
A BILL FOR AN ACT

RELATING TO LABOR.

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

1 SECTION 1. The State of Hawaii, located at the crossroads
2 of the Pacific Ocean, has long played a key role in
3 transportation, education, commerce, tourism, and security of
4 the Asia-Pacific region. Faced with an increasingly dynamic and
5 competitive global society, the State must ensure that its
6 workforce has the skills required to maintain Hawaii's status as
7 a nexus of international enterprise.

8 Specifically, there is an immediate need for state
9 employees who are proficient in a language in addition to
10 English. These employees are needed to reduce linguistic
11 barriers to promote state initiatives, build partnerships, and
12 pursue the State's interest in non-English speaking contexts,
13 both overseas and in the State. Moreover, state employees
14 proficient in a language in addition to English will increase
15 the level of global awareness within state government, enhance
16 the State's capacity to participate fully in new opportunities
17 for economic growth and entrepreneurial development in the



1 twenty-first century, and enhance the overall competence and
2 professionalism of the State's workforce.

3 Although there are state employees who have attained
4 functional proficiency in a language other than English through
5 home- or school-based language training, these language skills
6 may be inadequate to meet the demands of the workplace. A means
7 of ensuring that employees have the requisite level of language
8 proficiency for the workplace is necessary.

9 To attain the level of language proficiency required for
10 state employees to meet the demands of the workplace, formal and
11 professional language training is required. Due to the lack of
12 training, a corresponding lack of qualified candidates exists in
13 the pool of state employees.

14 Accordingly, the purpose of this Act is to identify state
15 employee positions with functions that need improved language
16 access in accordance with chapter 321C, Hawaii Revised Statutes,
17 and for these positions:

- 18 (1) Identify languages other than English for which
19 proficiency is needed;
- 20 (2) Develop and implement training courses to enable state
21 employees to attain the requisite levels of
22 proficiency in languages other than English.



1 (3) Develop and implement examinations to certify such
2 language proficiency; and

3 (4) Recognize the increased workplace value of state
4 employees who attain proficiency in a language other
5 than English by providing a salary incentive to such
6 employees.

7 SECTION 2. Chapter 321C, Hawaii Revised Statutes, is
8 amended by adding two new sections to be appropriately
9 designated and to read as follows:

10 "§321C-A Language proficiency; pay differential. (a) The
11 office of language access shall:

12 (1) Identify state employee positions with functions that
13 need improved language access in accordance with this
14 chapter; and

15 (2) For each position identified, identify the languages
16 other than English for which proficiency is needed.

17 (b) For the languages identified under subsection (a)(2),
18 the office of language access shall develop and administer
19 examinations to certify state employees' proficiency.

20 (c) A state employee who is in a position identified under
21 subsection (a)(1) and has been certified as proficient in a
22 language in addition to English that has been identified for



1 that position under subsection (a)(2), shall be compensated an
2 additional ten per cent of the employee's base salary.

3 (d) To continue to receive the salary differential under
4 subsection (c), a state employee shall complete the
5 certification requirements set forth in subsection (c) every
6 five years.

7 **§321C-B Language proficiency programs.** The University of
8 Hawaii, with assistance from the office of language access,
9 shall develop and administer courses in languages other than
10 English to enable state employees to attain language proficiency
11 as required for certification under section 321C-A; provided
12 that the language proficiency courses offered shall be free of
13 charge to state employees."

14 SECTION 3. Section 321C-2, Hawaii Revised Statutes, is
15 amended by adding two new definitions to be appropriately
16 inserted and to read as follows:

17 "Proficient" means certified as having successfully
18 completed a proficiency examination in a language other than
19 English by the office of language access.

20 "State employee" means an employee or officer of the State
21 of Hawaii."



