



**HR 59/ 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.**

House Committee on Education

April 2, 2012

2:00 p.m.

Room 309

The Office of Hawaiian Affairs (OHA) **SUPPORTS** HR 59/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" that "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 This change will enable the board and department to revisit and evaluate outdated curriculum materials approved for classroom use such as: *Hawai'i The Pacific State*, whose political and historical views are biased and contested; *Hawai'i The Aloha State*, which is so outdated that one of its chapters is "Sugar is King in Hawai'i;" and *The Hawaiians of Old*, whose title suggests Hawaiians no longer exist.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.

To: Representative Roy Takumi  
Chair of the House Committee on Education

From: Keali'i'olu'olu Gora

Re: **Support of HCR 85 and HR 59**

Date: April 2, 2012  
2:00 p.m., House Conference Room 309

Aloha e Representative Takumi and Members of the Committee on Education,

My name is Keali'i'olu'olu Gora, and I am president of Ka Lei Pāpahi 'o Kākūhihewa, 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 and HR 59 for these following reasons:

1. When the State legislature adopted SCR 74 SD1 in 2007 calling for an 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 so long for the DOE to implement 23 recommendations? This sounds like incompetence and negligence to me, and this body should immediately investigate their work and mandate them to comply with this resolution and the 2008 audit and the 2012 program report.
2. Since the audit of 2008, there has been absolutely no accountability whatsoever by the principals or administrators of the program with respect to the use of A1 and B funds. In fact, the leadership decided to consolidate three reports into one report, which further exacerbates the issue of financial accountability and integrity. Additionally, you'll hear testimony today from kūpuna and mākuā who teach in various schools and from various

districts that the administrators and SASAs are purchasing items without any consultation with the kupuna or makua in those respective schools. This committee should be informed that even the state Hawaiian Studies Program office spent \$26,000 for a Xerox machine and \$20,000 in supplies for the entire OCISS using all of the 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? These funds could have been better spent to support increased funding at their schools as well as to support kūpuna and mākuā to attend conferences to develop their professional and cultural skills.

When will the DOE be accountable for the use of these funds? If they cannot administer and take care of a small program such as the Hawaiian Studies Program, this committee should be very concerned with how they administer the entire DOE? Shouldn't these administrators be held accountable for using funds that are not in accordance with the DOE spending guidelines?

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, we brought this to the leadership's attention, but once again, it has fallen on deaf ears and their blatant lack of "squinting on these issues" only show that negligence is abound and this committee 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 just released in 2012 to the DOE superintendent, assistant superintendent of OCISS, and the HSP administrator. 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 mākuā who teach in the 202 elementary schools have not even seen the plan, 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 now.

4. Mr. Chair, the final critical point that I would like to share with this committee, is on the revision of the HSP curriculum framework and guide. To date, no committee has been established 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 this committee also 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.

In closing, I humbly ask this committee to swiftly pass this measure and ensure that the House Committee on Finance 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 & HR 59.

FROM THE DESK OF  
BRADFORD LUM

March 31, 2012  
Bradford Kaiwi Lum  
Hulumanu Foundation  
1611 Keeaumoku Street #202  
Honolulu, Hawaii 96822  
[hawaiianbl@yahoo.com](mailto:hawaiianbl@yahoo.com)

Aloha Mai.....Aloha kākou

I'am here today testifying in support of HCR85 and HR59.

Aloha Representative Chairman Faye P. Hanohano and Vice Chairman Chris Lee and members of the committee of Native Hawaiian Affairs. It is of great pleasure to be here with you today in giving me a second voice to the Hawaiian Studies Kūpuna/Mākua component under the D.O.E.

Since the late 1960's and early 1970's there was a resurgence of Hawaiian culture in dance, song, language, arts, and history. People like myself took a great interest in Hawaiian culture, my generation believed that without being involved with anything Hawaiian our people and culture was heading for destruction. Hula attracted me to the plate and I became a serious student of my culture, which included chanting, language, hula history, art making of lei and costumes. With years of loving dancing hula I became an expert of my field. Many Kupuna and Kumu have taught me the Hawaiian values I was missing, Years passed and because of my expertise not only in the Hawaiian Community and afar. I was asked to join one of the most prestigious grassroots efforts to keep Hawaiian culture alive and well in the public school system.

