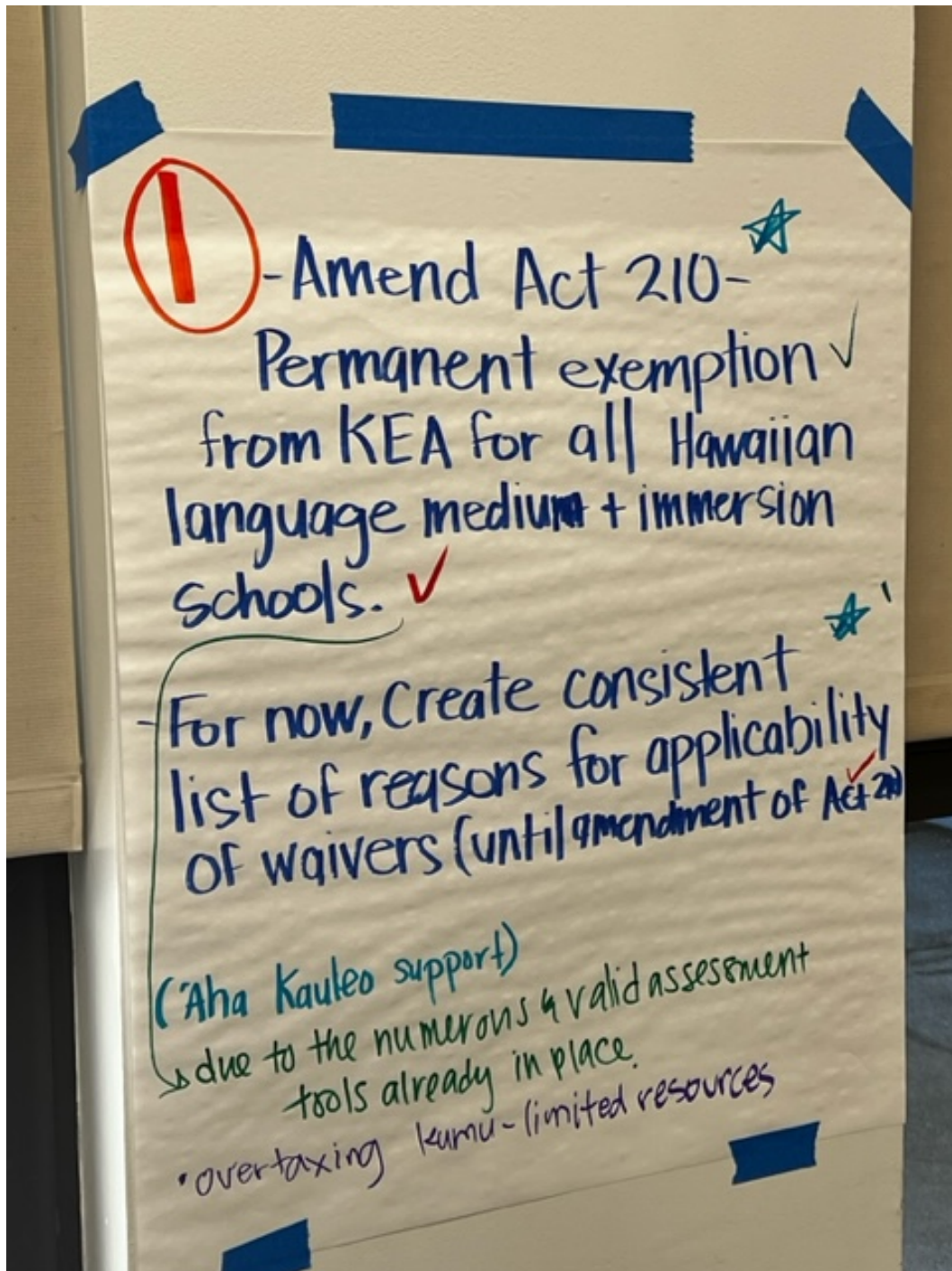
Mahalo,



Ka'iulani Laehā

‘Aha Pūnana Leo, Inc.

Working document from November 1, 2022 Stakeholder meeting:





DOE recommendation and estimated costs:



## Department Recommendations

### Development of **Kaiapuni KEA** in 'Ōlelo Hawai'i

- Impact:
  - 350-400 Kindergarteners per Year
  - 24 Kindergarten Classrooms per Year
  - 11 Department Schools
  - 6 Charter Schools
- Targeted Compliance Date:
  - July 1, 2026
- Estimated Total Cost: \$713,665 - \$1,245,665

**SB-481**

Submitted on: 1/28/2023 12:50:01 PM

Testimony for EDU on 1/30/2023 3:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
Shannon Matson	Individual	Oppose	Remotely Via Zoom

Comments:

Aloha Chair Kidani, Vice Chair Mercado Kim, and members of the committee,

As a māmā of 2 keiki in Hawaiian language immersion kula I strongly oppose SB481. I want freedom for myself and ALL 'ohana in Hawai'i to enter their keiki into a Hawaiian Language Medium pathway education at ANY POINT in their learning. I've seen many keiki enter this school at any point in their kindergarten year or even beyond and THRIVE. Also, ENGLISH translated testing should have no place in Hawaiian Language schools, period. It does nothing for anyone, but create confusion and headaches. It's not and never can be an accurate calculation of the type of learning that occurs in these schools, which, as a product of an English Public School in Hawai'i, I can attest that the schooling my keiki are receiving is FAR SUPERIOR to anything I've seen in any of the English based language schools. This should be at the discretion of the kumu, makua, and keiki. No need involve more testing and bureaucracy into this process. 'A'ole. Nope. Plenty other stuff you guys can and should be focusing on. Mahalo nui,

Shannon Matson



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## TESTIMONY BEFORE THE SENATE COMMITTEE ON EDUCATION

RE: SB 481 - RELATING TO EDUCATION

MONDAY, JANUARY 30, 2023

OSA TUI, JR., PRESIDENT  
HAWAII STATE TEACHERS ASSOCIATION

Chair Kidani and Members of the Committee:

The Hawaii State Teachers Association is **providing comments** on **SB 481**, relating to education. This bill requires the Board of Education to develop a Hawaiian Language Medium Education Kindergarten Entry Assessment to be administered by the Department of Education, beginning with the 2026-2027 school year, requires the State Public Charter School Commission to adopt the assessment, and requires a kindergarten entry assessment be administered within ninety days of a child's admission to kindergarten, provided that the child has not received any other kindergarten assessment within the past one hundred eighty days.

**We have noticed there is a bill, SB 827, that has been introduced in the legislature to exempt Hawaiian Immersion schools from this Kindergarten Entry Assessment, and we support their exemption, instead of just a delay.**

We also want to point out that although the Board of Education would be the body to approve this assessment, it would be the Department of Education (DOE) who would develop a Hawaiian Language Medium Education Kindergarten Entry Assessment. Also, **if this assessment is only delayed in our Hawaiian Immersion schools, then we also strongly urge the DOE to consult our Hawaiian Immersion public schools, including Hawaiian Immersion public charter schools, and their teachers, for their valuable input as to whom should develop this assessment.** It is not only important to consider ‘ōlelo Hawai‘i, when developing this assessment, but also the Hawaiian culture in the implementation of such an assessment to ensure the relevance of such an assessment for our keiki in our Hawaiian Immersion schools.

**The Hawaii State Teachers Association thanks you for considering our comments on this bill.**



**27 Ianuali, 2023**

Senator Michelle N. Kidani, Chair  
Senator Donna Mercado Kim, Vice Chair  
Date of Hearing: 01-30-2023  
Time: 3:00pm  
Location: Conference Room 229

Testimony of Ha‘amauliola Aiona  
Ke Kula ‘O Nāwahīokalani‘ōpu‘u Iki  
SB 481, RELATING TO EDUCATION  
STRONGLY OPPOSE

E nā Po‘o Kōmike a me nā Lālā Kōmike o ka Ho‘ona‘auao,

My name is Ha‘amauliola Aiona , and I am the Student/Parent/Teacher Collaboration Board Coordinator, the President of Ka Ho‘olako, our Parent Enrichment Fundraising Committee, and a secondary teacher of Ke Kula ‘O Nāwahīokalani‘ōpu‘u Iki, Laboratory Public Charter School. **I am providing written testimony in STRONG OPPOSITION of SB 481.**

I, on behalf of the the ‘Uo Mamo, Ka Ho‘olako, and myself as a teacher of Nāwahī for the past 20 years, STRONGLY OBJECT to SB 481 that requires the Board of Education to develop a Hawaiian Language Medium Education Kindergarten Entry Assessment to be administered by the Department of Education, beginning with the 2026-2027 school year. Let it be noted that on October 6th, 2022, in the first recommendation of the DOE on the KEA issue, there was no indication of any research by the DOE into the existence of a Hawaiian Language Medium assessment that complied with HRS 302A-1165. On November 1st, a gathering of stakeholders was called at which Nāwahī made a short presentation informing the Department that our school is successfully implementing the ‘Aha Pūnana Leo’s Hawaiian Language Medium assessment which meets the requirements of HRS 302A-1165.

We have benefitted from this valid and reliable assessment over the past 20 years and have collected longitudinal data on outcomes relative to the purposes of the previously stated law including:

- 1) closing the school readiness gap,
- 2) informing instruction in the early elementary grades, and 3) informing parents.

Additionally, at the Board of Education meeting on December 15, 2022, Nāwahī submitted written and oral testimony urging the Board of Education to delay the decision on the Hawaiian Medium KEA and further investigate alternative options to meet compliance requirements of HRS 302A-1165.

We are opposed to spending exorbitant amounts of money on a Hawaiian Language Medium Assessment that is designed to align with the Johns Hopkins English Language Medium Assessment and in effect produce misleading data and ultimately will fail to provide the information that will best serve the children, families and staff of Hawaiian Language schools. An assessment of this nature will only add to the negative impact of English medium education laws and policies on Hawaiian Medium Education.

Mahalo nui loa,

Ha‘amauliola Aiona

([haa@nawahi.org](mailto:haa@nawahi.org))

Alaka‘i ‘Uo Mamo - Student/Parent/Teacher Collaboration Board Coordinator

Pelekikena Ka Ho‘olako - President of Parent Enrichment Fundraising Committee

Kumu Kula Ki‘eki‘e - Secondary Teacher

**SB-481**

Submitted on: 1/29/2023 2:50:11 PM

Testimony for EDU on 1/30/2023 3:00:00 PM

Submitted By	Organization	Testifier Position	Testify
Ka'iu Kimura	Individual	Oppose	Written Testimony Only

Comments:

Aloha Pumehana Chair Kidani and Vice Chair Mercado Kim and members of the education and Hawaiian committees,

My name is Ka'iu Kimura and I am the director of 'Imiloa Astronomy Center at UH-Hilo and I am also a parent of a Hawaiian-medium 1st grader. I write in strong opposition to SB 481 for the following reasons:

1. Ka Haka 'Ula has 40 years of experience in Hawaiian language and Hawaiian-medium education and can serve as a resource to assist this endeavor. The DOE has not contacted the college as stipulated in HRS 302H-7 as follows: "The Department of Education shall work collaboratively with the Hawaiian language college of the University of Hawaii at Hilo and any other entities recognized by the legislature to address Hawaiian language medium education, extending to those entities support for inclusion in the special provisions for children and families enrolled in the Hawaiian language medium education program of the department and maximizing the joint use of existing and new resources to meet the goal of revitalizing, maintaining, and strengthening the Hawaiian language."
2. The use of a test developed for English should not be applied for use in another language like Hawaiian as standard practice for assessment and evaluation. The cost is negligent when there are already reliable and valid assessments. Using tools developed for 'ōlelo Hawai'i with a tested track record can prove more affordable and effective. Further investigation is warranted to avoid misaligning the tests for student growth and program goals.
3. Adding an additional domain for language and culture to the Johns Hopkins Kindergarten Entry Assessment (KEA) requires more discussion and clarity in the development and usage, access, and other issues that may impact its programs. Determining the correct assessment requires more thought and attention to this important issue that impacts the many students, families, teachers, and schools committed to Hawaiian medium education as a quality vehicle for revitalizing 'ōlelo Hawai'i. Therefore, the choices that are made matter beyond an operational decision of using an assessment tool that was developed for English and English medium education.



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Ka Papa Alaka'i

Dr. Kēhaulani  
'Aipia-Peters,  
Pelekikena

Kēhaulani Shintani,  
Hope Pelekikena

Kākau 'Ōlelo

Leilani Ka'apuni,  
Pu'ukū

Kamalei Hayes

Dr. Kauanoe  
Kamanā

Nāmaka Rawlins

Dr. Pila Wilson

Kyla Manzano

Kayla Ahsing

No 'Ane'i Ko  
Kākou Ola!

Senator Michelle N. Kidani, Chair  
Senator Donna Mercado Kim, Vice Chair

Date of Hearing: 01-30-2023  
Time: 3:00pm  
Location: Conference Room 229

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

SB 481, RELATING TO EDUCATION  
**STRONGLY OPPOSE**

E nā Po'o Kōmike a me nā Lālā Kōmike o ka Ho'ona'auao, aloha nui kākou,

My name is Dr. Kēhaulani 'Aipia-Peters, and I am the Governing Board Chair of Ke Kula 'O Nāwahīokalani'ōpu'u Iki, Laboratory Public Charter School. I am providing written testimony in STRONG OPPOSITION of SB 481.

We, the governing board of Nāwahī, **STRONGLY OBJECT** to SB 481 that requires the Board of Education to develop a Hawaiian Language Medium Education Kindergarten Entry Assessment to be administered by the Department of Education, beginning with the 2026-2027 school year.

Let it be noted that on October 6th, 2022, in the first recommendation of the DOE on the KEA issue, there was no indication of any research by the DOE into the existence of a Hawaiian Language Medium assessment that complied with HRS 302A-1165. On November 1st, a gathering of stakeholders was called at which Nāwahī made a short presentation informing the Department that our school is successfully implementing the 'Aha Pūnana Leo's Hawaiian Language Medium assessment which meets the requirements of HRS 302A-1165. We have benefitted from this valid and reliable assessment over the past 20 years and have collected longitudinal data on outcomes relative to the purposes of the previously stated law including: 1) closing the school readiness gap, 2) informing instruction in the early elementary grades, and 3) informing parents. Additionally, at the Board of Education meeting on December 15, 2022, Nāwahī submitted written and oral testimony urging the Board of Education to delay the decision on the Hawaiian Medium KEA and further investigate alternative options to meet compliance requirements of HRS 302A-1165.