1 SECTION 4. Section 321C-6, Hawaii Revised Statutes, is
2 amended to read as follows:

3 **"§321C-6 Office of language access; established.** There is
4 established within the department of health, for administrative
5 purposes only, the office of language access. The head of the
6 office shall be known as the executive director of the office of
7 language access. The executive director shall be appointed by
8 the governor without regard to chapter 76. The executive
9 director shall:

- 10 (1) Provide oversight, central coordination, and technical
11 assistance to state agencies in their implementation
12 of language access requirements under this chapter or
13 under any other law, regulation, or guidance;
- 14 (2) Provide technical assistance to covered entities in
15 their implementation of this chapter;
- 16 (3) Review and monitor each state agency's language access
17 plan for compliance with this chapter;
- 18 (4) Where reasonable access is not provided, endeavor to
19 eliminate the language access barrier using informal
20 methods, including conference, conciliation,
21 mediation, or persuasion. Where the language access
22 barrier cannot be eliminated by informal methods, the



1 executive director shall submit a written report with
2 the executive director's opinion and recommendation to
3 the state agency or the covered entity. The executive
4 director may request the state agency or the covered
5 entity to notify the executive director, within a
6 specified time, of any action taken on the executive
7 director's recommendation;

8 (5) Consult with language access coordinators, the
9 language access advisory council, and state department
10 directors or their equivalent;

11 (6) Subject to section 321C-3, create, distribute to the
12 State, and make available to covered entities,
13 multilingual signage in the more frequently
14 encountered languages in the State, and other
15 languages as needed, informing individuals of their
16 right to free oral language services and inviting them
17 to identify themselves as persons needing services;

18 (7) Adopt rules pursuant to chapter 91 to address the
19 language needs of limited English proficient persons;

20 (8) Administer a statewide language access resource center
21 that shall:



- 1 (A) Maintain a publicly available roster of language
2 interpreters and translators, listing their
3 qualifications and credentials based upon
4 guidelines established by the office of language
5 access in consultation with the language access
6 advisory council;
- 7 (B) Train state and state-funded agencies on how to
8 effectively obtain and utilize the services of
9 language interpreters and translators;
- 10 (C) Support the recruitment and retention of language
11 interpreters and translators providing services
12 to state and state-funded agencies;
- 13 (D) Provide, coordinate, and publicize training
14 opportunities to increase the number and
15 availability of qualified language interpreters
16 and translators and further develop their
17 language interpretation and translation skills;
18 and
- 19 (E) Work toward identifying or creating a process to
20 test and certify language interpreters and
21 translators and promote use of the process to



1 ensure the quality and accuracy of the language
2 interpretation and translation services; [~~and~~]

3 (9) Have the authority to hire personnel necessary to
4 staff the statewide language access resource center
5 and to administer its multilingual website. The
6 staff, at a minimum, shall consist of one full-time
7 project coordinator, three full-time program
8 specialists, and one full-time clerk. To the extent
9 possible, the executive director shall hire bilingual
10 personnel to staff the statewide language access
11 resource center and to administer its website[-]; and

12 (10) Promote state employee proficiency in languages other
13 than English for state employee positions to improve
14 language access."

15 SECTION 5. No later than twenty days prior to the
16 convening of the regular sessions of 2015 and 2016, the office
17 of language access shall submit to the governor and the
18 legislature a written report of its progress in promoting state
19 employee proficiency in languages in addition to English
20 pursuant to this Act. The progress report shall include, among
21 other things, findings and any recommendations, including
22 proposed legislation, if any, pursuant to this Act.

1 SECTION 6. No later than twenty days prior to the
2 convening of the regular session of 2015, the university of
3 Hawaii shall submit to the governor and the legislature a
4 written report of its plan and any recommendations, including
5 proposed legislation to develop and administer language
6 proficiency courses pursuant to this Act.

7 SECTION 7. No later than twenty days prior to the
8 convening of the regular session of 2016, the university of
9 Hawaii shall submit to the governor and the legislature a
10 written report of the actions it has taken and any proposed
11 legislation to develop and administer language proficiency
12 courses pursuant to this Act.

