

12 March 2026

Aloha Chairperson Miyamae and Members of the Hawai'i Teacher Standards Board,

My name is Kanoë Kanakaole, and I am writing in **strong support of NBI 25-22**, which clarifies policy regarding the Hawaiian Permit and the responsibilities of educator preparation programs and employers in supporting permit holders.

The Hawaiian Permit has played an important role in helping address the educator workforce needs of Kaiapuni Hawaiian Medium educational settings. At the same time, as our immersion programs continue to grow, it is essential that teachers working in these environments receive the appropriate linguistic, cultural, and pedagogical support necessary to thrive in Hawaiian-medium education.

NBI 25-22 strengthens this pathway by clarifying the responsibility of educator preparation programs to ensure that candidates holding a Hawaiian Permit receive consistent 'Ōlelo Hawai'i instructional support throughout their clinical experiences, practicum, and student teaching. This is especially important in Kaiapuni settings where language is not only the medium of instruction but also the foundation through which Hawaiian knowledge, ancestral wisdom, and community ways of knowing and being are transmitted.

Encouraging Hawaiian Permit holders to enroll in Kaiapuni educator preparation programs is also a critical step in supporting the long-term vitality of our immersion movement. These programs are uniquely designed to cultivate both linguistic proficiency and culturally grounded pedagogy, ensuring that future educators are prepared to teach in ways that honor the knowledge and data that sustain our communities.

Finally, the inclusion of a periodic review process for the Hawaiian Permit is an important measure to ensure continued accountability and responsiveness. As the needs of our Kaiapuni communities evolve, regular review in collaboration with the Hawaiian Workgroup will help ensure that policies remain aligned with the goals of language revitalization and educational excellence.

The revitalization of 'Ōlelo Hawai'i is one of the most significant educational and cultural movements in Hawai'i. Policies such as NBI 25-22 help strengthen the systems that support this work by ensuring that educators entering Kaiapuni pathways receive the preparation, mentorship, and guidance necessary to succeed.

Mahalo for your commitment to strengthening educator preparation and for supporting the continued growth and integrity of Kaiapuni education.

Na‘u nō me ka mahalo,

A handwritten signature in black ink, appearing to read "Kanoë Kanakaole". The signature is written in a cursive style with a light grey rectangular background behind it.

Kanoë Kanakaole



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**[EXTERNAL] NBI 25-22 testimony**

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**From** Kim Koga <kim.koga@k12.hi.us>

**Date** Thu 3/12/2026 11:33 PM

**To** HTSB <htsb@hawaii.gov>

**DATE:** March 13, 2026 at 10:30 AM

**TO:** Teachers Standards Committee

**FROM:** Kim Koga

**SUBJECT:** TESTIMONY

**MEETING:** Teachers Standards Committee Meeting

**AGENDA ITEM:** IV. H. NBI 25-22 Revised Policy on Hawaiian Permit Requirements, Program Responsibilities, and Review

**POSITION:** Support with comments

Aloha Teachers Standards Committee,

My name is Kim Koga and I am a Principal at Waiiau Elementary School, Ke Kula Kaiapuni o Waiiau, and I am testifying in support of NBI 25-22.

As a Principal I want to testify of the essential importance of having the Hawaiian Permit in order to recruit and train Kumu to become licensed teachers. The teacher shortage is a harsh reality most Kaiapuni schools face every year. It is difficult/impossible to grow a program if there are no potential teachers to hire. We have Kumu teaching at Waiiau who have used the opportunity of becoming a licensed teacher through the Hawaiian Permit. The Hawaiian Permit has been the only way I have been able to staff my recent vacancies. This school year, during TATP, I received only one applicant, who was my probie teacher, for three open positions. In other words, I did not have **any** new licensed teachers apply for any of the three positions. Last school year I had two open positions and not one new licensed teacher applied for those positions either. It has been very difficult to staff our open teacher positions and it is through the Hawaiian permit we have licensed four of our current Kumu, with more in teaching programs currently. We need the opportunity the Hawaiian Permit provides in order to keep our Kaiapuni going and growing. Thank you for your consideration.

Kim Koga

Principal

Waiiau Elementary School

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