

HCR85

EDU/HWN, WAM

REQUESTING THE BOARD OF EDUCATION
AND DEPARTMENT OF EDUCATION TO COMPLY
IN FULL WITH THE FINDINGS AND
RECOMMENDATIONS OF THE OFFICE OF
THE AUDITOR'S MANAGEMENT AUDIT OF THE
DEPARTMENT OF EDUCATION'S HAWAII
STUDIES PROGRAM.

Date: 04/20/2012

Committee: Senate Education
Senate Hawaiian Affairs

Department: Education

Person Testifying: Kathryn S. Matayoshi, Superintendent of Education

Title of Resolution: HCR 085 (hscr1728-12) Requesting the Board of Education and Department of Education to Comply in Full with the Findings and Recommendations of the Office of the Auditor's Management Audit of the Department of Education's Hawaiian Studies Program

Purpose of Resolution: Requests the Board of Education and Department of Education to comply in full with the findings and recommendations of the Office of the Auditor's Management Audit of the Department of Education's Hawaiian Studies Program.

Department's Position:

The Department of Education (Department) **supports** the Hawaiian Studies program as required by law. "The State shall promote the study of Hawaiian culture, history and language (by providing) a Hawaiian education program consisting of language, culture and history in the public schools. The use of community expertise shall be encouraged as a suitable and essential means in furtherance of the Hawaiian education program." (Article X, section 4)

The purpose and goals of the Hawaiian Studies Program, established in 1980, have not changed. They have been included and shared at all levels of the Department in publications, resource materials, and information produced by the Department's Hawaiian Studies Program. As recent as Spring 2011, the Department distributed Ke Kulana Kupuna: a resource guide for the Kupuna component.

Since 2008, the Department has reported its progress on the recommendations to the State Auditor's Office, the Board of Education and the Hawaii State Legislature. A report was submitted to the Legislature's Audit Committee in February 2011 and to the State Auditor's Office in July 2011.

The Department received the Audit Report, Implementation of State Auditor's 2008 Recommendations, Report No. 12-01, February 2012 and has responded to the findings.

The Department acknowledges the concerns reflected in this resolution and is committed to addressing the issues raised.



HCR85

REQUESTING THE BOARD OF EDUCATION AND DEPARTMENT OF EDUCATION TO COMPLY IN FULL WITH THE FINDINGS AND RECOMMENDATIONS OF THE OFFICE OF THE AUDITOR'S MANAGEMENT AUDIT OF THE DEPARTMENT OF EDUCATION'S HAWAIIAN STUDIES PROGRAM.

Senate Committee on Education
Senate Committee on Hawaiian Affairs

April 20, 2012

1:20 p.m.

Room 329

The Office of Hawaiian Affairs (OHA) **SUPPORTS** HCR 85, which requests the Board of Education and Department of Education to comply in full with the findings and recommendations of the Office of the Auditor's management audit of the Department of Education's Hawaiian Studies Program.

OHA is disappointed to hear that Hawaiian Studies funds continue to be diverted to non-related activities and programs other than the intended purpose of the program stated in Article X, Section 4, of the Hawai'i State Constitution which states that "[t]he State shall promote the study of Hawaiian culture, history and language," "[t]he State shall provide for a Hawaiian education program consisting of language, culture and history in the public schools," and "[t]he use of community expertise shall be encouraged as a suitable and essential means in furtherance of the Hawaiian education program."

Afaga & Lai (1994) conducted an evaluation study of the program for the Department of Education which highly praised the community expertise or kupuna component of the program, so it is also disappointing to hear that this nationally recognized program has deteriorated.

The Hawaiian Studies Program is a K-12 program. Therefore, OHA recommends that in the first "be it resolved" clause, "K-12" be substituted for "K-6." This change will enable the board and department to revisit and evaluate outdated curriculum materials approved for classroom use such as: *Hawai'i The Pacific State*, whose political and historical views are biased and contested; *Hawai'i The Aloha State*, which is so outdated that one of its chapters is "Sugar is King in Hawai'i;" and *The Hawaiians of Old*, whose title suggests Hawaiians no longer exist.