We are opposed to spending exorbitant amounts of money on a Hawaiian Language Medium Assessment that is designed to align with the Johns Hopkins English Language Medium Assessment and in effect produce misleading data and ultimately will fail to provide the information that will best serve the children, families and staff of Hawaiian Language schools. An assessment of this nature will only add to the negative impact of English medium education laws and policies on Hawaiian Medium Education.

Mahalo,

*Ke. Kēhaulani Aipia-Peters*

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



**Ke Kula 'o Samuel M. Kamakau**  
Laboratory Public Charter School

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46-500 Kūneki St. Kāne'ōhe, Hawai'i 96744 \*Kelepona: 808.235.9175 \*Kelepa'i: 808.235.9173  
E mālama 'ia ana ka mauili ola o kākou mai kēlā hanauna a i kēia hanauna.

Ianuali 29, 2023

Senator Michelle N. Kidani, Chair  
Senator Donna Mercado Kim, Vice Chair  
Date of Hearing: 01-30-2023  
Time: 3:00pm  
Location: Conference Room 229

Relating to SB 481, RELATING TO EDUCATION  
STRONGLY OPPOSE

E nā Po'ō Kōmike a me nā Lālā Kōmike o ka Ho'ona'auao, Aloha mai kākou,

Ke Kula 'o Samuel M. Kamakau, Laboratory Public Charter School is a family-based, Hawaiian language medium school offering a comprehensive multi-level (PK through Secondary) educational program in Ha'ikū, He'eia, Ko'olaupoko, O'ahu.

Ke Kula 'o Samuel M Kamakau **strongly opposes** SB 481, that requires the Board of Education to develop a Hawaiian Language Medium Education Kindergarten Entry Assessment to be administered by the Department of Education, beginning with the 2026-2027 school year.

Kamakau proposes the following revision to Section 2. Chapter 302A, Hawaii Revised Statutes -

1. An exemption for all Hawaiian Medium/Immersion Kindergarten classrooms, whereby each Hawaiian Medium/Immersion classroom will determine their own classroom assessments to serve the purpose as shared in the bill.
  1. Close the school readiness gap at kindergarten entry;
  2. Inform instruction in the early elementary school grades;
  3. Inform parents of their children's status and to involve parents in decisions regarding their children's education.

There are inherent flaws with creating a statewide kindergarten entry assessment aligned to a western developed tool and especially for students who are first year language learners. This would immediately question the validity and reliability of the results of such an assessment when compared to the results received from kindergarten English learners across the state.

Mahalo nui for this opportunity to share our mana'o.

Me ke aloha,

I. Meahilahila Kelling, Ed.D.  
Kahu, Director





29 IANUALI 2023

**Testimony of Dr. Kayla Lindsey Asing , Governing Board Member,  
Ke Kula ‘O Nāwahīokalani‘ōpu‘u Iki LPCS**

**SB 481, RELATING TO EDUCATION  
-STRONGLY OPPOSE-**

Ke Kula ‘o  
Nāwahīokalani‘ōpu‘u  
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(808) 966-7821  
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E nā Po‘o me nā Lālā Kōmike o ka Ho‘ona‘auao, aloha nui kākou,

My name is Kayla Lindsey Asing, and I am a Governing Board Member of Ke Kula ‘O Nāwahīokalani‘ōpu‘u Iki, Laboratory Public Charter School (Nāwahī), and a parent of 2 children currently enrolled at Nāwahī, and 1 child enrolled at Pūnana Leo o Hilo. I am an advocate for Hawaiian language revitalization and normalization for this generation, and many generations to come.

**I am providing written testimony in STRONG OPPOSITION of SB 481.**

**Ka Papa Alaka‘i**

**Dr. Kēhaulani ‘Aipia-Peters,**  
Pelekikena

As one of the representatives of the Governing Board of Nāwahī, I STRONGLY OBJECT to SB 481 that requires the Board of Education to develop a Hawaiian Language Medium Education Kindergarten Entry Assessment (KEA) to be administered by the Department of Education (DOE), beginning with the 2026-2027 school year.

**Kēhaulani Shintani,**  
Hope Pelekikena

Let it be noted that on October 6th, 2022, in the first recommendation of the DOE on the KEA issue, there was no indication of any research by the DOE into the existence of a Hawaiian Language Medium assessment that complied with HRS 302A-1165. On November 1st, a gathering of stakeholders was called at which Nāwahī made a short presentation informing the Department that our school is successfully implementing the ‘Aha Pūnana Leo’s Hawaiian Language Medium assessment which meets the requirements of HRS 302A-1165. We have benefitted from this valid and reliable assessment over the past 20 years and have collected longitudinal data on outcomes relative to the purposes of the previously stated law including: 1) closing the school readiness gap, 2) informing instruction in the early elementary grades, and 3) informing parents. Additionally, at the Board of Education meeting on December 15, 2022, Nāwahī submitted written and oral testimony urging the Board of Education to delay the decision on the Hawaiian Medium KEA and further investigate alternative options to meet compliance requirements of HRS 302A-1165.

Kākau ‘Ōlelo

**Leilani Ka‘apuni,**  
Pu‘ukū

**Kamalei Hayes**

**Dr. Kauanoē Kamanā**

**Nāmaka Rawlins**

**Dr. Pila Wilson**


**Kyla Manzano**

**Kayla Asing**

We are opposed to spending exorbitant amounts of money on a Hawaiian Language Medium Assessment that is designed to align with the Johns Hopkins English Language Medium Assessment and in effect produce misleading data and ultimately will fail to provide the information that will best serve the children, families and staff of Hawaiian Language schools. An assessment of this nature will only add to the negative impact of English medium education laws and policies on Hawaiian Medium Education.

**No ‘Ane‘i  
Ko Kākou Ola!**

And as a parent, I cannot support this knowing that the educational pathway that I have chosen for my ‘ohana could be jeopardized, thereby invalidating the foundation set 40 years ago by the pioneers of the Hawaiian Language Revitalization Movement.

Mahalo nui,   
Kayla Lindsey Asing



**SB-481**

Submitted on: 1/29/2023 2:48:48 PM

Testimony for EDU on 1/30/2023 3:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
Alexander K.D. McNicoll	Individual	Oppose	Written Testimony Only

Comments:

Aloha Chairman Kidani and Vice Chair Mercado Kim and members of the committee,

My name is Alexander McNicoll. I **strongly oppose SB481**. Similar to the experts in the field, I urge the legislature to **stop the bill**. Mahalo.

**SB-481**

Submitted on: 1/29/2023 2:50:33 PM

Testimony for EDU on 1/30/2023 3:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
Leialoha K.	Individual	Oppose	Written Testimony Only

Comments:

I oppose SB 481

There are valid and reliable test instruments, and testing should not be deterred by English only perspectives and decision-making.

**SB-481**

Submitted on: 1/27/2023 8:12:51 PM

Testimony for EDU on 1/30/2023 3:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
Gerard Silva	Individual	Oppose	Written Testimony Only

Comments:

Should not be Foced on any one remeber that!!!

**SB-481**

Submitted on: 1/28/2023 10:20:58 AM

Testimony for EDU on 1/30/2023 3:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
Pualani Kahoochanohano	Individual	Oppose	Written Testimony Only

Comments:

Aloha kākou,

I oppose SB481. It is an injustice for keiki and ‘ohana, who choose Hawaiian medium education starting at the kindergarten level. SB481 would be an injustice for my mo‘opuna and my ‘ohana. My daughter graduated from Hawaiian immersion. She started her HME journey in kindergarten at Ke Kula Kaiapuni o Keaukaha without experience or knowledge of the Hawaiian language. She graduated from Ke Kula ‘o Nāwahīokalani‘ōpu‘u and went on to receive her master's degree. As a makua with keiki in HME, I opposed all kindergarten assessments mandated by the State. My keiki would have failed a kindergarten assessment, and as a makua with no HME experience then, I would have been discouraged from continuing HME. The kumu adjusted the curriculum needed for students without knowledge or understanding of the Hawaiian language. My keiki excelled because of her kumu, not because of an evaluation. Both of my mo‘opuna will be starting their HME journey next August, and as a kupuna, I oppose SB481.

Mahalo, na ka ‘ohana Kūali‘i-Kaho‘ohanohano

**SB-481**

Submitted on: 1/28/2023 11:51:08 AM

Testimony for EDU on 1/30/2023 3:00:00 PM

Submitted By	Organization	Testifier Position	Testify
Kahealani napeahi	Individual	Oppose	Written Testimony Only

Comments:

SB 481 Relating to Education

Aloha Chairman Kidani and Vice Chair Mercado Kim and members of the committee,

My name is Kahealani Napeahi. I have 4 keiki in Hawaiian Language Medium pathway and **strongly oppose** SB481. Similar to the experts in the field, I believe this is an injustice to my keiki and urge the legislature to stop the bill.

**SB-481**

Submitted on: 1/28/2023 11:51:25 AM

Testimony for EDU on 1/30/2023 3:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
Alana Grace	Individual	Oppose	Written Testimony Only

Comments:

SB 481 Relating to Education

Aloha Chairman Kidani and Vice Chair Mercado Kim and members of the committee,

My name Alana Grace. I have 4 keiki in Hawaiian Language Medium pathway and strongly oppose SB481. Similar to the experts in the field, I believe this is an injustice to my keiki and urge the legislature to stop the bill.

Mahalo!



**SB-481**

Submitted on: 1/28/2023 1:02:08 PM

Testimony for EDU on 1/30/2023 3:00:00 PM

Submitted By	Organization	Testifier Position	Testify
nikoya	Individual	Oppose	Written Testimony Only

Comments:

Aloha Chairman Kidani and Vice Chair Mercado Kim and members of the committee,

My name is Nikoya Collier. I have ‘ekahu keiki in Hawaiian Language Medium pathway and **strongly oppose** SB481.

This bill is an absolute disservice to not only our many Kumu who work tirelessly to educate our keiki but to the many families who want their children to be educated in the Kaiapuni schools. Additionally, children ALL LEARN DIFFERENTLY and to asses every child on the same scale is not fair to child.

Similar to the experts in the field, I believe this is an injustice to my keiki and urge the legislature to stop the bill.

Mahalo,

Nikoya

**SB-481**

Submitted on: 1/28/2023 1:21:56 PM

Testimony for EDU on 1/30/2023 3:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
Davielynn Briones	Individual	Oppose	Written Testimony Only

Comments:

Aloha Chairman Kidani and Vice Chair Mercado Kim and members of the committee,

My name is Davielynn Briones. I have 2 keiki in Hawaiian Language Medium pathway and **strongly oppose** SB481. Similar to the experts in the field, I believe this is an injustice to my keiki and urge the legislature to stop the bill.

**SB-481**

Submitted on: 1/28/2023 1:33:45 PM

Testimony for EDU on 1/30/2023 3:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
Racquel Sandal	Individual	Oppose	Written Testimony Only

Comments:

DATE: January 30, 2023

TIME: 3:00pm

LOCATION: State Capitol, Room 229

SB 481 Relating to Education

Aloha Chairman Kidani and Vice Chair Mercado Kim and members of the committee,

My name is Racquel Sandal. I have four keiki in Hawaiian Language Medium pathway and **strongly oppose** SB481. Similar to the experts in the field, I believe this is an injustice to my keiki and urge the legislature to stop the bill.

**SB-481**

Submitted on: 1/28/2023 1:35:45 PM

Testimony for EDU on 1/30/2023 3:00:00 PM

Submitted By	Organization	Testifier Position	Testify
Kaena Kuhaulua	Individual	Oppose	Written Testimony Only

Comments:

DATE: January 30, 2023

TIME: 3:00pm

LOCATION: State Capitol, Room 229

SB 481 Relating to Education

Aloha Chairman Kidani and Vice Chair Mercado Kim and members of the committee, My name is Kaena Kuhaulua. I have 3 keiki in Hawaiian Language Medium pathway and **strongly oppose** SB481. Similar to the experts in the field, I believe this is an injustice to my keiki and urge the legislature to stop the bill.

**SB-481**

Submitted on: 1/28/2023 2:10:13 PM

Testimony for EDU on 1/30/2023 3:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
Courtney Abobo	Individual	Oppose	Written Testimony Only

Comments:

SB 481 Relating to Education

Aloha Chairman Kidani and Vice Chair Mercado Kim and members of the committee,

My name is Courtney Abobo. I have 2 keiki in Hawaiian Language Medium pathway and **strongly oppose** SB481. Similar to the experts in the field, I believe this is an injustice to my keiki and urge the legislature to stop the bill.

**SB-481**

Submitted on: 1/28/2023 2:24:26 PM

Testimony for EDU on 1/30/2023 3:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
Hannah Aldridge	Individual	Oppose	Written Testimony Only

Comments:

Aloha, My name is Hannah Aldridge. I have 2 keiki in Hawaiian Language Medium pathway and **strongly oppose** SB481. Similar to the experts in the field, I believe this is an injustice to my keiki and urge the legislature to stop the bill.

Mahalo.

**SB-481**

Submitted on: 1/28/2023 2:34:19 PM

Testimony for EDU on 1/30/2023 3:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
Lokalia Makaio	Individual	Oppose	Written Testimony Only

Comments:

DATE: January 30, 2023

TIME: 3:00pm

LOCATION: State Capitol, Room 229

SB 481 Relating to Education

Aloha Chairman Kidani and Vice Chair Mercado Kim and members of the committee,

Aloha kākou, o wau 'o Lokalia Makaio. I have 'ekolu mau keiki in Hawaiian Language Medium pathway and **strongly oppose** SB481. Similar to the experts in the field, I believe this is an injustice to any keiki who may enter or want to enter into kula kaiapuni and urge the legislature to stop the bill. Please kindly think about how much our lāhui has already suffered with the suppression of our 'ōlelo. This bill will only further the injustices done to our people.

