
A BILL FOR AN ACT

RELATING TO NATIVE HAWAIIAN HIGHER EDUCATION.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF HAWAII:

1 SECTION 1. The legislature finds that current data
2 suggests that Native Hawaiians are less likely to attend college
3 than other ethnic groups, partly due to low levels of
4 preparation and inadequate finances. For those Native Hawaiian
5 students who attend college, graduation and retention rates are
6 significantly lower than the general student population.

7 The legislature further finds that students also have a
8 strong desire to live close to family and to participate in
9 family activities at home. Furthermore, multiple studies
10 testing for factors leading to retention have identified that
11 the more involved Native Hawaiian students are involved in
12 school activities and the more interaction they have with
13 faculty and their peers, the more likely they are to persevere
14 in their higher education.

15 The legislature further finds that it has been reported
16 that thirty per cent of Native Hawaiian and Pacific Islander
17 students have parents with high school degrees as the highest



1 education level, and eighteen per cent of parents have a
2 bachelor's degree or higher. During the 2007 to 2008 academic
3 year, thirty-four per cent of Native Hawaiian and Pacific
4 Islander undergraduate males were enrolled in postsecondary
5 education.

6 The legislature further finds that health care sector
7 employment is projected to increase by more than one hundred
8 sixty per cent by 2040, and the wages in that sector are
9 typically more consistent with a livable wage in Hawaii.
10 However, these jobs typically require a bachelor's degree at
11 minimum. Currently only about fifteen per cent of Native
12 Hawaiians or Pacific Islanders hold bachelor's degrees.

13 To address these issues, S.R. No. 60, S.D. 1, regular
14 session of 2014, created the Native Hawaiian health task force
15 to improve the health of Native Hawaiians and Pacific Islanders.
16 The goal of the task force is to articulate priorities to
17 advance health care equity for Native Hawaiians which would in
18 turn improve health care for all people of Hawaii. The findings
19 for establishment of a framework were widely discussed and
20 embraced by government agencies, community members, and affected
21 stakeholders. The work of the task force recognized past



1 efforts to improve the health of Native Hawaiians. The task
2 force used nā pou kihi as the cultural framework to organize its
3 findings and recommendations. Nā pou kihi reflects the
4 necessary four corner posts of a hale necessary to support the
5 weight of the structure and everyone who resides under its roof.

6 One of the four corner posts of nā pou kihi focuses on
7 achieving social justice through educational achievement and
8 economic success for Native Hawaiians. Native Hawaiians have a
9 long history of valuing learning and the pursuit of knowledge,
10 which are celebrated in mo'olelo (history) and exemplified in
11 the phenomenal achievements of Native Hawaiian kūpuna. Native
12 Hawaiian ancestors developed a sophisticated system of resource
13 management that ensured equitable access to the riches of the
14 'aina (land), wai (fresh water), and kai (ocean) for all. All
15 members of society had a clear and well-defined role that
16 contributed to the welfare of the community. Ka wai ola
17 provides the foundation for securing the educational and
18 economic benefits necessary for Native Hawaiians to thrive and
19 flourish in society.

20 The legislature further finds that establishment of a
21 health sciences academy with a focus on Native Hawaiian student



1 retention would promote integration of students into the
2 academic college milieu.

3 This Act reflects the position of the senate on Native
4 Hawaiian health care. The senate supports:

- 5 (1) Collaborative efforts to ensure that funding for
6 Native Hawaiian health care continues;
- 7 (2) Native Hawaiians and Pacific Islanders by focusing on
8 essential social and cultural determinants that
9 improve health outcomes amongst the State's indigenous
10 population;
- 11 (3) Options to improve health care for keiki and residents
12 in rural areas; and
- 13 (4) Collaborative efforts to provide better dental care
14 for keiki and adults throughout the State's
15 communities.

16 The purpose of this Act is to develop an undergraduate
17 health sciences academy within the University of Hawaii system,
18 in cooperation with relevant educational institutions, to target
19 the recruitment and retention of Native Hawaiian and Pacific
20 Islander students and first generation college attendees.



1 SECTION 2. Chapter 304A, Hawaii Revised Statutes, is
2 amended by adding a new section to part IV, subpart M, to be
3 appropriately designated and to read as follows:

4 "§304A- Early college and undergraduate health sciences
5 academy pathway. (a) An undergraduate health sciences academy
6 is established within the University of Hawai'i to target the
7 recruitment and retention of Native Hawaiian, Pacific Islanders,
8 and first generation college students. The undergraduate health
9 sciences academy shall be administered by the University of
10 Hawai'i at West O'ahu.

11 (b) The mission of the undergraduate health sciences
12 academy shall be to eliminate health disparities in Native
13 Hawaiian, Pacific Islander, and other underserved communities by
14 promoting access to quality health sciences education pathways
15 at high school and undergraduate levels, with the intention of
16 creating a generation of innovators and leaders, thereby
17 increasing the number of Native Hawaiians and Pacific Islanders
18 in health professions and science careers, and improving the
19 health and well-being of the Native Hawaiian, Pacific Islander,
20 and state populations.



