

Ka Lei Pāpahi 'o Kākuhihewa
Meeting with Senator Norman Sakamoto and Representative Roy Takumi
On the Management Audit of the DOE Hawaiian Studies Program
Thursday, November 5, 2009
3:00 p.m.
State Capitol - Room 225

Enclosed are four (4) documents for your review and analysis. They are:

1. Management Audit of the DOE Hawaiian Studies Program (January 2008)
2. Senator Sakamoto's letter to Keali'i Gora regarding documents received from Superintendent Hamamoto (October 17, 2008)
3. Memo from Daniel Hamada, Assistant Superintendent to Complex Area Superintendents regarding HSP Management Audit Report (November 14, 2008)
4. Memo to Superintendent Hamamoto from Keali'i Gora regarding Management Audit (November 25, 2008)

Based on the review and analysis of these documents, and while the state auditor's conclusion heavily criticized the DOE's management of its kupuna component, Ka Lei Pāpahi 'o Kākuhihewa would like to respectfully request the following:

1. That the Legislature call an informational briefing so that the DOE can provide a more substantive and technical report and update on the status of their action plans with tasks and timelines, in accordance with numbers 2, 3 and 4 on pages 31 and 32 of the Management Audit of the DOE's Hawaiian Studies Program by the State Auditor dated January 2008.
2. That the Legislature consider adopting statutory measures to define the [role] and [function] of the kupuna component if the board and department do not adopt policies and clear guidelines ensuring that the program can fulfill its intended role.

Ka Lei Papahi o Kakuhihewa
Attn: Keali'i'olu'olu Gora (President) & Kelaiki Keala (Assistant)
1450-706 'A'ala Street
Honolulu, HI 96817
Phone: 386-1363

Ka Lei Papahi o Kakuhihewa asks for your immediate support to improve, enhance and expand the overall quality and implementation of the Hawaiian Studies Program Kupuna Component (HSP).

Financial Concerns:

1. How can we encourage the administration to be more accountable for the way A & B funds are disseminated in the schools?
2. Tracking of the A & B funds should not be the responsibility of the Kupuna/Makua in the HSP.
3. Are there guidelines for the administration to follow as to the proper use(s) of these funds? If so, what are they? If not, a committee should be established to provide clear and consistent guidelines.
4. Purchase orders should be standardized in every school and proper training should be provided to all kupuna and makua in the HSP.
5. Pay structure: Kupuna received educational assistant wages for three years when she should have been receiving "Kupuna" wages as a Part-Time Teacher (PTT).
6. Redirecting funds into any category other than HSP should not occur in any school. However, "A" fund monies are categorical and should not be used for any other program or purpose in schools.
7. At the end of each school year principals should disclose the HSP account balance and its expenditures.
8. All Kupuna/Makua should receive compensation for in-service training and workshops.

Management Concerns:

1. Lack of state level leadership, guidance and advocacy specific to the HSP.
2. Lack of district support in providing quality instruction and training for kupuna who are directly involved in the implementation of the HSP curriculum in the schools.

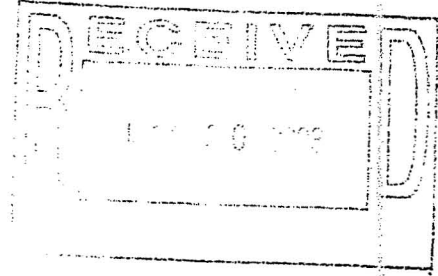
3. Lack of professional development for kupuna to increase and expand their cultural knowledge and skills.
4. Lack of communication and collaboration between state and district Hawaiian Studies personnel to plan, coordinate and implement an effective HSP.
5. Lack of information, knowledge and understanding about policies and guidelines that impact the overall implementation of HSP.

