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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 excellent teachers in Hawaiian communities. On  
3 January 14, 2006, in an address to the Hawaii State Teachers  
4 Association legislative conference, the governor pinpointed two  
5 pressing educational dilemmas facing the State: a teacher  
6 shortage and low teacher morale. Both, the governor 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 issued a report on  
10 comprehensive state plans for ensuring that all public  
11 elementary and secondary school students, including students  
12 attending low-performing, disadvantaged schools, are taught by  
13 highly qualified teachers. The report listed Hawaii as one of  
14 four states not in compliance as required by the No Child Left  
15 Behind Act of 2001. As a result, the United States Department  
16 of Education required the State to submit revised plans that  
17 included specific steps to ensure that there was not a  
18 disproportionately high representation of less-qualified



1 teachers in schools populated by poor and minority children. On  
2 January 6, 2006, the Hawaii state representative from house  
3 district 51, Lanikai and Waimanalo, expressed this concern in a  
4 letter to the editor of the Honolulu Advertiser wherein the  
5 state representative noted that leeward coast public schools  
6 have a "perennial problem retaining teachers and are often  
7 assigned young teachers with little experience or local  
8 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 schools in  
13 Hawaiian communities. As a result, Native Hawaiian children  
14 have little opportunity to learn from teachers who can serve as  
15 role models for success. Many Native Hawaiian children in the  
16 Hawaii public school system do not consider post-secondary study  
17 an option because of this problem.

18 The legislature acknowledges the Hawaiian studies program's  
19 kupuna component and the secondary Hawaiian studies component  
20 currently in the curricula of the State's public schools, but  
21 finds that there is a need for increased opportunities for  
22 Native Hawaiian language and culture in the curricula. Research



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

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

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



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

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

15       SECTION 2. There is appropriated out of the general  
16 revenues of the State of Hawaii the sum of \$            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, the program for Native  
20 Hawaiian and indigenous education, within the College of  
21 Education at the University of Hawaii at Manoa under program ID  
22 UOH 100; provided that:



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

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

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

8 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 program for Native Hawaiian and indigenous education, within the University of Hawaii at Manoa. Effective 07/01/2050. (SD2)

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