1 (c) A professional development curriculum shall be
2 developed and implemented for high school teachers. As high
3 school freshman and sophomores, students shall participate in
4 college readiness programs, and health equity and cultural
5 safety course work. As high school juniors and seniors,
6 students shall choose one of three health science pathways, with
7 two courses in each of the following areas:

8 (1) Biomedical, including medical, nursing, and dentistry;

9 (2) Behavioral health, including social work, community
10 health, and public health; or

11 (3) Allied health, including respiratory, pre-
12 professional, long term care, health information
13 management, and other related activities.

14 (d) The undergraduate health sciences academy shall:

15 (1) Recruit highly qualified Native Hawaiian, Pacific
16 Islander, indigenous, and other professionals to
17 develop and lead the program;

18 (2) Create a set of early college course work to:

19 (A) Prepare students and families for higher
20 education;



- 1 (B) Introduce the field of health sciences to
- 2 students;
- 3 (C) Set the foundation and context for obtaining an
- 4 undergraduate health science degree through early
- 5 college science-based course work (minimum of 6.0
- 6 college credits);
- 7 (D) Build knowledge and fluency in Hawaiian knowledge
- 8 and language; and
- 9 (E) Foster leadership development;
- 10 (3) Form a collaborative faculty team from the University
- 11 of Hawaii at West O'ahu, University of Hawaii at Manoa,
- 12 University of Hawaii Maui College, University of
- 13 Hawaii at Hilo, and University of Hawaii community
- 14 colleges, to develop interdisciplinary, articulated
- 15 course work delivery in the high school classroom and
- 16 at post-secondary campuses; and
- 17 (4) Conduct cutting-edge grant-funded scholarship in the
- 18 areas of Native Hawaiian and Pacific Islander
- 19 health/indigenous health.
- 20 (e) The following Native Hawaiian principles shall guide
- 21 the academic program at the early college or high school level:



1 (1) Ho‘omālamalama - education strategies: technological
2 strategies shall be used to create online learning
3 groups and course work in health equity and cultural
4 safety;

5 (2) Ho‘omana - empowerment strategies: problem-based
6 learning, service oriented approaches, and kua‘ana
7 mentoring (peer mentoring that is culturally and
8 place-based appropriate) strategies;

9 (3) Ho‘opili - engagement strategies: place-based
10 community learning, summer research institutes, and
11 college preparatory approaches;

12 (4) Ho‘okāhuli - transformation strategies: high school
13 students and their families, beginning as early as the
14 students' freshmen year, shall be introduced to
15 innovative technologies and best practices to enable
16 them to more rapidly progress toward a career in a
17 health or science profession.

18 (f) The following shall be the fundamentals of the Native
19 Hawaiian principles under subsection (e) which shall guide the
20 academic program at the undergraduate level at the University of
21 Hawai‘i:



- 1 (1) Ho‘omālamalama: innovative pedagogies that include
2 technology, community-based internships, problem-based
3 learning, and ‘āina-based learning strategies through
4 the selected health science pathway as described in
5 subsection (c);
- 6 (2) Ho‘omana: health leadership curriculum, kua‘ana
7 mentorship (peer and professional mentoring that is
8 culturally and place-based appropriate), and community
9 service initiatives;
- 10 (3) Ho‘opili: ‘ohana involvement in the education process,
11 the use of technology to engage the community and the
12 family in the learning process, the creation of
13 community-based internships and service projects, and
14 the creation of community-based research and
15 scholarship opportunities; and
- 16 (4) Ho‘okāhuli: creation of internships related to
17 innovation, technology, and the development and
18 reporting of outcome measures which track employment
19 and/or continued professional/graduate education
20 outcomes."



1 SECTION 3. There is appropriated out of the general
 2 revenues of the State of Hawaii the sum of \$2,080,404 or so much
 3 thereof as may be necessary for fiscal year 2017-2018 and the
 4 same sum or so much thereof as may be necessary for fiscal year
 5 2018-2019 for twenty permanent faculty and staff positions to
 6 establish and implement an undergraduate health sciences academy
 7 at the University of Hawai'i.

8 The sums appropriated shall be expended by the University
 9 of Hawaii for the purposes of this Act.

10 SECTION 4. New statutory material is underscored.

11 SECTION 5. This Act shall take effect on July 1, 2017.

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INTRODUCED BY:

Richard Ige

Alan Takeda
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JAN 25 2017



H.B. NO. 1542

Report Title:

UH; Health Sciences; Native Hawaiians; Pacific Islanders;
Appropriation

Description:

Establishes an undergraduate health sciences academy at the University of Hawaii to increase recruitment and retention of Native Hawaiian, Pacific Islander, and first generation college students. Makes an appropriation.

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