Program Concerns:

1. Unwarranted-Unsubstantiated Dismissal: Kupuna from Central District employed for 10 1/2 years was dismissed without any explanations or reason. Is this action appropriate?
2. Unassigned Work for Kupuna: Two Kupuna were given an assignment to be lunch monitors; i.e., walking the children to the lunch room, and supervising the playground areas which is not part of their job description. The responsibility is the classroom teacher's.
3. Nepotism: The principal hired a family member to fill the Kupuna position (Windward District).
4. No Standard Curriculum: In the HSP, every district is teaching their own curriculum instead of following Hawai'i's Content and Performance Standards III and Hawaiian Curriculum Guides and working in collaboration with all districts.
5. Teachers with Inadequate Cultural Knowledge and Understanding & Experiences: Teachers are hired from out-of-state to teach and implement the HSP without prior training and knowledge of the Hawaiian culture. This will surely pose problems with the children who truly yearn to learn about things Hawaiian.
6. Inadequate Facilities: Kupuna are not assigned classrooms, storage space or work areas to teach students or to plan lessons.
7. Update Hawaiian Studies Curriculum Guide: It is 20 years old and outdated. *He Mele Aloha, A Hawaiian Songbook* should be added to the existing music collection.
8. Workshop for Principals: It should be **mandatory** for all principals to attend a HSP Workshop prior to or at the beginning of the academic school year, in order to gain a better appreciation of and understanding in the HSP as well as its budgetary needs.
9. Hiring of a Music Teacher: Certified Music Teacher was hired to teach Music but was asked to sign in as a Kupuna by the SASA, and was paid using HSP monies.

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STATE OF HAWAII
DEPARTMENT OF EDUCATION
P.O. BOX 2360
HONOLULU, HAWAII 96804



OFFICE OF THE SUPERINTENDENT

May 27, 2003

Memo To: Assistant Superintendents, Complex Area Superintendents, Superintendent's Directors, Charter Schools, and Principals

From: *Patricia Hamamoto*
Patricia Hamamoto, Superintendent

Subject: Requirements for Kupunas

On January 8, 2002, President George Bush signed into law the *No Child Left Behind (NCLB) Act of 2001 (P.L. 107-110)*. The legislation reauthorizes the *Elementary and Secondary Education Act of 1965 (ESEA)* and established strict provisions for preparing, training, and recruiting highly qualified teachers, paraprofessionals, and administrators. The new requirement, along with the FELIX Consent Decree, has greatly impacted the Department in the area of personnel qualifications.

In August 2002, the Department sent a letter to Secretary Rod Paige, requesting an exemption for the *kupunas* from the restrictive requirements of NCLB legislation. In addition, the Office of Human Resources (OHR) requested clarification on this matter from our congressional team and from the various staff members in the U. S. Department of Education (USDOE). At this time, neither the Department nor the OHR staff has received any response to our request for clarification from the agencies queried.

Given the absence of guidance, the Department is taking the following position. The *kupunas* will be viewed as *cultural personnel resource* to the Department. As *cultural personnel resources* responsible for sharing the language, customs, and history of the Hawaiian people, the *kupunas* will not be held to the restrictive NCLB requirements pertaining to teachers or paraprofessionals.

The *kupunas* represent a very small minority within the general population of the State of Hawaii, one that has been steadily declining with annexation, statehood and modernization of the State. *Kupunas* themselves represent an effort to reverse the decline of the Hawaiian language, culture and sense of history of the people native to the State. They must be a part of the education of our public school students.

The Teacher's Role:

- The teacher (or grade-level chair) will work with the *Kupuna* to establish a work schedule that provides adequate exposure time for students.
- The teacher works with *Kupuna* to plan activities that are linked with other classroom themes or units so that Hawaiian Studies content can support and be supported and enhanced by class activities.
- The teacher assists *Kupuna* to assure that Hawaiian Studies activities support students in achieving standards.
- The teacher is the *Kupuna's* direct supervisor and should therefore be present in the classroom at all times to collaborate and participate in Hawaiian Studies activities, allowing for two-way teaching and learning.
- The teacher should inform *Kupuna* of special needs students in the class and provide supportive classroom management at all times for all students.

The Kupuna Role:

- The *Kupuna* must work closely with the classroom teacher in planning lessons, which present Hawaiian language, culture and history within the context of the regular classroom curriculum.
- The *Kupuna* should take advantage of in-service support that is provided at school, district and state levels.
- The *Kupuna* must assure quality content and should be a lifelong learner of Hawaiian language, cultural practices and appropriate teaching strategies.
- The *Kupuna* should work cooperatively with district and state Hawaiian Studies staff to develop high quality educational experiences for children.