13 SECTION 8. There is appropriated out of the general
14 revenues of the State of Hawaii the sum of \$ or so much
15 thereof as may be necessary for fiscal year 2014-2015 to carry
16 out the purposes of this Act.

17 The sum appropriated shall be expended by the office of
18 language access for the purposes of this Act.

19 SECTION 9. There is appropriated out of the general
20 revenues of the State of Hawaii the sum of \$ or so much
21 thereof as may be necessary for fiscal year 2014-2015 for the



1 purpose of developing and administering language proficiency
2 courses in languages other than English for state employees.

3 The sum appropriated shall be expended by the University of
4 Hawaii for the purposes of this Act.

5 SECTION 10. Statutory material to be repealed is bracketed
6 and stricken. New statutory material is underscored.

7 SECTION 11. This Act shall take effect on July 1, 2014.
8

INTRODUCED BY:

Hokulani
Karen Auana
Michelle
Y. Lee
James King
Jan. Au
Z. A. -
Sum. T. -
Y. K. O.
T. H. -



H.B. NO. 1972

Report Title:

Office of Language Access; State Employees; Proficiency in Languages Other than English

Description:

Requires the Office of Language Access to implement identification, training, and certification procedures to develop a multi-lingual state workforce. Requires the University of Hawaii to develop and administer language training courses. Effective July 1, 2014.

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





UNIVERSITY OF HAWAII SYSTEM

Legislative Testimony

Testimony Presented Before the
House Committee on Higher Education
January 30, 2014 at 2:15pm

by

Dr. Joanne Itano
Interim Executive Vice President for Academic Affairs
University of Hawai'i System

HB 1972 – RELATING TO LABOR

Chair Choy, Vice Chair Ichiyama, and Members of the House Committee on Higher Education:

The University of Hawai'i recognizes the importance of language and cultural skills in our communities and economy, particularly given Hawai'i's strategic location in the Asia-Pacific region. We appreciate the intent of HB 1972 to increase language proficiency of identified state employees, however have serious concerns about the implementation proposed, and must respectfully oppose the measure.

§321C-B of HB 1972 states that the, "University of Hawai'i, with assistance from the Office of Language Access, shall develop and administer courses in languages other than English to enable state employees to attain language proficiency as required for certification" and free of charge to state employees. The issues raised require extensive discussion, regarding a number of matters including academic course development, examinations, scheduling, and the costs of developing and administering such a program. UH cannot support the bill at this time.

Thank you for the opportunity to testify on this measure.



STATE OF HAWAII
DEPARTMENT OF HEALTH
OFFICE OF LANGUAGE ACCESS
830 PUNCHBOWL STREET, SUITE 322
HONOLULU, HI 96813

SERAFIN P. COLMENARES, JR.
EXECUTIVE DIRECTOR

To: Rep. Isaac Choy, Chair
Rep. Linda Ichiyama, Vice Chair
House Committee on Higher Education

From: Serafin Colmenares Jr.
Executive Director, Office of Language Access

Date: January 30, 2014, 2:15 p.m.
State Capitol, Room 309

Re: Testimony on H.B. 1972
Relating to Labor

The Office of Language Access (“OLA”) appreciates the opportunity to testify in **support with comments and recommended amendments** on H.B. 1972 Relating to Labor. My name is Serafin Colmenares, Jr. and I am the Executive Director of OLA.

OLA applauds the spirit of H.B. 1972, which celebrates Hawaii’s multi-ethnic and multi-lingual composition of its people; and seeks to capitalize on this strength to bolster its position in international commerce, improve the functioning of state government, and ensure that state services are provided to the limited English proficient (LEP) population in a meaningful, non-discriminatory manner.

