
A BILL FOR AN ACT

RELATING TO EDUCATION.

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. On January 14, 2006, in an 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, the governor
7 said, were having "an extreme negative effect on student
8 achievement."

9 The legislature also finds that on August 16, 2006, the
10 United States Department of Education issued a report on
11 comprehensive state plans for ensuring that all public
12 elementary and secondary school students (especially those
13 attending low-performing, disadvantaged schools) are taught by
14 highly qualified teachers, listed the State of Hawaii as one of
15 four states not in compliance as required by the No Child Left
16 Behind Act of 2001. As a result, the United States Department
17 of Education required the State to submit revised plans that
18 included specific steps to ensure that there was 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 Hawaii state representative from house
4 district 51, Lanikai and Waimanalo, expressed this concern in a
5 letter to the editor of the Honolulu Advertiser wherein the
6 state representative noted that leeward coast public schools
7 have a "perennial problem retaining teachers and are often
8 assigned young teachers with little experience or local
9 familiarity."

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

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



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

6 Finally, the legislature finds that in terms of student
7 achievement, Native Hawaiian children as a group score in the
8 bottom quartile on standardized tests of reading and
9 mathematics, are overrepresented in special education, and have
10 the highest school dropout rate.

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



1 intensive research and development. It embraces the central
2 belief that the first step towards the enhancement of education
3 for Native Hawaiian children is the recruitment, retention, and
4 professional development of high quality teachers. The second
5 step towards enhancement is the development of a pedagogy of
6 hope that emerges from and affirms the cultural experiences of
7 the Hawaiian people.

8 The strength of Ho'okulaiwi, with regard to the preparation
9 of outstanding teachers for Hawaii schools, is drawn from its
10 exceptionally strong partnerships with Hawaiian programs at the
11 University of Hawaii at Manoa, the Nanakuli and Waianae
12 communities, the Molokai communities the department of education
13 public schools, and an international network of indigenous
14 researchers in education. It is through these partnerships that
15 teachers learn about Hawaiian language and culture, literacy,
16 mathematics, visual arts, science, theatre, health, law,
17 politics, research methods, and much, much more. The graduation
18 of teachers who are well grounded in both Hawaiian and western
19 knowledge and practices is the goal of this teacher preparation
20 initiative. With this in mind, Ho'okulaiwi prepares teachers
21 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 state funds would
13 complement the existing federal grant funds and be used to
14 expand the current capability of this Nanakuli, Waianae, and
15 Molokai community-based teacher preparation and curriculum
16 development initiative to prepare qualified teachers and strong
17 school curricula, by establishing more permanent faculty
18 positions and a permanent operating infrastructure housed on the
19 University of Hawaii at Manoa campus.

20 SECTION 2. There is appropriated out of the general
21 revenues of the State of Hawaii the sum of \$400,000 or so much
22 thereof as may be necessary for fiscal year 2012-2013 to fund



H.B. NO. 2706

1 three permanent faculty positions and operating expenses for
2 Ho'okulaiwi: 'Aha Ho'ona'auao 'Oiwī (center for Native Hawaiian and
3 indigenous education) within the University of Hawaii at Manoa
4 under program ID UOH 100; provided that:

- 5 (1) No funds shall be expended unless matched on a dollar-
6 for-dollar basis by the office of Hawaiian affairs;
- 7 (2) These funds shall not be used for any other purpose;
8 and
- 9 (3) Any funds unexpended or unencumbered at the end of the
10 fiscal year for which the moneys are appropriated
11 shall lapse to the general fund.

12 The sum appropriated shall be expended by the University of
13 Hawaii for the purposes of this Act.

14 SECTION 3. This Act shall take effect on July 1, 2012.

15

INTRODUCED BY: Mel Carrall

JAN 24 2012



H.B. NO. 2106

Report Title:

Department of Education; University of Hawaii; Ho'okulaiwi;
Appropriation

Description:

Appropriates funds for three permanent positions and operating expenses for Ho'okulaiwi: 'Aha Ho'ona'auao 'Oiwī (the center for Native Hawaiian and indigenous education) within the University of Hawaii at Manoa.

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