Mahalo

**SB-481**

Submitted on: 1/28/2023 3:11:08 PM

Testimony for EDU on 1/30/2023 3:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
Kinau Camacho	Individual	Oppose	Written Testimony Only

Comments:

SB 481 Relating to Education

Aloha Chairman Kidani and Vice Chair Mercado Kim and members of the committee,

My name is Kina'u Camacho . I have 'elua (2) keiki in Hawaiian Language Medium pathway and **strongly oppose** SB481. Similar to the experts in the field, I believe this is an injustice to my keiki and urge the legislature to stop the bill.



**SB-481**

Submitted on: 1/28/2023 3:11:59 PM

Testimony for EDU on 1/30/2023 3:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
Evan Laeha	Individual	Oppose	Written Testimony Only

Comments:

Aloha,

I have keiki in the Hawaiian medium education pathway and am strongly opposed to SB481. Please refer to the subject matter experts in the field of indigenous language medium education and consider the detrimental impact to the progress Hawaiian language revitalization this bill could cause because of the lack of transparency and expertise of those who support this bill. Please listen to the stakeholders and act logically by stopping this bill here and now. There are many things that our keiki and program need, but a KEA is not one of them. Please ask the DOE to spend their resources on other more useful initiatives that genuinely support our keiki and our efforts in renormalizing Hawaiian language.

Mahalo,

Evan

**SB-481**

Submitted on: 1/28/2023 3:25:59 PM

Testimony for EDU on 1/30/2023 3:00:00 PM

Submitted By	Organization	Testifier Position	Testify
Monica Mulleitner	Individual	Oppose	Written Testimony Only

Comments:

My name is Monica Nohea Mulleitner . I have 2 keiki in Hawaiian Language Medium pathway and **strongly oppose** SB481. Similar to the experts in the field, I believe this is an injustice to my keiki and urge the legislature to stop the bill.

SB 481 Relating to Education

**SB-481**

Submitted on: 1/28/2023 3:35:00 PM

Testimony for EDU on 1/30/2023 3:00:00 PM

Submitted By	Organization	Testifier Position	Testify
Andrea Kekipi-Aurio	Individual	Oppose	Written Testimony Only

Comments:

Aloha Chairman Kidani and Vice Chair Mercado Kim and members of the committee,

My name is Andrea Lehua Kekipi-Aurio. I have 3 keiki in Hawaiian Language Medium pathway and **strongly oppose** SB481. Similar to the experts in the field, I believe this is an injustice to my keiki and urge the legislature to stop the bill. I appreciate your recognition of our stance on this matter and ask that you stop the bill from moving any further. Mahalo a nui for standing and being our voice.

Respectfully Submitted,

Andrea Lehua Kekipi-Aurio

**SB-481**

Submitted on: 1/28/2023 3:41:34 PM

Testimony for EDU on 1/30/2023 3:00:00 PM

Submitted By	Organization	Testifier Position	Testify
Keeley Mantanona	Individual	Oppose	Written Testimony Only

Comments:

DATE: January 30, 2023

TIME: 3:00pm

LOCATION: State Capitol, Room 229

SB 481 Relating to Education

Aloha Chairman Kidani and Vice Chair Mercado Kim and members of the committee,

My name is Keeley Mantanona. I have three keiki in Hawaiian Language Medium pathway and **strongly oppose** SB481. Similar to the experts in the field, I believe this is an injustice to my keiki and urge the legislature to stop the bill.

**SB-481**

Submitted on: 1/28/2023 3:43:12 PM

Testimony for EDU on 1/30/2023 3:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
Kelley Porter	Individual	Oppose	Written Testimony Only

Comments:

Aloha Chairman Kidani, Vice Chair Mercado Kim and members of the committee. My name is Kelley Porter. I have 1 keiki, soon to be two, in the Hawaiian Language Medium pathway and **I strongly oppose** SB481. Similar to the experts in the field, I believe this is an injustice to my keiki and urge the legislature to stop the bill. Mahalo

**SB-481**

Submitted on: 1/28/2023 3:54:37 PM

Testimony for EDU on 1/30/2023 3:00:00 PM

Submitted By	Organization	Testifier Position	Testify
Ariana Flores	Individual	Oppose	Written Testimony Only

Comments:

SB 481 Relating to Education

Aloha Chairman Kidani and Vice Chair Mercado Kim and members of the committee,

My name is Ariana Flores. I have 1 keiki in Hawaiian Language Medium pathway and **strongly oppose** SB481. Similar to the experts in the field, I believe this is an injustice to my keiki and urge the legislature to stop the bill.

**SB-481**

Submitted on: 1/28/2023 3:57:43 PM

Testimony for EDU on 1/30/2023 3:00:00 PM

Submitted By	Organization	Testifier Position	Testify
Lehua Muagututia	Individual	Oppose	Written Testimony Only

Comments:

‘O Lehua Muagututia ko'u inoa. My name is Lehua Muagututia. ‘O ho‘okahi ka‘u keiki, Te Ahikāroa. I have one keiki, Te Ahikāroa and a second waiting for his time in Hawaiian Language Medium pathway and **strongly oppose** SB481. Similar to the experts in the field, I believe this is an injustice to my keiki and urge the legislature to stop the bill. E ola ka ‘Ōlelo Hawai‘i !!!

**SB-481**

Submitted on: 1/28/2023 5:07:03 PM

Testimony for EDU on 1/30/2023 3:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
Mahinalani Pulotu	Individual	Oppose	Written Testimony Only

Comments:

My name is Mahinalani Pulotu. I have one keiki in Hawaiian Language Medium pathway and **strongly oppose** SB481. Similar to the experts in the field, I believe this is an injustice to my keiki and urge the legislature to stop the bill.



**SB-481**

Submitted on: 1/28/2023 5:16:13 PM

Testimony for EDU on 1/30/2023 3:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
Dr Sarah Strong, ND	Individual	Oppose	Written Testimony Only

Comments:

As a parent of children who did preschool in English and now have been in hawaiian immersion school for the past 7 years I find this bill absolutely ridiculous. With this my children would not have been able to obtain the education that they are receiving and that has been essential in them becoming who they are. There are not enough spots in immersion preschools to meet the requirements and this would greatly decrease the resurgence of the language that has been having a successful revival. Why would anyone want to put a roadblock on Hawaiian language education? PLEASE oppose this bill!

**SB-481**

Submitted on: 1/28/2023 5:43:24 PM

Testimony for EDU on 1/30/2023 3:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
Carmelita Patu	Individual	Oppose	Written Testimony Only

Comments:

Aloha Chairman Kidani and Vice Chair Mercado Kim and members of the committee,

My name is Carmelita Patu. I have 3 keiki in Hawaiian Language Medium pathway and **strongly oppose** SB481. Similar to the experts in the field, I believe this is an injustice to my keiki and urge the legislature to stop the bill.

Mahalo

**SB-481**

Submitted on: 1/28/2023 5:48:46 PM

Testimony for EDU on 1/30/2023 3:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
Moke and Namaka	Individual	Oppose	Written Testimony Only

Comments:

Aloha Senators,

Oppose SB481

With mo‘opuna in Hawaiian medium we fully support their education in Hawaiian language. We oppose SB 481 that creates a new section of mandates for an assessment given to keiki when they enter the kindergarten classrooms. We can only imagine what labels and parent misinformation would be given to us if they were tested with invalid and unreliable assessments when they entered papa mālaa‘o. It is our mo‘opuna’s right to an education in Hawaiian language.

Ua mau ke ea o ka ‘āina i ka pono.

mahalo,

Moke and Namaka

**SB-481**

Submitted on: 1/28/2023 6:22:30 PM

Testimony for EDU on 1/30/2023 3:00:00 PM

Submitted By	Organization	Testifier Position	Testify
Tiare Kaleiwahea	Individual	Oppose	Written Testimony Only

Comments:

DATE: January 30, 2023

TIME: 3:00pm

LOCATION: State Capitol, Room 229

SB 481 Relating to Education

Aloha Chairman Kidani and Vice Chair Mercado Kim and members of the committee,

My name is Tiarelyn Kaleiwahea. I have 3 keiki in Hawaiian Language Medium pathway and **strongly oppose** SB481. Similar to the experts in the field, I believe this is an injustice to my keiki and urge the legislature to stop the bill.

**SB-481**

Submitted on: 1/28/2023 6:53:03 PM

Testimony for EDU on 1/30/2023 3:00:00 PM

Submitted By	Organization	Testifier Position	Testify
Misty Fontanilla	Individual	Oppose	Written Testimony Only

Comments:

DATE: January 30, 2023

TIME: 3:00pm

LOCATION: State Capitol, Room 229

SB 481 Relating to Education

Aloha Chairman Kidani and Vice Chair Mercado Kim and members of the committee,

My name is Misty Fontanilla. I have 2 keiki in Hawaiian Language Medium pathway and **strongly oppose** SB481. Similar to the experts in the field, I believe this is an injustice to my keiki and urge the legislature to stop the bill.

**SB-481**

Submitted on: 1/28/2023 7:33:28 PM

Testimony for EDU on 1/30/2023 3:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
Nicole K Andrade	Individual	Oppose	Written Testimony Only

Comments:

My name is Nicole Andrade. I have a keiki in Hawaiian Language Medium pathway and strongly oppose SB481. Similar to the experts in the field, I believe this is an injustice to my keiki and urge the legislature to stop the bill.

**SB-481**

Submitted on: 1/28/2023 8:04:31 PM

Testimony for EDU on 1/30/2023 3:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
Kushaiah Scott	Individual	Oppose	Written Testimony Only

Comments:

Aloha Chairman Kidani and Vice Chair Mercado Kim and members of the committee,

My name is Kushaiah Scott. I have 3 keiki in Hawaiian Language Medium pathway and strongly oppose SB481. Similar to the experts in the field, I believe this is an injustice to my keiki and urge the legislature to stop the bill.

**SB-481**

Submitted on: 1/28/2023 8:19:35 PM

Testimony for EDU on 1/30/2023 3:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
Brittney Skudlarick	Individual	Oppose	Written Testimony Only

Comments:

Aloha, my name Brittney Skudlarick. I have two keiki in Hawaiian Language Medium pathway and **strongly oppose** SB481. Similar to the experts in the field, I believe this is an injustice to my keiki and urge the legislature to stop the bill.



**SB-481**

Submitted on: 1/28/2023 8:24:46 PM

Testimony for EDU on 1/30/2023 3:00:00 PM

Submitted By	Organization	Testifier Position	Testify
Mona Kea	Individual	Oppose	Written Testimony Only

Comments:

SB 481 Relating to Education

Aloha Chairman Kidani and Vice Chair Mercado Kim and members of the committee,

My name is Mona Kea.

I have 2 keiki in Hawaiian Language Medium pathway and **strongly oppose** SB481. Similar to the experts in the field, I believe this is an injustice to my keiki and urge the legislature to stop the bill.

Mahalo for your consideration.

Mona Kea

**SB-481**

Submitted on: 1/28/2023 8:26:06 PM

Testimony for EDU on 1/30/2023 3:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
Dryden Seto Myers	Individual	Oppose	Written Testimony Only

Comments:

E lākou nei e noho ana i ka mana o ke aupuni, na ‘oukou nō ka‘u aloha.

I am Dryden Kuehuikapono Chien Tzin Seto Myers, a speaker and lifelong student of ‘Ōlelo Hawai‘i. My journey of learning the beloved language of my kūpuna began as an undergraduate student at Stanford, now, 5 years later, I am a student in the Kawaihuelani MA program in Hawaiian Language.

I was alerted to this bill by a friend who was concerned by the language and the goals therein to standardize the acceptance of certain students into Hawaiian Language programs vis-à-vis a state-developed assessment for Kindergartners. I share this sentiment, and find recourse for submitting testimony in opposition.

While it is true that we must take action as Native Hawaiians to preserve the highest form of language in our immersion education programs, the responsibility for that assessment must not be levied on students and families who have been generational victims to the State and Territory of Hawai‘i's adversarial policies of language elimination and assimilation. Aside from an overstep of kuleana by a state senate which has no distinct right to determining the standards of a language whose people remain sovereign by right, it is also beyond your honorable assembly's jurisdiction as a non Hawaiian Language speaking body.

Therefore I see the following to be negative consequences of this bill:

- 1) a continued violation of Hawaiian rights to our own language and the further restriction of services which were inherently intended to counteract the historical wrong of cultural genocide partaken by the Territorial and State governments against the Native Hawaiian people.
- 2) it will limit access to language education and services for young Native Hawaiians and their families by unjustly assessing a Kindergartener on their language ability; we do not judge a child's English speaking ability in this way and it is assumed that the child, due to the plasticity of their brain and it's language center to develop comprehension over a short period of time, will eventually catch up.

3) it fails to address the core educational issue and further solidifies Hawaiian not as the primary language of our land, but one of access and privilege--something which many Hawaiians do not have as a result of generations of colonialism.

4) it will leave many young people and families who deeply desire the immersion education unable to enroll their keiki.

I agree that there is a critical issue that is attemptedly addressed by this bill. I understand the aims of this bill are genuine and, though misguided, are being done to provide a service for the first language of this land and the First People of this land. I believe, however, that the way to address this issue is not punishing families who bear the historical traumas of colonialism for not being able to teach their children the language before Kindergarten. Rather, I see other routes of incentivizing early childhood Hawaiian language education available which address these issues. Summer programs and accelerated, immersion, and manuahi education services for whole families of Native Hawaiians to ensure the mākaukau of haumāna when they reach the Kindergarten level will prove more mobile and consequential in the long run.

Na‘u me ka ha‘aha‘a,

Dryden Kuehuikapono Chien Tzin Seto Myers

Ka‘ōhao, Kailua, Ko‘olaupoko, O‘ahu

**SB-481**

Submitted on: 1/28/2023 8:33:11 PM

Testimony for EDU on 1/30/2023 3:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
Liloa	Individual	Oppose	Written Testimony Only

Comments:

DATE: January 30, 2023

TIME: 3:00pm

LOCATION: State Capitol, Room 229

SB 481 Relating to Education

Aloha Chairman Kidani and Vice Chair Mercado Kim and members of the committee,

My name is Liloa and I have 2 keiki in Hawaiian Language Medium pathway and strongly oppose SB481. Similar to the experts in the field, I believe this is an injustice to my keiki and urge the legislature to stop the bill.