Agency Compliance is a Challenge

In Section 2, page 3, lines 10-16 of this bill, OLA is charged with identifying the state employee positions with functions that need improved language access; and which languages they might be. Our state government provides a very large and broad swath of direct services to the LEP public. Based upon our experience working with the many state agencies, the language demands and level of public contact in each department, division, and position are quite variable and subjective. This great volume of detail must be examined by each of the agencies when they determine what language services are necessary when designing the ‘language access plans’ they are required to create under HRS Section 321C-4.¹ (Note - although obligated by law, as of

¹ HRS Section 321C-4 requires: “Each state agency and covered entity **shall** establish a plan for language access. . . Each state agency's plan for language access **shall** be established in consultation with the executive director and the state agency's coordinator for language access. . . .”

December 2013, only 14 out of 26 agencies (just 53%) are currently in compliance by submitting their revised Language Access Plans with our office every two years.)

We are currently an office of only three (an Executive Director, Legal Analyst, and Secretary) and are struggling to execute our original functions; which, under Section 321C-6(1) is, in part, to “[p]rovide oversight, central coordination, and technical assistance to state agencies in *their* implementation of language access requirements.” (Emphasis added.)

Thus, the onus for complying with state and federal legal language access law lies within each agency to which we provide our assistance. The state agencies themselves are in the best position to determine what LEP language groups they serve; what degree of proficiency in those languages is necessary to provide their services; and the method they will use to provide those language services – either through written translations, an out-sourced oral interpreter, or with the assistance of a multi-lingual state employee as envisioned in this bill.

As a practical matter, we would be unable to identify these state positions and languages unless we can actually get the information from the agencies. Sadly, many agencies are currently demonstrating poor compliance and lackluster reporting to our office. Unfortunately, our statute gives us no enforcement power (other than the ability to write a letter to the executive director of the state agency with recommendations) to encourage improved performance. State agencies face no penalty for its failure to comply with state law.

In light of the above considerations, we recommend that Section 2, page 3 lines 10-16 be revised as follows:

"§321C-A Language proficiency; pay differential. (a) Each state agency shall submit to the [The] office of language access [shall] six months prior to the convening of the first year of each legislative biennium a report which:

- (1) ~~[Identify]~~ Identifies state employee positions with functions that need improved language access in accordance with this chapter; and
- (2) For each position identified, identify the languages other than English for which proficiency is needed.”

The Administration of Proficiency Examinations Should be Outsourced

In section 2, lines 17- 19, OLA is charged with developing and administering examinations to certify state employees’ language proficiency. We do not have the resources or expertise in-house to actually develop such proficiency examinations - especially in the multitude of languages envisioned. However, there are several nationally-recognized institutions that have already developed state-of-the-art examinations and testing modalities. To make clear that OLA can outsource this function, we recommend the language on page 3, lines 17-19 be revised as follows:

“(b) For the languages identified under subsection (a)(2), the office of language access shall contract with nationally-recognized entities that administer oral language proficiency examinations ~~[develop and administer examinations to]~~ and certify state employees' proficiency based on their performance on those examinations.”

Candidates Should Also Possess Knowledge and Skills in Interpretation, Interpreter Ethics, Language Access Law, Cultural Competency, Etc.

Being multilingual or possessing verifiable language proficiency is not enough to ensure that a state employee will provide meaningful language access. In addition to language ability, they should also understand the agency's legal obligations with respect to language access under federal and state law.

Moreover, competent professional interpreters possess many learned technical skills; and also adhere to codes of ethics that value impartiality, confidentiality, cultural sensitivity, and more. This knowledge and these skills will be helpful to these multilingual state workers, even if not serving as an "interpreter."

As a state agent, candidates who serve the LEP public will have to navigate carefully while balancing their workplace duties with their efforts to assist LEP clients in a meaningful manner which complies with the law. They should undergo training to equip them with the knowledge and skills that will enable them to successfully execute their varied responsibilities. Such training will foster within the agencies a climate of compliance. We therefore recommend amending sub-section as §321C-A(c) on page 3, line 20- page 4, line 6, as follows:

"(c) A state employee who is in a position identified under subsection (a)(1) and has been certified as proficient in a language in addition to English that has been identified for that position under subsection (a)(2), shall undergo training approved by the office of language access on interpretation skills and ethics, language access law, cultural competency, and other related topics; and upon completion be compensated an additional ten per cent of the employee's base salary.

