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# A BILL FOR AN ACT

RELATING TO UNIVERSITY OF HAWAII NATIVE HAWAIIAN PROGRAMS.

**BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF HAWAII:**

1           SECTION 1. The legislature finds that there is a critical  
2 shortage of teachers, especially excellent teachers, in Hawaiian  
3 communities. In her January 14, 2006, address to the Hawaii  
4 State Teachers Association Legislative Conference, the governor  
5 pinpointed two pressing educational dilemmas facing the State: a  
6 teacher shortage and low teacher morale. Both, she said, were  
7 having "an extreme negative effect on student achievement."

8           The legislature also finds that on August 16, 2006, the  
9 United States Department of Education report on comprehensive  
10 state plans for ensuring that all public elementary and  
11 secondary school students (especially those attending low-  
12 performing, disadvantaged schools) are taught by highly  
13 qualified teachers listed the State of Hawaii as one of four  
14 states not in compliance as required by the No Child Left Behind  
15 Act of 2001. As a result, the United States Department of  
16 Education requires the State to submit revised plans that  
17 include specific steps to ensure that there is not a



1 disproportionately high representation of less-qualified  
2 teachers in schools populated by poor and minority children. On  
3 January 6, 2006, the representative from house district 51--  
4 Lanikai, Waimanalo--expressed this concern in a letter to the  
5 editor of the Honolulu Advertiser when he noted that Leeward  
6 coast public schools have a "perennial problem retaining  
7 teachers and are often assigned young teachers with little  
8 experience or local familiarity."

9       The legislature also finds that although Native Hawaiians  
10 make up approximately twenty per cent of the State's general  
11 population, they are significantly underrepresented in the  
12 teaching force in Hawaii's public schools, especially in schools  
13 in Hawaiian communities. As a result, Native Hawaiian children  
14 have relatively little opportunity to learn from teachers who  
15 can serve as role models for success in education. This helps  
16 explain why many Native Hawaiian children in the Hawaii public  
17 school system do not consider post-secondary study an option.

18       The legislature also finds that the Native Hawaiian  
19 language and culture are absent from the curricula of Hawaii  
20 public schools despite of the plethora of research indicating  
21 that children learn best when they are able to relate new  
22 learning to familiar experiences. This absence prevents Native



1 Hawaiian children from gaining the personal and cultural  
2 identity necessary for success in life. It should not be  
3 surprising then that so many Native Hawaiian children find  
4 little purpose and meaning in school.

5 Finally, the legislature finds that in terms of student  
6 achievement, Native Hawaiian children as a group score in the  
7 bottom quartile on standardized tests of reading and  
8 mathematics, are overrepresented in special education, and have  
9 the highest school drop out rate. All but one of the Hawaii  
10 department of education schools on the Leeward coast, an area  
11 densely populated by Native Hawaiians, are in "restructuring"  
12 status under the No Child Left Behind Act of 2001.

13 The urgency to improve teacher and curricula quality for  
14 schools in the Nanakuli and Waianae communities has led to the  
15 awarding of several multi-year federal Native Hawaiian Education  
16 Program grants that have provided resources to design and field  
17 test a model of in-service and pre-service teacher education and  
18 curriculum development at Nanaikapono elementary school in the  
19 Nanakuli-Pearl City-Waipahu complex. The University of Hawaii  
20 Manoa college of education Ho'okulaiwi: 'Aha Ho'ona'auao 'Oiwī  
21 initiative is a multifaceted, community-based partnership  
22 dedicated to the achievement of a significantly greater number



1 of fully licensed teachers, particularly Native Hawaiian  
2 teachers. Ho'okulaiwi has evolved over an eleven-year period of  
3 intensive research and development. It embraces the central  
4 belief that the first step towards the enhancement of education  
5 for Native Hawaiian children is the recruitment, retention, and  
6 professional development of high quality teachers. The second  
7 step towards enhancement is the development of a pedagogy of  
8 hope that emerges from and affirms the cultural experiences of  
9 the Hawaiian people.