**SB-481**

Submitted on: 1/28/2023 8:33:15 PM

Testimony for EDU on 1/30/2023 3:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
Kaimana Cabebe	Individual	Oppose	Written Testimony Only

Comments:

Aloha Chairman Kidani and Vice Chair Mercado Kim and members of the committee,

My name is Kaimana Canebe. I have three keiki in the Hawaiian Language Medium pathway, two of whom would need to be put through this unfair assessment. I strongly oppose SB481. Similar to the experts in the field, I believe this is an injustice to my keiki and urge the legislature to stop the bill.

Mahalo nui,

Kaimana Cabebe

**SB-481**

Submitted on: 1/28/2023 8:37:09 PM

Testimony for EDU on 1/30/2023 3:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
Mary Ann Pahukoa	Individual	Oppose	Written Testimony Only

Comments:

Aloha mai,

Born & raised on the island of Maui, a Kula kaiapuni student, and Punana Leo 'o Maui graduate, and today, a Mother of a Hawaiian immersion student, I strongly oppose this bill.

**SB-481**

Submitted on: 1/28/2023 8:45:28 PM

Testimony for EDU on 1/30/2023 3:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
Jennifer Santos	Individual	Oppose	Written Testimony Only

Comments:

My name is Jennifer Santos. I have two (2) keiki in Hawaiian Language Medium pathway and **strongly oppose** SB481. Similar to the experts in the field, I believe this is an injustice to my keiki and urge the legislature to stop the bill.

**SB-481**

Submitted on: 1/28/2023 8:48:59 PM

Testimony for EDU on 1/30/2023 3:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
Shannon Lind	Individual	Oppose	Written Testimony Only

Comments:

My name is Shannon Lind I am an grandparent of Kapeau Lind keiki in Hawaiian Language Medium pathway and strongly oppose SB481. Similar to the experts in the field, I believe this is an injustice and urge the legislature to stop the bill.



**SB-481**

Submitted on: 1/28/2023 9:02:46 PM

Testimony for EDU on 1/30/2023 3:00:00 PM

Submitted By	Organization	Testifier Position	Testify
Kassy Nohea Astrande	Individual	Oppose	Written Testimony Only

Comments:

Aloha Chairman Kidani and Vice Chair Mercado Kim and members of the committee,

‘O Kassy Nohea Astrande ko‘u inoa. Ho‘okahi a‘u keiki e ho‘ona‘auao ‘ia nei ma ke ala Kaia‘ōlelo Hawai‘i. Ma ke ‘ano he makua a he kumu **‘a‘ole wau kāko‘o i ka pila ‘o SB481**. He kaulike ‘ole no ka pono o nā keiki a he koi ikaika kēia i ka ‘aha‘ōlelo e ho‘okū i ka pila.

My name is Kassy Nohea Astrande. I have a child currently being educated in Hawaiian Language Medium pathway. As a parent and as an educator **I strongly oppose SB481**. This is an injustice to our children and I urge the legislature to stop the bill.

Na‘u nō me ka ‘oia‘i‘o,

Kassy Nohea Astrande

**SB-481**

Submitted on: 1/28/2023 9:03:34 PM

Testimony for EDU on 1/30/2023 3:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
Kepa Lind	Individual	Oppose	Written Testimony Only

Comments:

My name is Kepa Lind I am a grandparent of Kapeau Lind keiki in Hawaiian Language Medium pathway and strongly oppose SB481. Similar to the experts in the field, I believe this is an injustice and urge the legislation to stop this bill immediately.

**SB-481**

Submitted on: 1/28/2023 9:14:38 PM

Testimony for EDU on 1/30/2023 3:00:00 PM

Submitted By	Organization	Testifier Position	Testify
Tiare HewLen	Individual	Oppose	Written Testimony Only

Comments:

ATE: January 30, 2023

TIME: 3:00pm

LOCATION: State Capitol, Room 229

SB 481 Relating to Education

Aloha Chairman Kidani and Vice Chair Mercado Kim and members of the committee,

My name is Tiare HewLen. I have 6, soon to be 7 keiki in Hawaiian Language Medium pathway and **strongly oppose** SB481. Similar to the experts in the field, I believe this is an injustice to my keiki and urge the legislature to stop the bill.

na'u,

Tiare HewLen

**SB-481**

Submitted on: 1/28/2023 9:17:36 PM

Testimony for EDU on 1/30/2023 3:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
Kaylee Kaiwi	Individual	Oppose	Written Testimony Only

Comments:

My name is Kaylee Kaiwi. I am a mother and have 2 keiki in Hawaiian Language Medium pathway and STRONGLY oppose SB481. Similar to the experts in the field, I believe this is an INJUSTICE to my keiki and the native people and urge the legislature to stop the bill. Hewa!

**SB-481**

Submitted on: 1/28/2023 9:28:10 PM

Testimony for EDU on 1/30/2023 3:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
Sharai Roback-Tolentino	Individual	Oppose	Written Testimony Only

Comments:

My name is Sharai Roback-Tolentino, I am an aunty to numerous keiki in Hawaiian Language Medium pathway and strongly oppose SB481. Similar to the experts in the field, I believe this is an injustice and urge the legislature to stop the bill.

Mahalo

**SB-481**

Submitted on: 1/28/2023 9:38:33 PM

Testimony for EDU on 1/30/2023 3:00:00 PM

Submitted By	Organization	Testifier Position	Testify
Emma-Ann Paulsen	Individual	Oppose	Written Testimony Only

Comments:

Aloha Chairman Kidani and Vice Chair Mercado Kim and members of the committee,

My name is \_\_\_\_\_ Emma-Ann Paulsen \_\_\_\_\_. I have 2 keiki in Hawaiian Language Medium pathway and **strongly oppose** SB481. Similar to the experts in the field, I believe this is an injustice to my keiki and urge the legislature to stop the bill.

**SB-481**

Submitted on: 1/28/2023 10:24:02 PM

Testimony for EDU on 1/30/2023 3:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
Israel zablán	Individual	Oppose	Written Testimony Only

Comments:

take the time to make appropriate assessment

**SB-481**

Submitted on: 1/28/2023 10:24:33 PM

Testimony for EDU on 1/30/2023 3:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
Malia Williams	Individual	Oppose	Written Testimony Only

Comments:

My name is Malia Williams. I have 2 keiki in Hawaiian Language Medium pathway and **strongly oppose** SB481. Similar to the experts in the field, I believe this is an injustice to my keiki and urge the legislature to stop the bill



**SB-481**

Submitted on: 1/28/2023 10:27:09 PM

Testimony for EDU on 1/30/2023 3:00:00 PM

Submitted By	Organization	Testifier Position	Testify
Pakalana Helekahi	Individual	Oppose	Written Testimony Only

Comments:

Aloha Chairman Kidani and Vice Chair Mercado Kim and members of the committee,

My name is Pakalana Helekahi. I have one keiki in Hawaiian Language Medium pathway and **strongly oppose** SB481. Similar to the experts in the field, I believe this is an injustice to my keiki and urge the legislature to stop the bill.

**SB-481**

Submitted on: 1/28/2023 10:32:03 PM

Testimony for EDU on 1/30/2023 3:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
Lehualani	Individual	Oppose	Written Testimony Only

Comments:

I do NOT agree

I oppose to this barrier that stops a child's opportunity to speak the Birth Language of Hawai'i

**SB-481**

Submitted on: 1/28/2023 10:36:00 PM

Testimony for EDU on 1/30/2023 3:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
Rozlynd Vares	Individual	Oppose	Written Testimony Only

Comments:

Aloha Chairman Kidani and Vice Chair Mercado Kim and members of the committee,

My name is Rozlynd Vares. I have one keiki in Hawaiian Language Medium pathway and **strongly oppose** SB481. Similar to the experts in the field, I believe this is an injustice to my keiki and urge the legislature to stop the bill.

**SB-481**

Submitted on: 1/29/2023 12:08:23 PM

Testimony for EDU on 1/30/2023 3:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
‘Olu Saguid	Individual	Oppose	Written Testimony Only

Comments:

Our 'Ohana and I strongly oppose bill SB481!

This bill undermines our ability to educate, test and raise our keiki in the current school system with a Hawaiian perspective and knowledge base. We OPPOSE.

**SB-481**

Submitted on: 1/29/2023 12:30:39 PM

Testimony for EDU on 1/30/2023 3:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
Alealani Evangelista	Individual	Oppose	Written Testimony Only

Comments:

Oppose bill SB481.

**SB-481**

Submitted on: 1/29/2023 12:37:36 PM

Testimony for EDU on 1/30/2023 3:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
Melissa Schafer	Individual	Oppose	Written Testimony Only

Comments:

I oppose SB481. My son is in 3rd grade at Ke Kula ‘O Nāwahīokalani‘ōpu‘u in Kea‘au on Hawai‘i Island. He started school there in Kindergarten and did not attend a Hawaiian immersion preschool program so he spoke no 'olelo Hawai‘i when he started Kindergarten. The whole intent of Hawaiian education medium schools is to teach the Hawaiian language so I do not understand how an assessment in 'olelo Hawai‘i within the first 90 days would be beneficial to the incoming kindergarteners, parents or the teachers. It is not adding any additional information that we already know since the vast majorit of Hawaiian language learning happened the first year of school during kindergarten. For a more accurate assessment conducting this assessment makes more sense during 1st grade. At my son's school when he started about half of the students entering kindergarten come from Hawaiian immersion programs or speak Hawaiian at home and the other half are completely new to the language.

But assuming that a test needs to be assessed within the first 90 days, the second issue with SB481 that was brought to my attention by my son's school is the cost of creating this assessment. His school informed us that they already do an assessment in kindergarten that they is culturally appropriate and is not based on Westernized or English language markers. So simply translating a test developed by John Hopkins University does not make sense. So spending \$700K and \$1.2 million to create this 'olelo Hawai'i assessment is a waste of money if there already is an existing assessment. I'm sure his school would be glad to share their methods with the other Hawaiian medium schools if they need assistance. What we do need is more Hawaiian language media for the students so please spend the \$700K and \$1.2 million on creating more curricula materials and books in 'olelo Hawai'i.

I have full confidence in my son's school's teachers and administration to make the decisions that best serve their school. He went from not speaking any Hawaiian in kindergarten to being at the top of his 3rd grade class - the only other student doing as well is a student who speaks Hawaiian at home. If an assesement in kindergarten had determined my son to be not proficient enough in Hawaiian then it would have been detrimental, not beneficial to his long-term progress. The teachers at Ke Kula ‘O Nāwahīokalani‘ōpu‘u in Kea‘au on Hawai‘i Island are excellent and their methods are already working.

**SB-481**

Submitted on: 1/29/2023 12:53:45 PM

Testimony for EDU on 1/30/2023 3:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
Lela Kalama	Individual	Oppose	Written Testimony Only

Comments:

Aloha kākou,

I am writing to state that I strongly oppose SB481. There is no need to have a test that is translated from English to Hawaiian. That is a waste of funds as this type of assessment will not make sense to a speaker of 'ōlelo Hawaii. Tests, if they are truly needed need to come from a Hawaiian perspective and not be a translation. Not to mention the school that my keiki attend, Nāwahīokalani'ōpu'u already has an assessment in this nature already in place and so even more it will be a waste of funds.

please do not pass this bill.

mahalo nui,

Na Lela Kalama

**SB-481**

Submitted on: 1/29/2023 1:41:34 PM

Testimony for EDU on 1/30/2023 3:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
Dana K. Hayashida	Individual	Oppose	Written Testimony Only

Comments:

Aloha mai kakou,

As a parent of children that have gone through and continue the Hawaiian immersion program, I oppose SB481. This assessment is unfair to all 'ohana that enter into the immersion program in Kindergarten. It discourages them and makes them and the keiki feel like they've failed when they're just learning the language. I have always opposed state mandated testing for our keiki in the Hawaiian immersion program due to the fact that it is not in the Hawaiian language and it does not fairly measure our keiki. This assessment is an injustice to my 'ohana and all 'ohana entering the Hawaiian immersion program.

Mahalo nui, na ka 'Ohana Hayashida



**SB-481**

Submitted on: 1/29/2023 1:51:23 PM

Testimony for EDU on 1/30/2023 3:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
Kahea	Individual	Oppose	Written Testimony Only

Comments:

Creating a test in the Hawaiian Language to test children upon getting into Kindergarten is only a waste of resources. I'm sure there are more pressing issues that require the funds rather than creating a test for students that are just beginning to enter the school system. Some Kindergarten students have never been in a school, to create a test for these types of students will not be beneficial in seeing how much they know. Especially since at that age they are just learning the fundamental building blocks of education. Most of the focus at this age is on practical life skills as well as large and fine motor skills. The test will only show how good a child is at taking test.

Furthermore, I've never heard of an assesment that children need to take in the public school system in order to enter Kindergarten. Regardless, students will not benefit from assesments, English or non-English upon the entry of Kindergarten. Mahalo.

**TESTIMONY TO AMEND SB 481 TO ELIMINATE HAWAIIAN MEDIUM KEA  
BEFORE THE SENATE EDUCATION COMMITTEE  
JAN. 30, 2023**

Dr. William H. Wilson

Aloha Committee Chair Kidani, Vice Chair Mercado Kim and members of the Senate Education Committee,

My name is Dr. William H. Wilson. I am a linguist working at the state legislature mandated College of Hawaiian Language where I teach doctoral courses in endangered Indigenous language revitalization and Indigenous language medium education. I have expertise in researching on how early childhood cognitive development and the features of Hawaiian and English differently affect the development of literacy, numeracy, mathematics and other domains of early education. I also have expertise in bridging from Hawaiian medium preschool into early elementary. I am the author of peer-reviewed publications on Hawaiian and Indigenous language medium education and have advised Cherokee Nation and the Guam DOE on Indigenous language immersion initiatives. Currently I am part of a team at the Hawaiian Language College that is to be on contract with the State of New Mexico to provide services in developing early childhood Indigenous language medium education for the twenty-three tribes in that state.