Mahalo for the opportunity to testify on this important measure.



Association of Hawaiian Civic Clubs
P. O. Box 1135
Honolulu, Hawai`i 96807

TESTIMONY OF PRESIDENT SOULEE STROUD

**HCR 85(HSCR1728-12) REQUESTING THE BOARD OF
EDUCATION AND DEPARTMENT OF EDUCATION TO COMPLY
IN FULL WITH THE FINDINGS AND RECOMMENDATIONS OF
THE OFFICE OF THE AUDITOR'S MANAGEMENT AUDIT OF
THE DEPARTMENT OF EDUCATION'S
HAWAIIAN STUDIES PROGRAM**

SENATE COMMITTEES ON EDUCATION
AND HAWAIIAN AFFAIRS

Friday, April 20, 2012; 1:20 pm; Room 329

Aloha Madam Chair Tokuda of the Senate Education Committee, Chairman Galuteria of the Senate Hawaiian Affairs Committee and members of the joint committee. The Association of Hawaiian Civic Clubs is pleased to testify **in support of HCR 85** and a Department of Education program that the Hawaiian Civic Clubs helped to establish.

Following the 1978 Constitutional Convention, when the Kupuna program was proposed and implemented, recruiting for Kupuna took place among the Hawaiian civic clubs on all islands. Many of the first Kupuna to enter the schools came from among our ranks, and many were *mana leo* as well, eager to share their knowledge. To this day there are a number of civic club members still participating in the program.

The Kupuna will tell you that compensation has not been the attraction, but the opportunity to share their history and culture has been their motivation. Consistency has been a factor from school to school, and while there have been disappointments, there have also been benefits. Learning the culture from life experiences instead of from textbooks in many cases will be the only contact students will have with a Native Hawaiian.

We support this resolution in the hopes that the DOE will take the Kupuna program as seriously as did the founders of the program, providing the respect and support that it deserves by complying with the management audit recommendations. Mahalo.

Contact: jalna.keala2@hawaiiantel.net

To: Senator Jill Tokuda
Chair of the Senate Committee on Education

Senator Brickwood Galuteria
Chair of the Senate Committee on Hawaiian Affairs

From: Keali'i'olu'olu Gora

Re: **Support of HCR 85**

Date: Friday, April 20, 2012, 1:20 p.m., Conference Room 329

Aloha e Senators Tokuda and Galuteria and Members of the Committees on Education and Hawaiian Affairs:

My name is Keali'i'olu'olu Gora, and I am president of Ka Lei Pāpahi 'o Kākuhihewa, a taro roots Hawaiian education organization committed to ensuring that the Hawaiian Studies Program is a permanent and viable component within the DOE system. I testify before this committee in **strong support of HCR 85** for these following reasons:

1. When the State legislature adopted SCR 74 SD1 in 2007 calling for a program, financial and management audit of the DOE Hawaiian Studies Program (HSP), and when state auditor submitted the Management Audit of the DOE Hawaiian Studies Program of 2008, to date, **only 8 out of the 23 recommendations were implemented**. Why hasn't the DOE implemented the other 15 recommendations? Why is it taking them 4 years to implement 23 recommendations? This sounds like incompetence and negligence to me, and these committees should immediately investigate the Hawaiian Studies program administrator's work and should mandate their office and program to comply with and implement the resolution and the 2008 audit and the 2012 program report with the highest trust standards.

2. Since the audit of 2008, there has been absolutely **no financial accountability of the A1, B and F funds** whatsoever by the principals or administrators of the program. In fact, the auditor's recommendations were ignored meanwhile there is still on-going misuse and abuse of these funds. The DOE leadership decided to consolidate three financial reports into one report, which further exacerbates the issue of financial accountability and integrity.

Additionally, you'll hear testimony today, both oral and written, from kūpuna and mākua who teach in various schools that the administrators (principals and vice-principals) and SASAs are purchasing items without any consultation with the kupuna or makua in those respective schools.