Criteria for Selection of Kupuna:

- Knowledgeable of Hawaiian cultural practices, language and local (community) history.
- Must enjoy working with children and preferably has had some experience working with children in an educational setting.
- Willing and able to work collaboratively with teachers (and others) in order to plan lessons and activities.
- Willing to be supervised and can follow procedures found in the public school setting.
- Is able to physically move between classes and schools if necessary.

State Auditor's Findings/Recommendations of the Management Audit of the DOE's Hawaiian Studies Program
Hawaiian Studies Response
Updated: April 30, 2009

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Summary of Action

<u>Item</u>	<u>Audit Recommendations</u>	<u>Department Actions</u>	<u>Due</u>	<u>Status</u>				
				<u>Completed</u>	<u>In review</u>	<u>Dispersal date</u>	<u>Target Group</u>	<u>Comments</u>
2a	<ul style="list-style-type: none"> ▪ Develop action plans aligned to strategic plans <ul style="list-style-type: none"> ○ Measurable goals for assessment ○ Account for effective use of funds 	<ul style="list-style-type: none"> ▪ Review & update Strategic Plans 	June 2009	No	Yes	July 2009	OCISS, CAS, Principals, Teachers, HSP CPR's (kupuna/makua)	Working with a draft document.
		<ul style="list-style-type: none"> ▪ 5-year plan 	August 2008	Yes	Yes	August 2009 <i>Janzel</i>	OCISS, CAS, Principals, Teachers, HSP CPR's (kupuna/makua)	Redrafted to align with BOE Policy <u>2104</u> Goals
		<ul style="list-style-type: none"> ▪ Key Performance Indicators 	March 2008	Yes	N/A	N/A	HSLPS, Schools	
2b	<ul style="list-style-type: none"> ▪ Enable and encourage administrator to hold schools accountable for proper use of funds 	<ul style="list-style-type: none"> ▪ HSP Program/Financial Report ▪ Performance surveys (CPR, classroom teacher, principal, District) 	Templates March, 08; Jun 30 (quarterly thereafter)	Yes	Yes	N/A	Schools	2008-2009 report templates to be sent in May 2009

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2d	<ul style="list-style-type: none"> ▪ Ensure administrator has training in access to financial databases to generate reports 	<ul style="list-style-type: none"> ▪ Office of Financial Services will provide training 	Apr. 01, 2008	Yes	N/A	N/A	HSP Specialist/HSLPS Administrator	Training through branch; Training through another Admin.
3a	<ul style="list-style-type: none"> ▪ Ensure a list of recommended textbooks and instructional materials is kept updated 	<ul style="list-style-type: none"> ▪ ISB Instructional Materials Review (IMR) criteria for Hawaiian Studies textbooks & materials 	[December 2009]	No	Yes	December 2009	Publishers, schools	Working with existing framework/process/schedule
		<ul style="list-style-type: none"> ▪ Criteria for textbook/material selection 	December 2008	Yes	Yes	August 2009	Publishers, schools	Used Instructional Materials Review (IRM) and KS materials criteria (KS editorial)
3b	<ul style="list-style-type: none"> ▪ Require schools to justify acquisitions of textbooks and materials not on the recommended lists (BOE policy 2240) 	<ul style="list-style-type: none"> ▪ "Request for Review" process to justify acquisitions of textbooks not on recommended list (IRM process) 	June 2008	Yes	No	N/A	Publishers, Schools	IRM process