I have been involved in the development and support of Hawaiian language medium education since its beginnings in the 1980s. Among my services to the DOE have been membership on the Multilingual Committee, membership on special committees advising the BOE on its Kaiapuni Hawai'i policy, assistance with the Hawaiian provisions of the BOE policy on the Seal of Biliteracy, and serving as an advisor to the DOE relative to its establishment of the KĀ'EO Assessments.

My experience with the DOE is that while it is proud of state legislative leadership in establishing the most developed Native American Language medium education program in the United States, the DOE administers those Hawaiian programs in manner that excessively mirrors English medium programs. It is my opinion that the DOE does so to a point of negatively impacting the academic and language revitalization goals of the Hawaiian language medium programs.

In closely mirroring English medium education and an English language medium mindset rather than a Hawaiian mindset, the DOE ignores international research. That research recognizes the key role of the distinctive phonology, syllable structure, morphology, lexicon and orthography of the specific language medium of instruction of a school in the development of literacy, mathematics and science taught through that language. The DOE has also ignored federal legislation specific to Hawaiian language medium education as a federally recognized form of Native American language medium

education that would allow the DOE to move away from requiring Hawaiian medium education to follow English medium education.

SB 481 is another example of the DOE seeking to force and constrain the Hawaiian medium program into an English medium framework which, in my opinion as a researcher is unwise and unsuitable. Furthermore, such a practice is rejected by stakeholder parents and teachers in the Hawaiian medium schools.

In all but a couple of charters, the majority of the incoming kindergarteners do not speak Hawaiian. It is a major task for kindergarten teachers to develop an ability in their non-Hawaiian-speaking students to understand, speak, and begin to read Hawaiian sufficiently well to be assessed properly through Hawaiian even by grade 1, much less than within the time period required by section 2 of SB 481.

Also related to the huge task of Hawaiian immersion kindergarten teachers to develop child proficiency in the Hawaiian medium of education is the lack of access to federal Title III resources designed for that purpose. DOE policy is to provide federal Title III funds only to the English medium schools. However, the percentage of children not knowing the medium of education (English) is much smaller in English medium kindergartens than is the percentage of those who do not know the medium of education (Hawaiian) in Hawaiian medium schools.

The Hawaiian medium assessment as proposed in SB 481 is also problematic for the Hawaiian speakers in Hawaiian medium kindergartens. Annually, the vast majority of such students come from Pūnana Leo schools, especially in the DOE operated kindergartens. The Pūnana Leo program follows standards and methodologies based in the Hawaiian language, not those based in the English language, such as the Common Core Standards upon which the DOE's Hawaiian medium KĀ'EO assessments are based. The Johns Hopkins English medium kindergarten assessments also follow the Common Core, which is used in its home state of Maryland. Therefore, the DOE designation of the Johns Hopkins assessment as the model to which the proposed Hawaiian assessment is to be aligned is another misguided Common Core requirement on Hawaiian medium education.

An example of a major difference between Hawaiian language research-based standards and the Common Core/KĀ'EO standards is how early literacy is taught. The difference in method of teaching Hawaiian literacy will cause a problem in administering the DOE planned Hawaiian medium assessment as aligned with the Johns Hopkins and KĀ'EO assessments. Such an assessment will misrepresent the literacy skills of the Hawaiian-speaking children in the schools.

The traditional Hawaiian method of learning to read, as used in the highly successful Hawaiian medium schools of the 19th century and further developed by the 'Aha Pūnana Leo, involves early reading by memorized syllables at ages 3 through 5. Under the Pūnana Leo methodology, it is only after being able to read fluently that students learn the names of the individual letters. The reason that letter names are learned

later is because the names of the letters are also the names of syllables causing confusion among children. Using the Pūnana Leo syllabic method, a large portion of Hawaiian-speaking Pūnana Leo children enter kindergarten already able to sound out any Hawaiian word and often read three to four-word sentences.

Aligning the Hawaiian medium assessment with the Johns Hopkins kindergarten assessment, will not include assessment of ability to read sentences (something that a large number of Hawaiian-speaking children can do) but will include the naming of individual letters. It will further push Hawaiian medium teachers to teach to the test and concentrate on letter names rather than actual reading of sentences. This already occurs in some Hawaiian medium kindergartens where teachers strictly follow the directives of the DOE relative to the Common Core/KĀ'EO standards based in English. I have heard a number of reports of children entering such DOE classrooms who were already able to read Hawaiian at Pūnana Leo schools, who then forgot how to read in kindergarten as their kindergarten teacher followed the DOE directives to use English language-based learning approaches to reading, focusing on letter names and sounds.

There are other challenges and burdens that the DOE has placed on teachers and students in Hawaiian language medium programs due to the DOE focus on aligning Hawaiian language medium education with English language medium education from other states. The cost of aligning Hawaiian language medium education is expensive and appears to be producing no real benefits to the teachers, students and families, teachers and students in Hawaiian medium education. My understanding is that the KĀ'EO assessments have cost the state over five million dollars. I am not aware of any DOE studies as to how the results of the KĀ'EO assessments have helped teachers and students improve final educational and language revitalization outcomes. The statistics I have on final outcomes of Hawaiian medium education come are from Nāwahīokalani'ōpu'u laboratory school. It was established in 1997 by the legislature with no funding attached. The outcomes at Nāwahīokalani'ōpu'u exceed the state averages for high school graduation and immediate enrollment into college. (See attached data.)

Most parents of students at Nāwahīokalani'ōpu'u have opted their children out of the DOE the KĀ'EO and the Smarter Balanced Assessments administered by the school. This has resulted in the DOE placing the school in Continuous School Improvement (CSI) status, placing an additional burden on teachers. The school cannot depend on the minimal data provided from the few students whose parents agree to have them take the school's implemented KĀ'EO and Smarter Balanced Assessments. To meet the goals of informing parents, closing the school readiness gap, and informing instruction, Nāwahīokalani'ōpu'u laboratory school uses internal Curriculum Based Measures (CBM) aligned with those used in Pūnana Leo Schools. This is a very economical method of assessment and conforms with the recommendations of the National Research Council for early childhood education, as required in HRS 302A-1165 (b) (4). I believe that the DOE could benefit by looking into what is being accomplished at the laboratory school

Testimony of Dr. W.H. Wilson on SB 481 (page 4 of 4)

established by the legislature to provide distinctive support and research on Hawaiian language medium education.

**My recommendation is that this bill be amended to eliminate any assessments at kindergarten entry in Hawaiian language medium kindergartens and reword the requirements in 302A-1165 and 302D-37 to reflect the exemption of Hawaiian language medium kindergartens from such assessments.**

Mahalo nui for the special interest of the legislature in Hawaiian language medium education.

ATTACHMENT: NĀWAHIŌKALANI‘ŌPU‘U (Kea‘au Campus) CLASS OF 2022 ACCOMPLISHMENTS (2 pages)

NĀWAHĪOKALANI‘ŌPU‘U (Kea‘au Campus) CLASS OF 2022 ACCOMPLISHMENTS  
 Dr. William H. Wilson [wilsonwi@hawaii.edu](mailto:wilsonwi@hawaii.edu) from Ka Haka ‘Ula O Ke‘elikōlani College, UH Hilo 17  
 January 2022

[NH = Native Hawaiian (1); EL = English Learner (2); FRL = Free or Reduced Lunch Recipient

	Students (3)(4)	Graduated on time (5)(6)	Enrolling directly in college (7)	Earned UHH certificate (8)	Student athlete (9)	HIDOE seal of bliteracy (10)	HIDOE honors certificate (11)	HIDOE vale- dictorian (12)
NH EL + FRL	8	8	7	6	3	5	4	1
NH EL + non-FRL	10	10	9	7	6	5	4	0
NH non- EL + FRL	5	5	2	2	4	2	2	0
NH non- EL + non -FRL	6	6	6	5	4	4	2	1
Non-NH, EL + non- FRL	1	1	1	1	1	1	1	0
Totals/%	30/100%	30/100%	25/83%	21/70%	18/60%	17/57%	13/43%	2/7%

EXPLANATORY NOTES:

- (1) The Native Hawaiian students at Nāwahīokalani‘ōpu‘u are part of the single largest racial/ethnic group in state HIDOE public and charter schools, where they represent some 26% of all students. Nāwahīokalani‘ōpu‘u has no racial/ethnic criteria for enrollment, however, non-Native Hawaiian students typically make up no more than 5% of the Nāwahīokalani‘ōpu‘u enrollment. Most non-Native Hawaiian students at Nāwahīokalani‘ōpu‘u are, like the Native Hawaiian students, multiracial. Within public and charter schools as a whole Native Hawaiians are a racial/ethnic group with a significant achievement gap.
- (2) Nāwahīokalani‘ōpu‘u operates as a Hawaiian language medium school (HRS 304H 1-7) designed for students entering school as Hawaiian speakers. HIDOE classifies students as EL if a non-English language such as Hawaiian is their first language, the language most used in their home, or the language most used by the student. However, the HIDOE does not officially record Nāwahīokalani‘ōpu‘u students as EL with EL services unless they transfer to a state English medium school. Under the Native American provisions of the ESEA definition of EL all Native Hawaiian Nāwahī students would meet the EL definition.
- (3) Nāwahīokalani‘ōpu‘u is by law is a laboratory school of the Hawaiian language college (HRS 304A 1301-1302). The fall 2021 P-12 enrollment at Nāwahīokalani‘ōpu‘u was 535 at its Kea‘au campus. (Satellite campuses are in Waimea and Wai‘anae are not included here.) The Nāwahīokalani‘ōpu‘u elementary and middle school programs are operated as a charter school and explore ways to better adapt charter schooling to Hawaiian language medium education. The Nāwahīokalani‘ōpu‘u high school program operates as an off-campus Hawaiian language medium

- program of Hilo High School and explores ways to better adapt standard public schooling to Hawaiian language medium education. Funding for its students goes to Hilo High School. At the preschool level, Nāwahīokalani‘ōpu‘u operates a program that bridges a state charter operated program and the Native Hawaiian non-profit ‘Aha Pūnana Leo operated infant-toddler program and language nest preschool exploring ways that such cooperation can benefit students in the state.
- (4) Nāwahīokalani‘ōpu‘u also serves as a training site for student teachers from the College’s Hawaiian language medium teacher education program.
  - (5) The Nāwahīokalani‘ōpu‘u senior class of 30 is part of the larger Hilo High School class of 263.
  - (6) The Nāwahīokalani‘ōpu‘u high school program is located on a distinct campus in the Puna District thirty minutes from the Hilo High School campus. Nāwahīokalani‘ōpu‘u students participate with other Hilo High School students in athletics and extracurricular events (e.g., prom, commencement).
  - (7) Nāwahīokalani‘ōpu‘u has consistently outperformed the state average in high school graduation since its first graduation in 1999. That was the first class graduating from a Hawaiian language medium school in over a century. The state of Hawai‘i high school graduation rate as an average for students of all races has been 83%-86%, with the rate for Native Hawaiian students at around 79%.
  - (8) Nāwahīokalani‘ōpu‘u has a long history of outperforming the state average in direct enrollment in college. The college going rate directly from high school for Hawai‘i public schools as an average of all races is approximately 50%-55%, with the rate for Native Hawaiian students at 35%-44%. Nāwahīokalani‘ōpu‘u’s students have been able to enroll in out-of-state universities as well as the state Hawaiian language college and other state tertiary institutions. Among out-of-state universities from which Nāwahīokalani‘ōpu‘u students have graduated are Loyolla Marymount, Northern Arizona and Stanford.
  - (9) Students who demonstrate readiness for Nāwahīokalani‘ōpu‘u’s early college program are enrolled in Hawaiian language medium courses that allow completion of one of two certificates offered by the University of Hawai‘i at Hilo, either a) the Hawaiian Culture Certificate (19 credits no less than 10 at the 300 level or higher) or b) the Multidisciplinary Hawaiian Studies Certificate (26 credits with no less than 10 at the 300 level or higher).
  - (10) Among the sports in which these Nāwahīokalani‘ōpu‘u seniors have participated are football, girls soccer, boy’s soccer, boy’s basketball, girl’s volleyball, boy’s volleyball, girl’s softball, track and field, riflery, Hawaiian outrigger canoe paddling, boy’s wrestling.
  - (11) Hawai‘i’s requirements for the Seal of Biliteracy include a 3.0 overall high school grade point average, a 3.0 grade point average in Language Arts classes in an official state language (English or Hawaiian) and passing a national on-line assessment of another language at the equivalent of ACTFL Intermediate Mid. All Nāwahīokalani‘ōpu‘u students who have met the grade point requirements for the Seal and who have chosen to take the on-line assessments for the Seal have passed the assessment. Nāwahīokalani‘ōpu‘u students use a 3.0 grade point average in Hawaiian Language Arts as their base and take an on-line assessment in another language (typically English) for the Seal. Since the initiation of the Seal in 2017, Nāwahīokalani‘ōpu‘u students have comprised a considerable percentage of awardees statewide.
  - (12) Hawai‘i requirements for an honors certificate include a 3.0 overall grade point average, no less than two credits at the AP or college level and completion of one or more distinct courses of study as described at <https://www.hawaiipublicschools.org/TeachingAndLearning/StudentLearning/GraduationRequirements/Pages/Requirements.aspx>.
  - (13) Hawai‘i requirements for the valedictorian designation are an overall 4.0 grade point average and meeting the requirements for an honors certificate.

**SB-481**

Submitted on: 1/29/2023 1:57:46 PM

Testimony for EDU on 1/30/2023 3:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
Gillen Neff	Individual	Oppose	Written Testimony Only

Comments:

Aloha Chair Kidani, Vice Chair Mercado Kim and members of the committee,

I have a grandchild in the HME pathway and strongly oppose SB 481.