Additionally, I'm informing you and your committees that the state Hawaiian Studies Program administrator **spent \$26,000 for a photocopying machine and \$20,000 in supplies** for the entire OCISS using HSP carryover funds 2010-11. Why didn't the other OCISS programs and sections pay their fair and equal share for these office equipment and supplies? Instead, only the HSP used their F funds to purchase these items for the entire OCISS. This is clearly a misuse of HSP F funds! These funds could have been better spent to support increased funding at their schools as well as to support kūpuna and mākua to attend conferences, workshops, seminars and other initiatives to develop their professional and cultural skills. When will the DOE be held accountable for the use of these funds? If they cannot administer and take care of a small program such as the Hawaiian Studies Program, your committees should be very concerned with how they administer the entire DOE and its \$2 billion budget? What are the consequences to these administrators for using funds, taxpayer dollars, which are not in accordance with the DOE spending guidelines as well as in direct contravention by the legislature?

In fact, the state auditor reported that in one fiscal year the DOE misspent millions of HSP funds again not in accordance with the DOE spending guidelines. How can this be possible? As a taxpayer, this is just wrong! Also, in various meetings with the DOE superintendent, assistant superintendent of OCISS, and the HSP administrator in the past 4 years, we brought these concerns to the leadership's attention, but once again, it has fallen on deaf ears and their blatant lack of "squinting on these issues" clearly demonstrate that negligence is abound and your committees must intervene to ensure that the taxpayer's dollars are used with the highest level of integrity and accountability.

3. Although a **Hawaiian Studies 5-year strategic plan** was required in the 2008 audit, the document was completed in 2010 but was only shared to the DOE superintendent, assistant superintendent of OCISS, and the HSP administrator this year. However, what is so ironic is that the leadership decided to keep it as an "internal" document. The worse thing is that the kūpuna and mākua who teach in the 202 elementary schools have not even

seen, been consulted or were involved in the drafting of the strategic plan. Why is there such a continued lack of communication and heavy bureaucracy in the DOE especially in the HSP? Again, this lawmaking body must intervene and take corrective actions immediately and ensure that the 5-year strategic plan is vetted properly and include direct consultation and input from the kupuna and makua (stakeholders).

4. Chairs Tokuda and Galuteria and members of the committees: the final critical point that I would like to share, is on the **revision of the HSP curriculum framework and guide**. While there have been attempts to establish this committee, my understanding is that to date, no committee has been established, no meeting scheduled, and no allocation of resources were committed to work on this very important document. Why not? In order for the HSP to excel and continue to be a vibrant learning experience for all children of Hawai'i, the revision of the curriculum is critical and is of utmost importance.

Based on these glaring issues and a blatant disregard of the management audit of 2008 and the program report of February 2012, statutory measures should be established in order to bring pono (fairness and justice) back to the Hawaiian Studies Program.

Furthermore, I request that your committees consider forming a task force or working group to seriously look at the areas that the BOE and DOE are in non-compliance with the audit and to require semi-annual reports, including program, financial, and managerial updates.

In closing, I humbly ask your committee to swiftly pass this measure and to ensure that your Committees allocate the appropriate resources to restore the HSP and make it whole.

Your immediate attention to these critical matters is greatly appreciated.

Mahalo for allowing me the opportunity to testify in strong support of HCR 85.

Hearing Date: Friday, April 20, 2012 at 1:20 p.m.
Conference Room 329

TESTIMONY IN SUPPORT OF HCR 85

REQUESTING THE BOARD OF EDUCATION AND DEPARTMENT OF
EDUCATION TO COMPLY IN FULL WITH THE FINDINGS AND
RECOMMENDATIONS OF THE OFFICE OF THE AUDITOR'S
MANAGEMENT AUDIT OF THE DEPARTMENT OF EDUCATION'S
HAWAIIAN STUDIES PROGRAM

My name is Alma Puahau Cirino. I speak in favor of House Concurrent Resolution 85.

