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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:  
6 a 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, and listed the State of Hawaii as one  
15 of four states not in compliance as required by the No Child  
16 Left Behind Act of 2001. As a result, the United States  
17 Department of Education required the State to submit revised  
18 plans that included specific steps to ensure that there was not



1 a 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 acknowledges the Hawaiian studies program's  
20 kupuna component and the secondary Hawaiian studies component  
21 currently in the curricula of Hawaiian public schools, but finds  
22 that there is a need for more opportunities for Native Hawaiian



1 language and culture in the curricula. Research indicates that  
2 children learn best when they are able to relate new learning to  
3 familiar experiences.

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

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



1 for Native Hawaiian children is the recruitment, retention, and  
2 professional development of high quality teachers. The second  
3 step towards enhancement is the development of a pedagogy of  
4 hope that emerges from and affirms the cultural experiences of  
5 the Hawaiian people.

6 The strength of Ho'okulaiwi, with regard to the preparation  
7 of outstanding teachers for Hawaii schools, is drawn from its  
8 exceptionally strong partnerships with Hawaiian programs at the  
9 University of Hawaii at Manoa, the Nanakuli and Waianae  
10 communities, the Molokai communities, the department of  
11 education public schools, and an international network of  
12 indigenous researchers in education. It is through these  
13 partnerships that teachers learn about Hawaiian language and  
14 culture, literacy, mathematics, visual arts, science, theatre,  
15 health, law, politics, research methods, and much more. The  
16 graduation of teachers who are well grounded in both Hawaiian  
17 and western knowledge and practices is the goal of this teacher  
18 preparation initiative. With this in mind, Ho'okulaiwi prepares  
19 teachers for the department of education Hawaiian language  
20 immersion program, Title I schools with large numbers of  
21 Hawaiian children, and Hawaiian charter schools; and Native  
22 Hawaiian educational leaders in areas such as curriculum



1 research, school administration, and teacher education through  
2 study at the master's and doctoral levels.

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

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

21 (1) These funds shall not be used for any other purpose;

22 and



1           (2) . Any funds unexpended or unencumbered at the end of the  
2                   fiscal year for which the moneys are appropriated  
3                   shall lapse to the general fund.

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

6           SECTION 3. This Act shall take effect on July 1, 2050.



**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 7/1/2050. (SD1)

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