Gillen Neff



**SB-481**

Submitted on: 1/29/2023 2:20:36 PM

Testimony for EDU on 1/30/2023 3:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
Ranell Sioloa	Individual	Oppose	Written Testimony Only

Comments:

I oppose

**SB-481**

Submitted on: 1/29/2023 2:32:37 PM

Testimony for EDU on 1/30/2023 3:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
Brandy De Lima-Suganuma	Individual	Oppose	Written Testimony Only

## Comments:

Translating a standardized English perspective assessment into the Hawaiian language will not benefit any of the children that will be required to take it. This is a practice that has been subjected to native peoples for generations - remove their culture and interests and "Americanize" it but write it in their language to be politically correct. As such, I oppose this bill, SB481, as there are already valid and reliable testing instruments in place for children who speak Hawaiian that take into account their cultural perspectives.

TO: EDU Committee, Chair Kidani, and Vice Chair Mercado Kim  
FROM: Keiki Kawai'ae'a, Director, Ka Haka 'Ula O Ke'elikōlani College, UH Hilo  
Date: January 29, 2023  
**RE: SB 481 Relating to Education**

MEETING DATE: January 30, 2023  
TIME: 3:00 pm  
LOCATION: State Capitol, Room 229

**IN STRONG OPPOSITION of SB 481**

Aloha Pumehana Chair Kidani and Vice Chair Mercado Kim and members of the committee,

My name is Keiki Kawai'ae'a, and I am the Director of Ka Haka 'Ula O Ke'elikōlani College of Hawaiian Language, a parent and grandparent of Hawaiian-medium children. I write in **strong opposition to SB 481** for the following reasons:

1. Ka Haka 'Ula has 40 years of experience in Hawaiian language and Hawaiian-medium education and can serve as a resource to assist this endeavor. The DOE has not contacted the college as stipulated in HRS 302H-7 as follows: "The Department of Education shall work collaboratively with the Hawaiian language college of the University of Hawaii at Hilo and any other entities recognized by the legislature to address Hawaiian language medium education, extending to those entities support for inclusion in the special provisions for children and families enrolled in the Hawaiian language medium education program of the department and maximizing the joint use of existing and new resources to meet the goal of revitalizing, maintaining, and strengthening the Hawaiian language."
2. The use of a test developed for English should not be applied for use in another language like Hawaiian as standard practice for assessment and evaluation. The cost of \$713,665 - \$1,245,665 is negligent when there are already reliable and valid assessments. Using tools developed for 'ōlelo Hawai'i with a tested track record can prove more affordable and effective. Further investigation is warranted to avoid misaligning the tests for student growth and program goals.
3. Adding an additional domain for language and culture to the Johns Hopkins Kindergarten Entry Assessment (KEA) requires more discussion and clarity in the development and usage, access, and other issues that may impact its programs.

Determining the correct assessment requires more thought and attention to this important issue that impacts the many students, families, teachers, and schools committed to Hawaiian medium education as a quality vehicle for revitalizing 'ōlelo Hawai'i. Therefore, the choices that are made matter beyond an operational decision of using an assessment tool that was developed for English and English medium education. Hawai'i stands as a beacon of hope for other endangered Indigenous languages, so we are not alone and provide national and international leadership for language revitalization. Our choices matter to those it impacts and beyond.

I am available for further questions on this important matter, and thank you for your time and attention to SB 491. Please do not pass SB 481.

**SB-481**

Submitted on: 1/29/2023 2:38:23 PM

Testimony for EDU on 1/30/2023 3:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
Briana Rodrique	Individual	Oppose	Written Testimony Only

Comments:

Aloha e Chairman Kidani and Vice Chair Mercado Kim and members of the committee,

My name is Briana Rodrique. I have one keiki in Hawaiian Language Medium pathway and strongly oppose SB481. Similar to the experts in the field, I believe this is an injustice to keiki and urge the legislature to stop the bill. My keiki would not be enrolled in his Hawaiian immersion preschool if this bill had been in effect when we applied. He is now a fluent speaker after a year and a half and his father and I are intermediate still working on full fluency. This bill will stymie efforts to build upon the community of ‘Ōlelo Hawai‘i speakers. Please vote no on this poorly thought out bill.

Na‘u me ke mahalo,

na Briana Rodrique

**SB-481**

Submitted on: 1/29/2023 2:44:42 PM

Testimony for EDU on 1/30/2023 3:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
Travis Kea	Individual	Oppose	Written Testimony Only

Comments:

Aloha Chairman Kidani and Vice Chair Mercado Kim and members of the committee,

My name is Travis Kea. I have two keiki in the Hawaiian Language Medium pathway and **strongly oppose** SB481. Similar to the experts in the field, I believe this is an injustice to my keiki and urge the legislature to stop the bill.

**SB-481**

Submitted on: 1/29/2023 2:48:32 PM

Testimony for EDU on 1/30/2023 3:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
Shanna De Lima-Suganuma	Individual	Oppose	Written Testimony Only

Comments:

This will not benefit the hawaiian speaking children who will be forced to take this translated entry assessment. The National standardized tests cannot be translated for children of any native speaking culture. These tests are designed to pigeonhole children and categorize them, it does not take into account the level of their emotional intellect, compassion or knowledge outside of a classroom type environment. Standardized tests only stand to benefit the funding sources of schools whose students score well. Translating English to Hawaiian is not possible - see google translate. Based on the above I oppose SB481.

TO: EDU Committee  
FROM: Kananinohea Māka'imoku  
Date: January 29, 2023  
**RE: SB 481 Relating to Education**

DATE: January 30, 2023  
TIME: 3:00 pm  
LOCATION: State Capitol, Room 229

### **IN OPPOSITION of SB 481**

Aloha e Chair Kidani and Vice Chair Mercado Kim and members of the committee,

My name is Kananinohea Māka'imoku. I have 37 years experience in Hawaiian medium and immersion education as a graduate and product of the 'Aha Pūnana Leo preschool, Ke Kula 'o Nāwahīkalanī'Ōpu'u, a former classroom teacher, and currently as a parent and Hawaiian language medium-immersion teacher trainer as the program coordinator for Kahuawaiola Indigenous Teacher Education Program. I write in **opposition to SB 481**.

The use of a test developed for English should not be applied for use in Hawaiian as standard practice for assessment and evaluation. Adding an additional domain for language and culture to the Johns Hopkins Kindergarten Entry Assessment (KEA) requires more discussion and clarity in the development and usage, access, and other issues that may impact its programs. In the past, data collected by tools developed for mainstream English medium programs have been unreliable and invalid. Often the data shared is measured alongside English mainstream schools, which is a further misalignment. Such practices are detrimental to the program's success and have planted seeds of fear and doubt in students, families, and communities.

The cost of \$713,665 - \$1,245,665 is negligent when there are already reliable and valid assessments for 'Ōlelo Hawai'i. These funds could be used in other critical shortage areas in Hawaiian medium education, such as curriculum development, teacher development, and teacher recruitment and retention. It makes more sense to fully develop and support those areas before evaluating its outcome without equitable support.

The Hawaiian medium and immersion schools have been a successful strategy in revitalizing 'Ōlelo Hawai'i. The schools have elevated Hawai'i's educational system in ways that extend beyond just language and culture. Yet, 'Ōlelo Hawai'i is still an endangered language which therefore requires us to fully examine the implications and repercussions SB 481 has on the language's vitality through impacting our schools.

Again, I am in opposition to SB 481. We need more time for discussion and determination of the proper path.





**SB-481**

Submitted on: 1/29/2023 3:08:06 PM

Testimony for EDU on 1/30/2023 3:00:00 PM

Submitted By	Organization	Testifier Position	Testify
Brandy Nalani McDougall	Individual	Oppose	Written Testimony Only

Comments:

Aloha Chairman Kidani and Vice Chair Mercado Kim and members of the committee,

My name is Brandy Nālani McDougall and I strongly oopose SB481. I have one keiki in Pūnana Leo now who is on the Hawaiian Language Medium pathway. This bill unfairly targets the Pūnana Leo program by mandating Kindergarten Entry Assessments in the Hawaiian language. My child has only been able to be in Pūnana Leo for one year, and in that time she has grown and learn so much from her kumu. Still, after less than a year of immersion, she has not been able to gain the fluency and undertsansinf in ‘ōlelo Hawai‘i that would be necessary for her to take such an assessment. It is frankly ridiculous to expect this level of language acquisition in such a short period of time. This is NOT a reflection on the education that my daughter receives at her Pūnana Leo (I am grateful for all the ways she has grown and learned so much from her kumu), but rather a reflection of the ways that English continues to surround us, the history of colonialism and silencing that has meant that niether I, as a parent, nor her other family members are fluent in ‘ōlelo Hawai‘i to help her at home, and the ongoing marginalization and invisibility of ‘ōlelo Hawai‘i in public spaces, signs, television programming, etc. Instead of this bill, more thought and time should be put into how to support Hawaiian language programming, learning, and visibility. This billis dangerous and has the potential to derail the long fought establishment of a preschool through doctorate Hawaiian language pathway as one of the official languages of the state. I urge you to stop this bill.

Entering kindergarteners into Hawaiian medium classrooms come from not only the ‘Aha Pūnana Leo but new families enroll their keiki in these classrooms when public education in Hawaiian becomes available, is located near their home, work or other considerations. The ‘Aha Pūnana Leo strives to provide every family applying to our program the opportunity however having enough staff and “seats” limits the ability for us to serve our communities. This bill would prevent Hawaiian immersion education from reaching those who want and need it the most. Families and keiki entering at kindergarten that have not yet acquired ‘ōlelo shall not be penalized nor discouraged from pursuing an education in Hawaiian.

Similar to the experts in the field, I believe this is an injustice to my keiki and other families, and urge the legislature to stop the bill.

Mahalo,

Brandy Nālani McDougall

**SB-481**

Submitted on: 1/29/2023 3:30:55 PM

Testimony for EDU on 1/30/2023 3:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
Martha Bouchard	Individual	Oppose	Written Testimony Only

Comments:

Kindergarten students are perfectly capable of catching up and acquiring all language skills needed to be successful in education in a secondary language. In fact this increases their capacity for learning over time. Limiting the number of students who have access to this kind of education by requiring students to only therefore be educated in their primary language deters efforts at language revitalization as well as dynamic learning options in the state. Considering the fact that Hawaiian is a legal language in the state all children therefore should have access to education this language And limiting this possibility should not be considered a viable legal option. As a Parent of a child in Hawaiian medium education i strongly oppose this bill.

**SB-481**

Submitted on: 1/29/2023 3:15:12 PM

Testimony for EDU on 1/30/2023 3:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
Grant Miyashiro	Individual	Oppose	Written Testimony Only

Comments:

Nawahiokalani'opu'u Lab Public Charter School currently has culturally appropriate and educationally appropriate assessment already in place. Requiring the BOE to develop new testing dictated by culturally ignorant "experts" with English only ideals is a waste of time and tax payer dollars.

**SB-481**

Submitted on: 1/28/2023 3:34:46 PM

Testimony for EDU on 1/30/2023 3:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
Kupuna for the Mo'opuna	Testifying for Kupuna for the Mo'opuna	Oppose	Written Testimony Only

Comments:

**NO to SB 481**

**Mahalo**

**DATE:** January 29, 2023

**TO:** Michelle Kidani, Chair  
Donna Mercado Kim, Vice Chair  
Senate Committee on Education

**FROM:** Kahele Dukelow

**RE:** **SB 481**  
**Hearing on Jan 30, 2023, 3pm**

Aloha,

I have been involved in Kaiapuni education for the last thirty years as a teacher, parent and community advocate. I am testifying in **STRONG SUPPORT SB 481 - *Relating to Education***.

Kaiapuni (Hawaiian medium) education is, and always should be, accessible to all students through our public education system. As such, the Department of Education has the responsibility to develop appropriate educational tools through research and collaboration with experts and stakeholders. SB 481 provides this opportunity.

Instead of adapting an English assessment tool, we will be able to develop a tool that considers all of the unique characteristics of our Kaiapuni schools including Hawaiian language, Hawaiian culture and second language learning. **This is an opportunity to develop an appropriate tool and assessment practice in order to strengthen learning in our Kaiapuni classrooms.**

This bill is an effort towards a more equitable public education system where Kaiapuni schools are valued for the essential learning opportunities they provide and not through an English learning lens.

I urge the Committee to **PASS** SB 481.

**SB-481**

Submitted on: 1/30/2023 7:52:52 AM

Testimony for EDU on 1/30/2023 3:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
Amy Pankowski	Testifying for	Oppose	Written Testimony Only

Comments:

I oppose this bill. Nawahi has valid and reliable test instruments that have been effective for years. Our children are receiving high quality education and do not need other assessments to validate this. If anything, Nawahi should be the model for all schools. We are blessed to be a part of this amazing school and community. To reiterate, I oppose SB481.

Regards,

Amy Pankowski

**SB-481**

Submitted on: 1/29/2023 6:36:30 PM

Testimony for EDU on 1/30/2023 3:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
M. Leilani DeMello	Individual	Oppose	Written Testimony Only

Comments:

Aloha kākou,

As a parent of a Hawaiian immersion student, active member of the Hawaiian community, and cultural practitioner, I know and understand the value of our Hawaiian language. As a professional whose work is centered on education, I also know the importance of understanding the progress our keiki are making on their educational journeys. With that being said, I DO NOT support SB481 or the intentions of a standardized assessment being created from an English perspective.

The Hawaiian language, ways of thinking, and ways of educating, should not be made to conform to a system that does not translate truly or fairly an assessment made only for the benefit of the Department of Education. More efforts should be made to support the staff and faculty at immersion schools to provide meaningful and rigorous curriculum that is suited to the needs of our keiki.

The process currently in place specifically for Ke Kula o Nāwahīokalani‘ōpu‘u Public Charter School for incoming kindergarteners is already desgined for the educators, students and ‘ohana. If there needs to be adjustments to that process then grant the school that authority, do not impose an irrelevant and unfair replacement.

Mahalo,

M. Leilani DeMello



**SB-481**

Submitted on: 1/29/2023 8:59:22 PM

Testimony for EDU on 1/30/2023 3:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
Kehaulani Medeiros	Individual	Oppose	Written Testimony Only

Comments:

Aloha Committee of Education,

I am Kēhaulani Medeiros, a teacher and a parent of students who have attended Nāwahīokalani‘ōpu‘u. I am writing to express my opposition for SB481. I feel it will be a waste of resources to translate a test for our Hawaiian speaking students entering kindergarten. We have our own assessments to assist the teachers on how to work best with incoming students. Half of our students come in not knowing the language but we still encourage them to enter our school and learn the language. An assessment translated from English will not be of any value since we are focused on educating through the Hawaiian language, any skills needed for kindergarten will be strengthened along with the Hawaiian language.