When the Hawaiian Studies Program was introduced to the public schools of Hawaii in 1981, it was done in response to the 1978 Constitution of Hawai'i, Article 10, section 4, which placed Hawaiian Studies in the public schools of Hawai'i.

Kupuna were seen as "community experts" to help teach the content and values to the keiki in Grades K-6.

However, the program lacked the support and leadership of the Board of Education and the Department of Education to carry out what Article 10, Section 4 envisioned for the elementary kupuna program. Thus problems arose early after the program's adoption.

In response to disaffected community groups and requests for an audit of the Hawaiian Studies Program, the state auditor of Hawaii in a report finalized in 2008 has definitively stated that it was the lack of BOE/DOE leadership in designing and implementing a viable Kupuna K-6 program as the reason for on-going dissatisfaction from stakeholders and other community groups.

The kupuna component over the years has lost its former position as the cornerstone of the Hawaiian education at the elementary school level and has become merely a part of the larger educational offering, not the intent of the constitution..

At the elementary school at which I was a principal, the program began with much confusion and frustration. The curriculum and instruction were not made clear for the school and the teachers, and therefore not embraced by the staff. They felt the program was thrust upon them without any input, and feelings of frustration, anger and resentment quickly arose. The kupuna who were to be the teachers of Hawaiian concepts had no framework from which to work and plan. The classroom teachers were equally not sure what was expected of them. Many left the kupuna on their own to “take over the class at kupuna time” There was little follow through from the district or state offices.

We realize now that the different levels of the DOE support staff were equally in the dark about roles, content, curriculum and goals.

There were many eager kupuna who wanted to share their “mana‘o” with the school children but their enthusiasm dwindled over time due to some negative staff attitudes and behaviors, by the Department’s focus on more “important” initiatives, and for some, the disrespect shown them by some in the educational community.

Although they were given a basic Hawaiian curriculum, it was not sufficient nor was it ever upgraded to address Hawaiian cultural practices and language. History texts continued to be those, which many in the Hawaiian community questioned as to their validity and currency.

Though true that the district curriculum specialists tried to design workshops for the kupuna, there was little uniformity in content offered and more importantly, education for the kupuna did not include the crucial enhanced understandings and practices that make Hawaiian learning unique and necessary to help keiki appreciate and internalize Hawaiian culture and values.

The fact that the DOE has mismanaged Hawaiian Studies monies is not surprising given that oversight was not done with due diligence.

Therefore, I believe that to correct a long standing wrong, I concur with the auditor’s report that the DOE and the BOE should follow through with the State Auditor’s recommendations. I believe that the following lists are some important ones: The DOE/BOE should

1. Design and develop good standard curriculum

2. Do due diligence in oversight of funds allotted the program and adhere to the proper state spending guidelines;
3. Clearly delineate the roles of kupuna and teachers;
4. Set the outcomes for kupuna/makua in delivering instruction and reaching program objectives;
5. Ensure that kupuna/makua have decent classrooms or areas to work;
6. Ensure that kupuna/makua are compensated for overtime and extra work;
7. Create programs for training/ enhancing kupuna knowledge and efficiency;
8. Hire knowledgeable and qualified curriculum specialists who can develop the Hawaiian Studies curriculum and the activities for the program.
9. Enlarge the number who work in that office so they can develop and deliver programs in a timely manner; too much time has already been lost in accomplishing this objective.

Respectfully submitted,

Alma Puahau Cirino

To: Senator Jill Tokuda – Chair of Senate Committee on Education
Senator Brickwood Galuteria – Chair of Committee on Hawaiian Affairs
Members of the Committees

Re: Support of HCR 85

Thank you for allowing me to tell you why I support the above resolutions for hearing. The following issues are reminders of some of the problems facing us in the DOE HS program:

1. Misuse of funds
2. Lack of comprehensive goals and guidelines
3. A plethora of new information on Hawaiian culture, history, and language not being made available to kupuna.

These things remain in limbo with no apparent resolution in the near future.