I was considered one of the best native Hawaiian teachers in our schools. I taught at Kalihi Elementary, Kalihi-Uka, Likelike, and Wilson Elementary schools respectfully. I took on more responsibility in our school since I was a part time teacher. I was involved with school

FROM THE DESK OF  
BRADFORD LUM

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projects outside the Hawaiian Studies program. I was involved with the children's well fair as I took it on myself to teach the school children the values of our Native Hawaiian culture. My thoughts today is that the children of Hawaii do not have ties to their culture and my goal was to reconnect them. The children of Hawaii are beautiful human beings and that we should take it upon ourselves to guide them on the right path. If you have something to share to save youth from hurting themselves or being bullied then you can be a great teacher. No matter if you graduated from college or not.

I'm asking humbly to this committee to please pass HCR85/HR59 and to audit The B.O.E. and D.O.E. for not guiding our program to better itself in the 20th century. This audit has been going on since January of 2008 and nothing has happened or properly programed.

How can we Kūpuna/Mākua do a good job in our schools without the guidance and the professionalism of the Hawaiian Studies Program and the willingness to make our program one of the best in the state. And to create a safe place where they can live safely without the fear of rejection and persecution.

Mahalo,

Bradford Kaiwi Lum

To: Rep. Roy Takumi  
Members of the House Committee on Education

From: Jonarie Elena Correa

Re: Support of HCR 85 & HR 59

Hearing Date: Monday, April 2, at 2:00 p.m. at room 309

My Name is Jonarie Elena Correa. I am writing to express my full support for HCR 85 and HR 59, to help support the Hawaiian Studies Program.

Mahalo nui loa.

Jonarie Elena Correa

March 31, 2012

To: Representative Roy Takumi  
Chairman of House Committee on Education

From: June K. Pires, Kupuna at Blanche Pope Elementary and Maunawili Elementary

Re: Support for HCR 85 and HR 69

Aloha mai kakou.

Mahalo for the opportunity of speaking in support of HCR 85 and HR 59. I have been a kupuna at Blanche Pope and Maunawili for nearly 10 years; previously, I had been at Mokapu for 1 year.

I am against the misuse of Hawaiian Studies funds, that's using the money for things that are not Hawaiian Studies. The Kupuna Component funds are rightfully for the kupuna to use for the lessons and materials needed to teach the children the Hawaiian culture, history, and language. From what I understand, too much money is disappearing or missing in different schools. I am hoping things will be corrected and kupuna in our elementary schools will have whatever they need to teach their students.

I also think that the kupuna should have funds for their kupuna development. They should go to their annual Kupuna 'Aha. This is a chance to get together with kupuna from the outer islands; we learn from each other during the 3-4 days we are together. So many times kupuna are told there are no funds.

This is all I have to say.

Mr. Chairman and members of the House Committee on Education, I thank you for your support.

Aloha no.

To: Roy Takumi, Chair Education Committee  
Members of the Committee

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 that 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

Aloha Kakou,

Re: Support of HCR 85 and HR 59

I am in support of these resolutions, which are 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 House Concurrent Resolution 85 and HR 59

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 Bill 85 and HR 59.

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

Hearing Date: Monday, April 2, at 2:00 p.m. at HCR 309

RE: **Support of House Concurrent Resolution 85 and HR 59**

Aloha e Rep. Takumi and Members of the Committee on Education,

Seventeen years ago, when I began teaching in the Hawaiian Studies Program, Honolulu District, there was a highly qualified Hawaiian language-speaking educator as our cultural resource expert. He was assisted by four kupuna who researched, managed and conducted the educational in-service workshops and trained new recruits. Now, we have one part-time kupuna supervisor to service the forty plus schools in the Honolulu district. Now, each kupuna/makua is expected to plan and execute the monthly in-service workshops twice in the school year without compensation. This not only involves much time but also some personal expense.