What value will there be in requiring a kindergarten student entering a Hawaiian medium education school to take an assessment? If the kindergarten student has no prior experience with the Hawaiian language, we will not turn them away if they have a desire to learn. Please do not make it a challenge to continue to provide Hawaiian medium education for our children. Mahalo for your time and consideration in this matter.

Kēhaulani Medeiros

Parent/teacher at Nāwahīokalani‘ōpu‘u

Senator Michelle N. Kidani, Chair  
Senator Donna Mercado Kim, Vice Chair  
Date of Hearing: 01-30-2023  
Time: 3:00pm  
Location: Conference Room 229

Testimony in STRONG OPPOSITION of SB 481

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Kyla Keakealani Manzano  
Ke Kula 'O Nāwahīokalani'ōpu'u Iki LPCS  
16-120 'Ōpūkaha'ia st.  
Kea'au HI 96749

Aloha kāua e ka mea heluhelu,

My name is Kyla Keakealani Manzano and I am a kumu papa mālaa'o, meaning kindergarten teacher at Ke Kula 'O Nāwahīokalani'ōpu'u Iki Public Carter School. I am writing this testimony in STRONG OPPOSITION to SB 481.

I STRONGLY OBJECT to SB 481 that requires the Board of Education to develop a Hawaiian Language Medium Education Kindergarten Entry Assessment to be administered by the Department of Education, beginning with the 2026-2027 school year.

Being that I am a kindergarten teacher at a Hawaiian Language Medium School, I can tell you first hand that having new kindergarten students assessed in the Hawaiian Language in Hawaiian Medium schools will have no value to either the school nor the student. In fact, it will have a negative impact to the Hawaiian Language Medium Schools with unreliable results and misleading conclusions.

We already have more relatable and appropriate assessments in place at Ke Kula 'O Nāwahīokalani'ōpu'u Iki. Over the past 20 years we have used these reliable assessments to benefit our students, teachers, classrooms, and school. There is no need to change what is not broken when it not only works but improves and benefits us.

I can also write to you as a kindergarten parent, as my youngest daughter is currently in kindergarten this year. She was fortunate to enter a Hawaiian Language PreK program and was accustomed to both the Hawaiian Language and going to school. However, not all of her classmates had done the same. Upon entering kindergarten, many students take time to adjust and do not fully show their potential until they're more comfortable in school and to the Hawaiian Language. By putting more stress on these students, it can negatively impact their entire kindergarten year.

Lastly, the John Hopkins English Medium Assessment that will be used to design the Hawaiian Language Medium Assessment just DOES NOT FIT. Not only will it never be fully translatable, it will also never be able to align with our goals, visions, needs, or perspectives. Simply, it is a waste of money.

Mahalo nui,

A handwritten signature in black ink, appearing to read "K Manzano". The signature is stylized with a large, sweeping initial "K" and a long horizontal stroke extending to the right.

Kyla Manzano

**SB-481**

Submitted on: 1/29/2023 6:29:43 PM

Testimony for EDU on 1/30/2023 3:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
Jeanette Perez	Individual	Oppose	Written Testimony Only

Comments:

I strongly oppose SB481, the testing of Hawaiian Children in a western educational perspective. If standardized testing has taught us anything, it is that it holds no valuable information and is not a measure of success. So much money is being wasted on these assessments as well as valuable teacher time.

Nāwahī has valid and reliable test instruments, and will not be deterred by English only perspectives and decision-making.

**SB-481**

Submitted on: 1/29/2023 6:07:45 PM

Testimony for EDU on 1/30/2023 3:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
Shauna Springer	Individual	Oppose	Written Testimony Only

Comments:

I oppose this bill to create another standards test. Our kula Kaiapuni already have test to adequately test our keiki.

**SB-481**

Submitted on: 1/29/2023 9:11:00 PM

Testimony for EDU on 1/30/2023 3:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
Emily Warren	Individual	Oppose	Written Testimony Only

Comments:

Date: January 30, 2023

Time: 3:00 pm.

Location: State Capitol, Room 229

SB 481 Relating to Education

Aloha Chairman Kidani and Vice Chair Mercardo Kim and members of the committee,

My name is Emily Warren, I have one keiki in Hawaiian Language Medium pathway and strongly oppose SB481. Similar to the experts in the field, I believe this is an injustice to my keiki and urge the legislature to stop the bill.

Additionally, given the fragile future of the Hawaiian Language since it was nearly wiped out with the ban implemented in 1896, this bill is a huge step back in correcting that terrible wrong. Haumana should be free to learn the Hawaiian language without restriction so that the language continues to come back and hopefully once again flourish within the broader community.

Mahalo for the opportunity to provide testimony on this measure.

**SB-481**

Submitted on: 1/29/2023 10:19:28 PM

Testimony for EDU on 1/30/2023 3:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
Dana Keawe	Individual	Support	Written Testimony Only

Comments:

Strongly support SB481

**SB-481**

Submitted on: 1/30/2023 7:12:28 AM

Testimony for EDU on 1/30/2023 3:00:00 PM

Submitted By	Organization	Testifier Position	Testify
TERRY KIMOKEO	Individual	Oppose	Written Testimony Only

Comments:

Aloha,

My name is Terry Kimokeo. I have 10 mo‘opuna in Hawaiian Language Medium pathway and **strongly oppose** SB481. Similar to the experts in the field, I believe this is an injustice to my keiki and urge the legislature to stop the bill.

Mahalo nui



**SB-481**

Submitted on: 1/29/2023 9:53:27 PM

Testimony for EDU on 1/30/2023 3:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
Kamalani Aka	Individual	Oppose	Written Testimony Only

Comments:

SB 481 Relating to Education

Aloha Chairman Kidani and Vice Chair Mercado Kim and members of the committee,

My name is Kamalani Aka. I have 2 keiki in Hawaiian Language Medium pathway and **strongly oppose** SB481. Similar to the experts in the field, I believe this is an injustice to my keiki and urge the legislature to stop the bill.

**SB-481**

Submitted on: 1/29/2023 9:28:31 PM

Testimony for EDU on 1/30/2023 3:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
Davelyn Ching	Individual	Oppose	Written Testimony Only

Comments:

SB 481, RELATING TO EDUCATION  
STRONGLY OPPOSE

E nā Po‘o Kōmike a me nā Lālā Kōmike o ka Ho‘ona‘auao, aloha nui kākou,

My name is Davelyn Ching, and I am a teacher at Ke Kula ‘O Nāwahīokalani‘ōpu‘u Iki, Laboratory Public Charter School. I am providing written testimony in STRONG OPPOSITION of SB 481.

I am opposed to spending money on a Hawaiian Language Medium Assessment that is designed to align with the Johns Hopkins English Language Medium Assessment. This will be misleading data and ultimately will fail to provide the information that will best serve the children, families, and staff of Hawaiian Language schools.

Mahalo,

Davelyn Ching

**SB-481**

Submitted on: 1/29/2023 8:18:15 PM

Testimony for EDU on 1/30/2023 3:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
Jezelyn Gonsalves	Individual	Oppose	Written Testimony Only

Comments:

My name is Jezelyn Gonsalves. I have 2 keiki in Hawaiian Language Medium pathway and **strongly oppose** SB481. Similar to the experts in the field, I believe this is an injustice to my keiki and urge the legislature to stop the bill.

**SB-481**

Submitted on: 1/29/2023 4:57:55 PM

Testimony for EDU on 1/30/2023 3:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
Larry Kimura	Individual	Oppose	Written Testimony Only

Comments:

I submit my objection to SB481. I object to the the Hawai‘i Board of Education’s inattention to the exceptionally high Hawaiian language literacy rate of the 5 year old graduates of Hawai‘i’s Hawaiian medium preschool education conducted by Hawai‘i’s ‘Aha Pūnana Leo. The current one size fits all approach of the DOE in conducting one literacy test for English speakers debases the literacy skills of ‘Ahahui Pūnana Leo’s Hawaiian medium early education children. This is an injustice to Hawaiian as one of Hawai‘i’s official languages and demonstrates Hawai‘i’s lack of awareness to pursue and maintain high standards for the DOE Kaiapuni Hawaiian Immersion Program now in its 36th year of operation. It is high time for the DOE to investigate the major advancements being made in Hawaiian language literacy of the early childhood education of ‘Aha Pūnana Leo Hawaiian medium schools now in its 40th year of operation.

Me ka mahalo, Dr. Larry Kimura

Associate Professor of Hawaiian Language and Culture

College of Hawaiian Language, UH Hilo

Founding Member of ‘Aha Pūnana Leo (‘APL); First Founding President ‘APL; Current Board Member ‘APL

**SB-481**

Submitted on: 1/30/2023 3:41:49 AM

Testimony for EDU on 1/30/2023 3:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
Tiana Galario	Individual	Oppose	Written Testimony Only

Comments:

I oppose SB481.

**SB-481**

Submitted on: 1/29/2023 3:50:24 PM

Testimony for EDU on 1/30/2023 3:00:00 PM

Submitted By	Organization	Testifier Position	Testify
Jessica Waia'u	Individual	Oppose	Written Testimony Only

Comments:

ATE: January 30, 2023

TIME: 3:00pm

LOCATION: State Capitol, Room 229

SB 481 Relating to Education

Aloha Chairman Kidani and Vice Chair Mercado Kim and members of the committee,

My name is Jessica Waiau. I have a keiki in Hawaiian Language Medium pathway and **strongly oppose** SB481. Similar to the experts in the field, I believe this is an injustice to my keiki and urge the legislature to stop the bill.

**SB-481**

Submitted on: 1/29/2023 4:27:33 PM

Testimony for EDU on 1/30/2023 3:00:00 PM

Submitted By	Organization	Testifier Position	Testify
Vernon Kalani Quiococho Jr.	Individual	Oppose	Written Testimony Only

Comments:

Aloha nō kākou,

Ke ho‘okumu nei ka ‘aha‘ōlelo i kānāwai e koi ana i ka ‘Oihana Ho‘ona‘auao e haku i hō‘ike kūhelu no ka loiloi ‘ana i nā keiki a pau e komo ana i ka papa mālaa‘o. E ho‘ohana ‘ia ana he hō‘ike kaia‘ōlelo Pelekānia na ke kulanui ‘o John’s Hopkins i haku i mea e lilo ana i kumu ho‘ohālike e hahai ‘ia no ka hō‘ike ‘ōlelo Hawai‘i. Ua leka kūhelu mua ke kula a me ka papa alaka‘i Nāwahī i ke kū‘ē i ia pahuhopu i ho‘oholo hemahema ‘ia. ‘Oiai ua loa‘a mua kā kākou mau hō‘ike ma ka ‘ōlelo Hawai‘i e pono ai nā keiki e komo ana ma Nāwahī, a ‘oiai ho‘i ‘a‘ohe hua ‘oia‘i‘o e loa‘a mai ana ke ho‘omohala ‘ia ma luna o ke kuana‘ike ‘ōlelo Pelekānia. Ua ‘āpono ka Papa Ho‘ona‘auao i ka hāpaina na ka ‘Oihana Ho‘ona‘auao e ho‘olilo ma waena o ka \$700 kaukani me ka 1.2 miliona kālā no ka haku i ia hō‘ike waiwai ‘ole i nā keiki, nā ‘ohana me nā kumu a‘o o nā kula ‘ōlelo Hawai‘i.

Loa‘a iā kākou nā hō‘ike e pono ai kā kākou papahana, ‘a‘ole e ‘ae i ka hihia ma ka huikau o ka po‘e ma‘a i ka hahai i ke ala ‘ōlelo Pelekānia wale nō.

Legislators are presently writing a bill that will require the Department of Education (DOE) to create a standardized assessment in Hawaiian for children entering Kindergarten. The Hawaiian language test will align with the English language kindergarten entry assessment developed by Johns Hopkins University. Ke Kula ‘O Nāwahīokalani‘ōpu‘u and the Governing Board have already submitted opposition to the intent of this bill. Nāwahī already has testing in Hawaiian that serves children entering Nāwahī, and we foresee no true benefit to come of a test based on the English language and its perspectives. The Board of Education approved the DOE’s recommendation to create a test of no benefit to our children, families and teachers that will cost between \$700K and \$1.2 million.

**I OPPOSE SB481.** Nāwahī has valid and reliable test instruments, and will not be deterred by English only perspectives and decision-making.

I ola nō ka ‘ōlelo Hawai‘i

me ke aloha,

Vernon "Kalani" Quiococho Jr. no Hilo, Pi‘ihonua-Waiākea-Keaukaha, Moku‘āina o Hawai‘i

“Ua mau ke ea o ka ‘āina i ka pono”

(The life of the land is perpetuated in righteousness)

Spoken by Kamehameha III, King of Hawai‘i, in 1843  
and adopted in 1959 as the motto of the State of Hawai‘i



**SB-481**

Submitted on: 1/30/2023 7:33:11 AM

Testimony for EDU on 1/30/2023 3:00:00 PM

Submitted By	Organization	Testifier Position	Testify
Avina Keiikoa	Individual	Oppose	Written Testimony Only

Comments:

Aloha Chairman Kidani and Vice Chair Mercado Kim and members of the committee,

My name is Avina Keli'ikoa. I have 1 keiki in Hawaiian Language Medium pathway and **strongly oppose** SB481. Similar to the experts in the field, I believe this is an injustice to my keiki and urge the legislature to stop the bill.

Mahalo nui,  
na Avina K.

**SB-481**

Submitted on: 1/30/2023 7:55:59 AM

Testimony for EDU on 1/30/2023 3:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
Keone Taaca	Individual	Oppose	Written Testimony Only

Comments:

Aloha e Ke Po‘o Kōmike a me nā Lālā Kōmike o ka Ho‘ona‘auao,

My name is Keone Taaca, and I am a teacher at Nāwahīokalani‘ōpu‘u. I am also a parent of children in Hawaiian medium education. I am providing a written statement to strongly oppose SB 481.