As Queen Kapi'olani implored her people to always do their best - 'KULIA I KA NU'U" - (STRIVE FOR THE SUMMIT), it is my hope that the State Office of the Auditor continue to conduct investigative work periodically into the functions of the DOE HS Program in perpetuity. Our spirit and intent of purpose will thus remain intact.

Mahalo Nui Loa for your continued support in matters, which have meaning to Kupuna and our public school children.

Barbara T. Puaa
Cell# 548-8009
41-222 Kalau Pl.
Waimanalo,Hi
Member
Ka Lei Papahi 'o Kakuhihewa

TESTIMONY IN SUPPORT OF H.C.R. 85

Senators Tokuda and Galuteria, Members of the Senate Committees on Education and Hawaiian Affairs:

I am Debra Ahilani Lee, one of three Kupuna-Makua-Kumu teaching Hawaiian Studies at Mokapu Elementary School located on the Kaneohe Marine Corps Base Hawai'i. I teach approximately 350 students from grades 3 to 6 weekly for 45 minutes and spend at least 4 hours per week preparing written lesson plans. I am paid slightly more than \$20/hour and work at least 12 hours/week, but do not exceed 17 hours/week. This is my first school year working as a cultural personnel resource for the Windward District of the Department of Education (DOE). I have a B.A. and J.D. from the University of Hawai'i at Manoa.

May I kindly ask you legislators to not throw out the baby with the bath water? While the Kupuna Component of the DOE's Hawaiian Studies Program should be seriously overhauled and taxpayer monies need to be accounted for, the constitutional mandate, providing for Hawaiian language, culture and history in the public schools, remains valid and viable today.

Even at Mokapu School where virtually all the students are sons and daughters of Marines or Navy personnel, these children should be provided with consistent educational opportunities to learn about their host culture especially since they occupy, in an exclusive manner, a peninsula rich with significant archaeological, historical and environmentally-sensitive sites.

For instance, the Marines have exclusive jurisdiction over the 8 fishponds which make up the Nu'upia wetlands which is the habitat for at least four endangered native waterfowl (the ae'o stilt, koloa maoli duck, 'alae 'ula mudhen and 'alae ke'oke'o coot) as well as native fish ('o'opu, 'ama'ama, awa, kākū, pāpio, 'ō'io and puhi) and native plants (makaloa bulrush, kaluhā papyrus and 'ahu'awa sedge). The only naturally occurring fresh water, the well of Kanaloa is unfortunately buried beneath their tarmac and the Kaneohe Klipper Golf Course borders sand dunes which are ancient Hawaiian burial grounds. In short through education, my students and perhaps their parents can better appreciate and assist in the protection and preservation of these fragile and culturally significant Hawaiian sites. Please keep in mind that most native Hawaiians and residents of O'ahu are afforded little or no opportunity to access these sites on a regular basis.

Moreover, without a kupuna, makua or kumu to teach them, Mokapu students would have little idea or impetus to learn about traditional Hawaiian values that resonate even today. Nainoa Thompson, traditional navigator and President of the Polynesian Voyaging Society, saw a vital connection between Hawai'i's past, present and future using the double-hulled canoe, Hokule'a, as the focal point. He said: "Our ancestors sailed across a vast ocean, which covers one third of the Earth's surface (the Pacific Ocean). To accomplish this great feat, they needed the vision to see islands over the horizon, the ability to plan intentional voyages of discovery, the discipline to train physically and mentally, the courage to take risks, and a deep sense of Aloha to bring the crew together throughout the voyage." May I humbly suggest that every Hawai'i legislator also embrace such universal values as they steer our State out of troubled economic waters?

I am seriously concerned that the DOE "relegates Kupuna services to school principals without adequate guidance and of oversight to ensure that the funds will produce desired outcomes." At Mokapu we did not have anyone teaching Hawaiian Studies to the 5th and 6th graders for at least three years. Yet monies were allocated for Kupuna salaries and spent on who knows what and it remains questionable if Mokapu's expenditures of "A-1 funds" in 2008 to 2011 were even related remotely to Hawaiian Studies. The former principal, Annette Ostrem, who was responsible for Mokapu School's expenditures during that time-frame, has since been transferred to Kahuku High School. A big reason for the expenditure of "A funds" with little or no nexus to Hawaiian Studies is because "the program administrator's appropriation guidelines provide no directions for acceptable equivalent alternative services for schools that do not hire Kupuna, resulting in funds being diverted for unauthorized or questionable purposes." I suggest that you legislators inquire of former Principal Ostrem as to what the "A-1 funds" were spent on or if she allowed them to lapse.