(d) To continue to receive the salary differential under subsection (c), a state employee shall complete the certification and training requirements set forth in subsection (c) every five years."

Clarify Definition of "Proficient"

We would prefer the definition of "proficient" make clear that the proficiency examination is not administered by OLA, but that OLA will certify that the candidate completed a proficiency examination that it approves. For example, OLA may consider that a rating of at least 3 (general professional) under the Interagency Language Roundtable (ILF) proficiency scale, or a rating of Intermediate under the American Council on the Teaching of Foreign Languages (ACTFL) proficiency scale would suffice. Both ILF and ACTFL are nationally recognized entities with highly developed testing modalities. We recommend amendments on page 4, lines 17- 19, as follows:

""Proficient" means certified by the office of language access as having successfully completed a nationally recognized proficiency examination in a language other than English [~~by the office of language access~~]."

Other House-keeping Amendments

We would like to recommend stylistic amendments to make more prominent the idea that proficiency in other languages by state employees is sought foremost to improve language access for the LEP public.

We therefore recommend amendments on page 8, lines 12-14, as follows:

“(10) Improve language access by [Promote] promoting [state-employee] proficiency in languages other than English among [for] state employees [employee positions to improve language access].”

Funding to Execute OLA’s Growing Responsibilities

When Act 290 (SLH2006) created OLA, our staff of six was able to provide much needed services and guidance to state agencies as they worked toward compliance with not only state language access law, but with federal regulations as well. (Our state law closely mirrors federal regulations.) When the 2009 Reduction-In-Force brought OLA’s staff down to one, so too did the degree of compliance with both federal and state law. (If an agency fails to comply with federal language access law, they risk losing federal funding.)

Should this bill become effective, and in light of our original duties and resource challenges, we ask that we be provided with adequate funding to execute these new, challenging tasks so the vision behind this bill will be realized with great success.

OLA appreciates this committee for its commitment to language access and for the opportunity to provide this testimony.

Marcella Alohalani Boido, M. A.
Certified Spanish Court Interpreter

2733 Kaaha Street A5
Telephone: 946-2558

Honolulu, Hawaii 96826-4736
E-mail: boido@hawaii.edu

TO: Rep. Isaac W. Choy, Chair; Rep. Linda Ichiyama, Co-Chair; and all members,
House Committee on Higher Education

FROM: M. Alohalani Boido, M. A., Certified Court Interpreter

HEARING: January 30, 2014; 2:15 p.m., Rm. 309

RE: **SUPPORT with amendments, HB 1972**, Relating to labor

Chair, Co-chair, and members of this Committee, thank you for hearing this important bill. I am Marcella Alohalani Boido, a certified Spanish/English court interpreter and a founding member of Hawaii Interpreter Action Network (HIAN). Today I am testifying as a private citizen.

HB 1972 addresses several significant issues. **We have residents and tourists who cannot communicate with government employees adequately on their own, because they are Limited-English Proficient (LEP).** It would help tremendously if Hawaii:

- ✓ Had a system for identifying those employees who interact with LEP folks,
- ✓ Used language proficiency assessments so that the state can know with precision the extent to which employees possess the necessary language skills (a list of some entities which provide such assessments is attached),
- ✓ Supported those employees on their mission with language training which is appropriate to the employee's work tasks,
- ✓ Supported and rewarded these employees with an increase in pay.

This would increase government fairness and efficiency. It would also decrease the need and the expenses for interpreters. Culturally and linguistically, it would enrich our state. It is a good long-term investment.

Amendments are needed to clarify the sources of funding and the specific tasks assigned to each government entity. Proposed amendments are attached.

Please support HB 1972 with amendments. We have a multicultural and multilingual society.

Hawaii needs this legislation so that government can better serve our state. Thank you.

