

JAN 24 2007

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 Hookulaiwi: Aha Hoonaaauao 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. Hookulaiwi 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 Hookulaiwi, 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, Hookulaiwi 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 Hookulaiwi: Aha Hoonaaauao Oiwi (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 community boards, 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 Hookulaiwi: Aha Hoonaaauao
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.



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

2

INTRODUCED BY:

Norman Sakuma



Report Title:

Department of Education; Teacher Recruitment and Training;
Native Hawaiian Model Programs; Hookulaiwi; University of Hawaii

Description:

Includes the participation of local communities in the center
for teacher education; makes an appropriation to establish
Hookulaiwi: Aha Hoonaaauao Oihi (the center for Native Hawaiian
and indigenous education) within the University of Hawaii at
Manoa.

