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# 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           On August 16, 2006, the United States Department of  
10 Education issued a report on comprehensive state plans for  
11 ensuring that all public elementary and secondary school  
12 students, especially those attending low-performing,  
13 disadvantaged schools, are taught by highly qualified teachers  
14 and listed the State of Hawaii as one of four states not in  
15 compliance as required by the No Child Left Behind Act of 2001.  
16 As a result, the United States Department of Education required  
17 the State to submit a revised plan that included specific steps  
18 to ensure that there was not a disproportionately high



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

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

18       The legislature acknowledges the Hawaiian studies program's  
19 kupuna component and the secondary Hawaiian studies component  
20 currently in the curricula of Hawaii's public schools, but finds  
21 there is a need for more opportunities for Native Hawaiian  
22 language and culture in the curricula, as research indicates



1 that children learn best when they are able to relate new  
2 learning to familiar experiences.

3 In terms of student achievement, Native Hawaiian children  
4 as a group score in the bottom quartile on standardized tests of  
5 reading and mathematics, are overrepresented in special  
6 education, and have the highest school dropout rate.

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



1 step towards enhancement is the development of a pedagogy of  
2 hope that emerges from and affirms the cultural experiences of  
3 the Hawaiian people.

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

- 18 (1) The department of education Hawaiian language  
19 immersion program;
- 20 (2) Title I schools with large numbers of Hawaiian  
21 children; and
- 22 (3) Hawaiian charter schools,



1 and Native Hawaiian educational leaders in areas such as  
2 curriculum research, school administration, and teacher  
3 education through study at the master's and doctoral levels.

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

15 SECTION 2. There is appropriated out of the general  
16 revenues of the State of Hawaii the sum of \$400,000 or so much  
17 thereof as may be necessary for fiscal year 2012-2013 to fund  
18 three permanent faculty positions and operating expenses for  
19 Ho'okulaiwi: 'Aha Ho'ona'auao 'Oiwī (center for Native Hawaiian and  
20 indigenous education) within the University of Hawaii at Manoa  
21 under program ID UOH 100; provided that:



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

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



**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. Effective July 1, 2012. (HB2706 HD1)

*The summary description of legislation appearing on this page is for informational purposes only and is not legislation or evidence of legislative intent.*