10 The strength of Ho'okulaiwi, with regard to the preparation  
11 of outstanding teachers for Hawaii schools, is drawn from its  
12 exceptionally strong partnerships with Hawaiian programs at the  
13 University of Hawaii at Manoa, the Nanakuli and Waianae  
14 communities, the department of education public schools, and an  
15 international network of indigenous researchers in education.  
16 It is through these partnerships that teachers learn about  
17 Hawaiian language and culture, literacy, mathematics, visual  
18 arts, science, theatre, health, law, politics, research methods,  
19 and much, much more. The graduation of teachers who are well  
20 grounded in both Hawaiian and Western knowledge and practices is  
21 the goal of this teacher preparation initiative. With this in  
22 mind, Ho'okulaiwi prepares teachers for:



- 1 (1) The department of education Hawaiian language  
2 immersion program;
- 3 (2) Title I schools with large numbers of Hawaiian  
4 children; and
- 5 (3) Hawaiian charter schools,  
6 and Native Hawaiian educational leaders in areas such as  
7 curriculum research, school administration, and teacher  
8 education through study at the master's and doctoral levels.

9 The purpose of this Act is to appropriate funds to  
10 establish and resource Ho'okulaiwi: 'Aha Ho'ona'auao 'Oiwī (center  
11 for Native Hawaiian and indigenous education) within the  
12 University of Hawaii at Manoa. These permanent funds would  
13 complement the existing federal grant funds and be used to  
14 expand the current capability of this Nanakuli and Waianae  
15 community-based teacher preparation and curriculum development  
16 initiative to prepare qualified teachers and strong school  
17 curricula by establishing more permanent faculty positions and a  
18 permanent operating infrastructure housed on the University of  
19 Hawaii at Manoa campus.

20 SECTION 2. Section 304A-1203, Hawaii Revised Statutes, is  
21 amended to read as follows:



1           " ~~[§304A-1203]~~ **Hawaii institute for educational**  
2 **partnerships.** (a) Reforms to the public school system cannot  
3 succeed without concomitant reforms to the manner in which  
4 teachers are educated. The purpose of this section is to create  
5 a link between the public schools, local communities, and  
6 university teacher education programs to ensure that teacher  
7 education is focused on the needs of the diverse student  
8 populations found within the public school system.

9           (b) There is established a Hawaii institute for  
10 educational partnerships. The institute, in collaboration with  
11 the department of education~~[7]~~ and local communities, shall:

12           (1) Continually review the system of educating teachers  
13           for the purpose of redesigning the teacher education  
14           program of the college of education so that it is  
15           responsive to the needs of the public school system in  
16           Hawaii;

17           (2) Develop innovative strategies to effectuate the  
18           changes in the teacher education program at the school  
19           level; and

20           (3) Where appropriate, establish university-school-  
21           community partnerships as the mechanisms by which to



1           implement the innovative strategies developed by the  
2           center.

3           The institute shall submit, prior to the convening of each  
4 regular session of the legislature, a report to the board of  
5 regents, the board of education, local communities, and the  
6 legislature outlining its progress in redesigning the teacher  
7 education program and the initiation of any university-school  
8 partnerships."

9           SECTION 3. There is appropriated out of the general  
10 revenues of the State of Hawaii the sum of \$750,000, or so much  
11 thereof as may be necessary for fiscal year 2007-2008, and the  
12 same sum, or so much thereof as may be necessary for fiscal year  
13 2008-2009, to fund permanent faculty positions and operating  
14 expenses to establish and resource Ho'okulaiwi: 'Aha Ho'ona'auao  
15 'Oiwi (the center for Native Hawaiian and indigenous education)  
16 within the University of Hawaii at Manoa.

17           The sums appropriated shall be expended by the University  
18 of Hawaii for the purposes of this Act.

19           SECTION 4. Statutory material to be repealed is bracketed  
20 and stricken. New statutory material is underscored.

21           SECTION 5. This Act shall take effect on July 1, 2007.



**Report Title:**

Department of Education; Teacher Recruitment and Training;  
Native Hawaiian Model Programs; Ho'okulaiwi; University of Hawaii

**Description:**

Includes the participation of local communities in the center  
for teacher education; makes an appropriation to establish  
Ho'okulaiwi: 'Aha Ho'ona'auao 'Oiwī (the center for Native  
Hawaiian and indigenous education) within the University of  
Hawaii at Manoa. (SD1)