I oppose this bill because a lot of money will be wasted on producing a test that will be grounded in Western/American point of view and cultural norms. This test will not align to what we value as a family and as a community.

For that reason I strongly oppose SB 481.

Na‘u me ka na‘au ha‘aha‘a,

Na Keone Taaca

**SB-481**

Submitted on: 1/30/2023 8:43:53 AM

Testimony for EDU on 1/30/2023 3:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
Julie Reyes Oda	Individual	Support	Written Testimony Only

Comments:

Support

COMMITTEE ON EDUCATION

Senator Michelle N. Kidani, Chair  
Senator Donna Mercado Kim, Vice Chair

Date: Monday, January 30, 2023

Time: 3pm

Place: Room 229

SB 481 - RELATING TO EDUCATION. - **OPPOSE**

Aloha Senators,

My name is Nāko'olani Warrington. I am a retired kumu having taught Ka Papa Kaiapuni papa māla'ao (kindergarten) and papa 2 & 3 (grades 2 & 3) for most of my 20 years as a classroom teacher. I thank the Legislature for its continued support of Hawai'i's constitutional provision of ensuring two pathways of learning, English and Hawaiian. The Hawaiian pathway of learning must continue to be protected and for this reason, **I oppose SB 481 which proposes to base the validity and reliability of an assessment tested through a language different from the language of instruction.**

SB 481 reads, in part: *Information obtained from the Hawaiian language medium education kindergarten entry assessments shall be used to:*

- 1.) *Close the school readiness gap at kindergarten entry;*
- 2.) *Inform instruction in the early elementary school grades; and*
- 3.) *Inform parents of their children's status and to involve parents in decisions regarding their children's education.*

SB 481's Hawaiian language medium education kindergarten entry assessment...

- will not "close the school readiness gap." An invalid and unreliable assessment cannot determine who, what, when, where, why the gap exists nor can it provide a "how to close the gap." I have no further comment on #1.
- will not "inform instruction in the early elementary school grades." I know an invalid and unreliable assessment would not have informed instruction in my early elementary classrooms. And an assessment producing invalid and unreliable "information" could easily be manipulated and misinterpreted thereby undermining the goal of a comprehensive and solid educational experience through 'ōlelo Hawai'i.
- will not "inform parents of their children's status and involve parents in decisions regarding their children's education." Rather, the assessment would be a thinly veiled attempt to plant the seeds of doubt and fear in parents. It is a terrible injustice to the children, the parents, and Ka Papa Kaiapuni.

Senators, I propose the funds to develop a Hawaiian language medium education kindergarten entry assessment be used instead to provide Ka Papa Kaiapuni the following to gather invaluable information for purposes #2 and #3 above: a teacher's aide to allow more direct 'ōlelo Hawai'i adult speakers per child and more opportunities to dialogue with/explain to visiting parents during instructional time what is taking place so parents can determine for themselves their children's status ... an 'ōlelo Hawai'i resource person to teach evening language classes for parents so that involved parents can assist children with homework, provide feedback to kumu on instruction, and support children's learning ... a special education afterschool tutor to support special needs children to help inform instruction so all can learn in a self-contained setting ... a summer school teacher to help children retain learning, paying particular attention to early elementary school grades.

There are many more ways to support and inform Ka Papa Kaiapuni instruction and Ka Papa Kaiapuni parents. SB 481 is not one of those ways. **Please do not pass SB 481.**

Mahalo nui loa,  
Nāko'olani Warrington  
Pana'ewa, Hawai'i

**SB-481**

Submitted on: 1/30/2023 8:58:04 AM

Testimony for EDU on 1/30/2023 3:00:00 PM

**LATE**

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
Kaleimaile Robia	Individual	Oppose	Written Testimony Only

Comments:

My name is \_\_\_\_\_ . I **strongly oppose** SB481. Similar to the experts in the field, I believe this is an injustice to my keiki and urge the legislature to stop the bill.

**LATE**

**SB-481**

Submitted on: 1/30/2023 9:10:27 AM

Testimony for EDU on 1/30/2023 3:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
Nitasha Stiritz	Individual	Oppose	Written Testimony Only

Comments:

SB 481 Relating to Education

Aloha Chairman Kidani and Vice Chair Mercado Kim and members of the committee,

My name is Nitasha Stiritz. I have one (1) keiki in the Hawaiian Language Medium pathway and **strongly oppose** SB481. Similar to the experts in the field, I believe this is an injustice to my keiki and urge the legislature to stop the bill.

Mahalo.

**LATE**

**SB-481**

Submitted on: 1/30/2023 9:28:57 AM

Testimony for EDU on 1/30/2023 3:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
Kaniela Hoku welowelo Lyman Mersereau	Individual	Oppose	Written Testimony Only

Comments:

DATE: January 30, 2023

TIME: 3:00pm

LOCATION: State Capitol, Room 229

SB 481 Relating to Education

Aloha Chairman Kidani and Vice Chair Mercado Kim and members of the committee,

My name is Kaniela Lyman-Mersereau. I have two keiki in Hawaiian Language Medium pathway and **strongly oppose** SB481. Similar to the experts in the field, I believe this is an injustice to my keiki and urge the legislature to stop the bill.

Mālama,

Kaniela



**LATE**

**SB-481**

Submitted on: 1/30/2023 9:40:35 AM

Testimony for EDU on 1/30/2023 3:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
Hauʻoli Kahaleuahi	Individual	Oppose	Written Testimony Only

Comments:

My name is Hauʻoli Kahaleuahi. I have 1 keiki in Hawaiian Language Medium pathway and **strongly oppose** SB481. Similar to the experts in the field, I believe this is an injustice to my keiki and urge the legislature to stop the bill.

Families and keiki entering at kindergarten that have not yet acquired ʻōlelo shall not be penalized nor discouraged from pursuing an education in Hawaiian.

Our keiki across Hawaiʻi have the right to learn the foundational language of our homeland. For too many years the people of Hawaiʻi have fought and worked to continue the perpetuation of this language. Do not create more obstacles.

Mahalo.

**LATE**

**SB-481**

Submitted on: 1/30/2023 9:40:56 AM

Testimony for EDU on 1/30/2023 3:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
Kainani Medeiros	Individual	Oppose	Written Testimony Only

Comments:

SB 481 Relating to Education

Aloha Chairman Kidani and Vice Chair Mercado Kim and members of the committee,

My name is Kainani Medeiros. I have 2 keiki in Hawaiian Language Medium pathway and **strongly oppose** SB481. Similar to the experts in the field, I believe this is an injustice to my keiki and urge the legislature to stop the bill.

Mahalo nui for your time and consideration.

**LATE**

**SB-481**

Submitted on: 1/30/2023 9:54:31 AM

Testimony for EDU on 1/30/2023 3:00:00 PM

Submitted By	Organization	Testifier Position	Testify
Harley Broyles	Individual	Oppose	Written Testimony Only

Comments:

DATE: January 30, 2023

TIME: 3:00pm

LOCATION: State Capitol, Room 229

Testimony on SB 481 Relating to Education

Aloha Chairman Kidani and Vice Chair Mercado Kim and members of the committee,

My name is Harley Broyles. I have one keiki in Hawaiian Language Medium pathway and **strongly oppose** SB481. Similar to the experts in the field, I believe this is an injustice to my keiki and urge the legislature to stop the bill.

Standardized testing, statistically, has only shown to be a detriment to indigenous people and populations. Standardized anything is a concept that is inapplicable to an indigenous mindset and way of life. It is difficult to measure proficiency in a language such as 'ōlelo Hawai'i. 'Ōlelo Hawai'i is a way of life, not just a way of speaking. We have fought to bring 'ōlelo Hawai'i back as a language commonly spoken, and to require such assessments would hinder that progress.

I learned 'ōlelo Hawai'i just 5 years ago. I took it for two years at UH Hilo's program at Ka Haka 'Ula o Ke'elikolani. My son, Waiawakuikaa, is three and attends Punana Leo o Nu'uau. We try to speak primarily 'ōlelo Hawai'i at home.

Some mākuā do not have the resources or ability to have gone to kulanui to learn 'ōlelo, or to learn 'ōlelo Hawai'i in any capacity. So, while some keiki may be attending immersion school (such as Punana Leo), they may not be getting that practice at home. This affects the proficiency of these keiki and how they may be assessed in transitioning to kindergarten. To require such a measurement test for keiki would be a detriment to 'ohana who have many strides and efforts to incorporate 'ōlelo Hawai'i back into the lives of their keiki.

Furthermore, some mākuā don't send their keiki to kula kaiapuni until kindergarten. To require these tests would discourage 'ohana from sending their keiki to kula for fear of being below proficiency, regardless of the efforts of 'ohana to send their keiki to kula kaiapuni, even without Punana Leo or any other language school equivalent as a prerequisite. It should never be too late

to learn 'ōlelo Hawai'i, and parents should not have to fear that their keiki may not be qualified or may fall behind because of some anticipated assessment.

I understand that these assessments are intended to measure a child's 'ōlelo Hawai'i proficiency, usually that's what assessments are intended for. But the whole point of immersion school is IMMERSION. When I took 'ōlelo Hawai'i in undergrad, I had class Monday-Friday and the kumu spoke primarily in 'ōlelo Hawai'i. Prior to that I had no experience in 'ōlelo Hawai'i. By the second year, the kumu spoke in 'ōlelo Hawai'i WALE NŌ. Although, most of the time I may not have understood what was being said or the topic of the lesson, I learned as time went on because I was being IMMERSED in 'ōlelo Hawai'i. Please do not take this opportunity of immersion and learning an 'ōlelo Hawai'i way of life, from our keiki.

In my son's kula, the keiki vary in age and 'ōlelo Hawai'i proficiency. Regardless, the keiki are ALL grouped together in one class, doing everything together throughout the school day. That is because the older keiki kōkua the younger keiki. The keiki more experienced in 'ōlelo Hawai'i kōkua the keiki with less experience. They learn and grow together, while also developing the skill of malama kekahi i kekahi. This all becomes inherent to them and that follows them to kindergarten. You can't measure that kind of learning in an assessment.

E ola ka 'ōlelo Hawai'i.

Me ka ha'aha'a,

Harley Broyles

**LATE**

**SB-481**

Submitted on: 1/30/2023 10:38:26 AM  
Testimony for EDU on 1/30/2023 3:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
Shawna Loo	Individual	Oppose	Written Testimony Only

Comments:

I oppose this bill because testing in Hawaiian cannot be aligned with English perspectives. We already have appropriate assessment tools and tests that benefit our students/child(ren), families and teachers.

**LATE**

**SB-481**

Submitted on: 1/30/2023 11:55:52 AM  
Testimony for EDU on 1/30/2023 3:00:00 PM

Submitted By	Organization	Testifier Position	Testify
Keʻala Neumann	Individual	Oppose	Written Testimony Only

Comments:

SB 481 Relating to Education

Aloha Chairman Kidani and Vice Chair Mercado Kim and members of the committee,

My name is Keʻala Neumann. I have 4 keiki in Hawaiian Language Medium pathway and **strongly oppose** SB481. Similar to the experts in the field, I believe this is an injustice to my keiki and urge the legislature to stop the bill.

Mahalo,

Keʻala Neumann

**LATE**

SB 481

Hawaiian  
Language  
Medium  
Education  
Kindergarten  
Entry  
Assessment  
to.

the Senate  
Committees  
EDU

The Hawaii State  
Legislature

from

Zhizi Xiong  
(Angela  
Melody  
Young)  
Creator

## CARES

### COMMUNITY ADVOCACY RESEARCH EDUCATION SERVICES

Aloha Chair, Vice chair & the Committee of EDU,

The purpose of this act is to require the Board of Education to develop an assessment in Olelo Hawaii for Ka Papa Kaiapuni for those who are entering kindergarten and the department for education shall administer the assessment. The 5 domains of focus for the assessment is language & literacy development, cognition, approaches to learning, physical well being and social & emotional well-being. This is being implemented because the constitution mandates the State to provide for a Hawaiian education program.

The Hawaiian language, 'Ōlelo Hawai'i, is a very essential aspect of our culture here in Hawaii. Hawaiian is a Malayo-Polynesian language of the Austronesian language family. the Polynesian languages, Hawaiian, Rapanui from Easter Island and New Zealand Maori, have almost become extinct.<sup>2</sup>

King Kamehameha III wrote the first Hawaiian-language constitution around 1840. King Kamehameha III also started the public education system in Hawaii and it is the oldest educational system west of the Mississippi and the only system started by a sovereign monarch. This was the 1st system of Hawaiian education and the curriculum was delivered through Hawaiian language. Shortly after this period, the overthrow of Hawaii in 1893

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# CARES

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happened and teaching & learning through the Hawaiian language was outlawed. The Hawaiian language would not be heard in schools for the next 4 generations. About 100 years later, in the 1960s & 1970s, a revival started to happen in the Hawaiian language and public Hawaiian-language immersion schools started to emerge. Also around this time, there was a revival of the Hawaiian culture and people started to practice the many aspects of the culture such as music & hula.<sup>1</sup>

A Hawaiian language instructor at HCC said, “The Hawaiian language represents a complex system of knowledge that has been developed over thousands of years and is inextricably linked to the care of our lands, waters, and cultural resources. Our language represents a unique framework for understanding the world in all its complexity and is a repository of traditional knowledge that is vital...to peacebuilding and the reconciliation process.”<sup>3</sup> Since the amendments to the State Constitution, the DOE has incorporated many aspects of the Hawaiian culture into the education system. In 2003, kupunas were named cultural personnel resources and in 2015, the Office of the Superintendent started the Office of Hawaiian Education.<sup>1</sup> It is vital to the preservation of our culture to support every aspect of Hawaiian language at school.



Thank you for the opportunity to testify.

Blessings,



**ANGELA MELODY YOUNG**

Zhizi Xiong





**LATE**

**SB-481**

Submitted on: 1/30/2023 12:32:10 PM

Testimony for EDU on 1/30/2023 3:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
Sharde Freitas	Individual	Oppose	Written Testimony Only

Comments:

Oppose