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4a	<ul style="list-style-type: none"> ▪ Reassess the deployment of HSP budget to optimize effectiveness of the funds allocated <ul style="list-style-type: none"> ○ Reassigning resources currently diverted/lapsed ○ Support in-service training ○ Support promotion of kupuna at schools 	<ul style="list-style-type: none"> ▪ Receive & process Program/Financial Reports and Surveys to reassess the deployment of funds 	June 2008	Yes	Yes	N/A	Complex Areas, Schools	
4b	<ul style="list-style-type: none"> ▪ Clarify fund allocation guidelines <ul style="list-style-type: none"> ○ to reflect priority for funding for kupuna services/programs 	<ul style="list-style-type: none"> ▪ Distribute and in-service "Ke Kulana Kupuna" which include allocation guidelines for expending HSP funds 	August 2009	No	Yes	August 2009	CAS, Principals, teachers, HSP CPRs	Action will take place after final editing and printing
4c	<ul style="list-style-type: none"> ▪ Implement oversight measures at the state/district levels to ensure allocation guidelines are being followed to achieve desired outcomes 	<ul style="list-style-type: none"> ▪ Quarterly reports will be generated, analyzed and monitored to ensure that the allocation guidelines are being followed 	June 30, 2008; quarterly thereafter	Yes	Yes	N/A	Hawaiian Studies Program	

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4d	<ul style="list-style-type: none"> ▪ Improve oversight and revise controls and guidelines over HSP funds allocated and carried forward <ul style="list-style-type: none"> ○ Ensure that funds are not diverted from kupuna services unless justified ○ Include periodic reviews of expenditures by schools 	<ul style="list-style-type: none"> ▪ Quarterly reports will be generated, analyzed and monitored to ensure that the allocation guidelines are being followed 	June 30, 2008; quarterly thereafter	Yes	Yes	N/A	Hawaiian Studies Program	
4e	<ul style="list-style-type: none"> ▪ Identify expected outcomes and related performance measures for the services of CPR/kupuna <ul style="list-style-type: none"> ○ Means for measuring accomplishments ○ Assess equivalency for school programs without CPR/kupuna 	<ul style="list-style-type: none"> ▪ Print and distribute Ke Kulana Kupuna. The document delineates the HSP's purpose, roles and expectations of the CPR, teachers and principal 	May 2008	No	Yes	August 2009	CAS, Schools, DOE HSP CPR	Delayed due to editing and publication review
		<ul style="list-style-type: none"> ▪ Point out the criteria checklist based on allocation notice and Ke Kulana Kupuna 	May 2008	Yes	Yes	August 2009	CAS, Schools, DOE-HSP CPR	Delayed due to editing and publication review

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4f	<ul style="list-style-type: none"> ▪ Require schools receiving HSP funds but not using CPR/kupuna services to demonstrate alternative use of funds will achieve equivalent outcomes 	<ul style="list-style-type: none"> ▪ Process to assess and evaluate equivalent outcomes for alternative funding (non-kupuna) 	October 2008	Yes	Yes	July 2009	CAs, Schools, DOE-HSP CPR	
4g	<ul style="list-style-type: none"> ▪ Consider paying kupuna to attend mandatory training 	<ul style="list-style-type: none"> ▪ Develop a process to pay CPR/kupuna to attend mandatory trainings 	June 2009	Yes	Yes	July 2009	CAS, Principals, DOE-HSP CPR	In review with personnel
	<ul style="list-style-type: none"> ▪ Make attendance of some training offered by district, compulsory 	<ul style="list-style-type: none"> ▪ Work with districts to ensure participation 	July 2009	No	N/A	July 2009	CAS, Principals, DOE-HSP CPR	Still researching with personnel
4h	<ul style="list-style-type: none"> ▪ Consider establishing a proactive process for identifying and addressing the use of culturally inappropriate instructional materials 	<ul style="list-style-type: none"> ▪ "Request for Review" process to justify acquisitions of textbooks not on recommended list (IRM process) 	May 2008	Yes	Yes	N/A	Schools	

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4i	<ul style="list-style-type: none"> ▪ Pursue the planned revision of existing curriculum guides consistent with the vision stated in the 2000 implementation plan 	<ul style="list-style-type: none"> ▪ Currently reviewing and revising the HSP program guide draft 	[December 2009]	No	Yes	May 2009	CAs, Schools, DOE-HSP CPR	Dispersal in May 2009 to prepare for School Year 2009-2010
		<ul style="list-style-type: none"> ▪ Alignment of curriculum guides to standards-based 	[December 2009]	No	Yes	May 2009	CAs, Schools, DOE-HSP CPR	Dispersal in May 2009 to prepare for School Year 2009-2010