As part-time workers, we are limited to seventeen hours per week and are not paid for preparation time or hours spent at school between actual class teaching hours. While I am delighted to be able to share our Hawaiian culture with our keiki, I do feel that our concerns need to be addressed.

A management audit of the Hawaiian Studies Program was conducted in 2008 and drew many conclusions to improve the program. To date, none of these recommendations have been implemented. Why not?

I totally **support** these Resolutions and ask that you support them too.

Respectfully yours,

Kupuna Ivanelle Ku'uleialoha Choy

**March 31, 2012**

**To:** Representative Roy Takumi  
Chair, House Committee on Education

**From:** Kupuna Susan Lei Mokihana Frank-Kama

**Regarding:** Support of HCR 85 and HR 59

Aloha mai kakou. Mahalo nui for the opportunity to testify in support of HCR 85 and HR 59. I am Kupuna Susan Lei Mokihana Frank-Kama of Mokapu Elementary School located at the Kane'ohe Marine Base Hawai'i. I have been Kupuna Lei Mokihana at Mokapu for the past 15 ½ years. I am also a former Fourth Grade teacher of Lanikai Elementary, from where I had retired in 1995, after 28 super-duper years. Yes, I truly have treasured my blessings at Lanikai.

As a kupuna at Mokapu Elementary, I am in total support of HCR 85 and HR 59. I am here seeking your assistance and kokua for these two resolutions during the Twenty-Sixth Legislature of the State of Hawai'i, House of Representatives Regular Session of 2012.

At this time, I'd like to address Step (1) of the "BE IT RESOLVED" portion of HCR 85 where the five-year Hawaiian Studies strategic plan is mentioned. I believe that we kupuna and makua who are, in my opinion, the primary stakeholders of the Hawaiian Studies Kupuna Component, should have been given "THE" five-year Hawaiian Studies strategic plan soon after the Auditor's report of January 2008. We were not. Three years later, in January of 2011, Superintendent Kathryn S. Matayoshi had sent a letter to Mr. Keali'i'olu'olu Gora with an attached copy of the "Strategic Plan for the Hawaiian Studies Program" (a "dynamic working document"). Had the above-mentioned strategic plan been disseminated to us, we kupuna and makua could have had some in-service session(s) to enable us to begin implementation; but, to date no such plan for the in-service(s) is in place. In fact, at a recent February, 2012 meeting with the DOE Hawaiian Studies Administration and Keali'i Gora, President of Ka Lei Papahi O Kakuhihewa, a grass-roots organization of Kupuna and Makua, Cultural Personnel Resources in O'ahu's DOE elementary schools, and members of KLPOK's Ad Hoc Committee, we were informed that the strategic plan is still "in house", in the DOE Hawaiian Studies Administration. I question: How can dissemination and implementation occur with the plan still "up there"? Also, why is it taking so long to move forward? Is the plan in a "draft" form or is it ready to go? (E kala mai, I'm aware that you are unable to answer these questions. I'm just asking...) We are definitely in need of the strategic plan to be in place, ready for dissemination and implementation.

My next item concerns (2) the updating and revision of the Hawaiian Studies program and curriculum guides. I certainly realize that this is a huge task. Gathering a working committee of interested K-6 DOE teachers (number of teachers?) in assisting the DOE Hawaiian Studies Administration to complete this task may be a possible start. Also, teachers have a curriculum guide for each subject matter taught. How about a Kupuna / Makua Hawaiian Studies Guide for each grade level K-6? Again, I'm just asking...