Currently Mokapu has an acting Principal, Traci Kane. On December 29, 2011 she personally told me that all \$500 our "B funds" had been spent to pay for books ordered from UH Press and lamination film ordered from Gebco. Yet I was told by our Windward District Kupuna Coordinator, Lokalia Kaopuiki, that Mokapu should still have \$500 in "B funds" since the school's SASA should have used \$500 in "F funds" to pay for the above-mentioned purchases. Oddly, I was told by both Principal Kane and Mokapu's SASA that there were never any "F funds." Yet, according to Kupuna Coordinator Kaopuiki, the DOE's Windward District Office has confirmed that both \$500 in "B funds" as well as \$500 in "F funds" were

received by Mokapu School. I reported this discrepancy to Sydney Laukea and Keoni Inciong of the Hawaiian Education Programs Sections within the DOE's Office of Curriculum, Instruction and Student Support. To date, Principal Kane has yet to return phone calls to Ms. Laukea as Sydney investigates what happened to both "F funds" and "B funds." Moreover when my sister Kupuna, Susan Lei Mokihana Frank-Kama spoke to Mokapu SASA, Alana Goo, she received an incomplete and incomprehensible answer as to who spent the \$500 in "F funds" and what was purchased with the funds. I understand that only two persons are authorized to process and pay invoices submitted to a public school, the Principal and the SASA. And that a purchase order must be generated before going to an approved vendor who then submits their invoice to the school. So there should be a paper trail tracing all expenditures of Kupuna funds. Principal Kane cannot claim ignorance as an excuse nor should she avoid Ms. Laukea's legitimate inquiry.

In short legislators, there needs to be more honest and accurate accountability for Kupuna funds by both the Principal and SASA of all public schools. Furthermore both school principals and SASA's should be held personally accountable for all Kupuna monies received and spent on behalf of their respective schools. There should be a zero-tolerance policy for the misappropriation or diversion of any taxpayer funds.

Even further, the Hawaiian Studies Program Administrator should consistently "monitor the fiscal responsibility of the use of Hawaiian Studies funds in the schools." Lastly the DOE should provide an accurate accounting of all expenditures relating to the Hawaiian Studies Program in accordance with the 2008 Management Audit conducted by the State Auditor.

Again, please do not kiloi (discard) the keiki with the wai 'au'au (bath water), rather hold those whom belong the kuleana (responsibility) accountable. Please allow our kupuna, makua and kumu to continue to fulfill the constitutional mandate of promoting the study of Hawaiian culture, history and language in all public schools.

Mahalo nui loa for your careful consideration and kokua: Debra Ahilani Lee

Aloha Kakou,

Re: Support of HCR 85

I am in support of the resolution, which is requesting the Board of Education and Department of Education to comply in full with the findings and recommendations of the Office of the Auditor's Management Audit of the DOE Hawaiian Studies Program.

When we can make right what was done wrong, then will we honor our past and give hope to the Keiki O Hawaii nei.

I am a Kumu in the DOE's Hawaiian studies program and have worked for 19 years. We appreciate all your help and time in these matters.

Bonny Kahawaii Herbert
61 A Keala Place Kihei, HI 96753
Kamalii Elementary School
180 Kealiialanui st Kihei, HI 96753

Testimony for EDU/HWN 4/20/2012 1:20:00 PM HCR85

Conference room: 329

Testifier position: Support

Testifier will be present: No

Submitted by: Sharon Pomroy

Organization: Individual

E-mail: pomroys001@hawaii.rr.com

Submitted on: 4/17/2012