Item (3) refers to "Monitor the fiscal responsibility of the use of Hawaiian Studies funds in the schools". For me, this area is very important. At one of my Windward District In-service meetings, I had learned that I had the responsibility of knowing how the funds were spent at my school. I was/am to keep track of all items purchased, where the items were housed, and I was to have a continuous/yearly inventory of all non-consumable supplies/equipment. This is definitely easier said than done. I soon found myself reminding my principal about the do's and don'ts of the usage of Hawaiian Studies funds. (It was important to me that my school was "pono" at all times.) On one occasion, my principal and the SASA had secured permission from the DOE Hawaiian Studies Director to transfer "A" funds to "B" funds. Then, my principal had directed the librarian to purchase library books, about \$4500 worth. My principal had also directed the purchase of a number of wall maps, for classroom use. (At this time, I do not remember how many maps nor do I remember the cost involved.) Now, you're probably wondering how I know all of this info. I had found out accidentally. When I had gone to the school office to seek copies of my most recent purchase orders, the SASA had printed and had given me the copies. Then, she had informed me of the "A" funds to "B" funds transfer. (I do not know the amount of money involved.) As I was going over the purchase orders, I had realized that there were some that I had not executed. To make a long story short, on my own time, I had set out to find the items. I had worked with the librarian who had assured me that every item was Hawaiian Studies related and she had given me a print-out of the items. She was unaware that she was using Hawaiian Studies funds; she had been directed to purchase Hawaiian Studies books. The librarian was unable to assist me with the maps as she knew nothing about the order.

I had devoted one whole school day trying to find the maps, checking the library and its storage areas, seeking each teacher's permission to check every map in each classroom, either on the walls or in the closets. I had become truly exasperated as I just could not find ALL of the maps; in fact, I remember finding less than half of them. I had even sought custodial assistance in searching other campus areas. By the end of the day, I had felt defeated. Upon expressing my exasperation to my principal, she had told me not to worry about it; so, I had written a note to her, expressing what she had advised. Case closed. I was no longer responsible for the missing maps; my principal had accepted the kuleana.

For the 2011-2012 school year, my Kupuna colleagues and I have experienced some financial challenges at Mokapu. Please allow me to explain. At our September, 2011 Windward District Kupuna In-service, I had learned that Dr. Sydney Iaukea, Educational Specialist for the Hawaiian Studies Program, had arranged for all elementary schools to be sent \$2,000("A" Funds) to enable us Kupuna/Makua to start work at our respective schools. Each school was also to receive \$500("F" Funds) for supplies. We had been directed to spend the "F" Funds as soon as possible, but definitely before our Winter Vacation. In October, 2011, each elementary school had received its allotted "A" Funds and a second \$500 "B" Funds for school year 2011-2012. I remember being directed to spend the second \$500 "B" Funds during the second semester.

My Mokapu colleague, Kumu Debra Ahilani Lee, had submitted purchase orders for an order of lamination film, for some consumable supplies at Fisher Hawaii(which included spending a \$3-\$4 surplus from school year 2010 - 2011), and an order of specified Hawaiian Studies books from the University of Hawai'i Press. The lamination film was delivered to Mokapu in October or November; the consumables from Fisher Hawaii were picked up by Kumu Ahilani in November or early

December. Furthermore, Kumu Ahilani had also personally picked up the ordered books from the University of Hawai'i Press a week prior to our Winter Vacation. At this present time, Kumu Ahilani possesses the documents to verify these purchase orders, worth approximately \$500. We had definitely followed our kuleana of spending our school's \$500 "F" Funds before the December deadline.

Our Mokapu Elementary challenges are: Our Administrator and our Office Clerk have indicated that we've already spent our 2011 -2012 school year's funds of \$500 through our aforementioned purchase orders. We have no more funds for the rest of the school year. They have claimed that Mokapu had never received the \$500 "F" Funds. Ahilani and I had thoroughly checked with our District CPR, who had received the confirmation from Dr. Sydney Iaukea that the "F" Funds were indeed sent to Mokapu with a memo of explanation. To date, the "F" Funds are still missing. Kupuna Barbara Lipoa (Kupuna for Grade 2), Kumu Ahilani, and I have expressed concerns about the missing funds to our Administration. Additional questions: Where are those funds? What had happened to those funds? Had they been used improperly?(Yes, again, I'm only asking...) Finally, we are definitely in need of consistent monitoring of the proper use of Hawaiian Studies funds in the schools.

Dear Legislators, we are in dire need of your kokua in **"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"**.

Mahalo nui for a slice of your valuable time and kokua.

Aloha no...

## TESTIMONY IN SUPPORT OF H.C.R. 85 & H.R. 59

Mr. Chairman, Members of the House Committee on Education:

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 5<sup>th</sup> and 6<sup>th</sup> 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 Iaukea 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