Information on language assessment scales and entities

Scales:

Interagency Language Roundtable (ILR) <http://www.govtilr.org/>

Extensive list of language assessment entities as of 2008:

http://www.hablamosjuntos.org/newsletters/2008/june/pdf/langtestingoptions_06-23-08.pdf

Some major testing entities:

American Council on the Teaching of Foreign Languages (ACTFL) <http://www.actfl.org/>

ALTA <http://www.altalang.com/language-testing/government.html>,
<http://www.altalang.com/language-testing/qualified-bilingual-staff.html>

LTI <http://www.languagetesting.com/>

Second Language Testing, Inc. (previously Berlitz) <http://2lti.com/>

STAMP (Standards-Based Measurement of Proficiency)
<http://www.stamptest.net/stamp0708/stamptest/>

Versant <http://www.versanttest.com/>

(2) Develop and implement training courses to enable state employees to attain the requisite levels of proficiency in languages other than English.

(3) Develop and implement examinations to certify such language proficiency; and

(4) Recognize the increased workplace value of state employees who attain proficiency in a language other than English by providing a salary incentive to such employees.

SECTION 2. Chapter 321C, Hawaii Revised Statutes, is amended by adding two new sections to be appropriately designated and to read as follows:

"§321C-A Language proficiency; pay differential. (a) ~~The human resources departments of all state entities office of language access~~ shall:

(1) Identify state employee positions with functions that need improved language access in accordance with this chapter; and

(2) For each position identified, identify the languages other than English for which proficiency is needed.

For those languages for which there is a nationally recognized proficiency assessment, the human resources departments shall establish a procedure for the employees to be tested.

For those languages for which there is no nationally recognized proficiency assessment, the University of Hawaii at Manoa College of Languages, Linguistics, and Literature shall be provided funds to develop comparable assessment instruments.

~~—(b) For the languages identified under subsection (a)(2), the office of language access shall develop and administer examinations to certify state employees' proficiency.~~

(c) A state employee who is in a position identified under subsection (a)(1) and has been certified as proficient in a language in addition to English that has been identified for that position under subsection (a)(2), shall be compensated an additional ten per cent of the employee's base salary.

(d) To continue to receive the salary differential under subsection (c), a state employee shall complete the certification requirements set forth in subsection (c) every five years.

§321C-B Language proficiency programs. The University of Hawaii College of Languages, Linguistics, and Literature, with assistance from the office of language access, shall develop and administer courses in languages other than English to enable state employees to attain language proficiency as required for certification under section 321C-A; provided that the costs of the language proficiency courses offered shall be covered by the employer as long as the employees complete the course(s) successfully. free of charge to state employees."

SECTION 3. Section 321C-2, Hawaii Revised Statutes, is amended by adding two new definitions to be appropriately inserted and to read as follows:

"Proficient" means certified as having successfully completed a nationally recognized assessment proficiency examination in a language other than English by the department of the State of Hawaii for which the employee works.office of language access.

"State employee" means an employee or officer of the State of Hawaii."

SECTION 4. Section 321C-6, Hawaii Revised Statutes, is amended to read as follows:

"§321C-6 Office of language access; established. There is established within the department of health, for administrative purposes only, the office of language access. The head of the office shall be known as the executive director of the office of language access. The executive director shall be appointed by the governor without regard to chapter 76. The executive director shall:

(1) Provide oversight, central coordination, and technical assistance to state agencies in their implementation of language access requirements under this chapter or under any other law, regulation, or guidance;

(2) Provide technical assistance to covered entities in their implementation of this chapter;

(3) Review and monitor each state agency's language access plan for compliance with this chapter;

(4) Where reasonable access is not provided, endeavor to eliminate the language access barrier using informal methods, including conference, conciliation, mediation, or persuasion. Where the language access barrier cannot be eliminated by informal methods, the executive director shall submit a written report with the executive director's opinion and recommendation to the state agency or the covered entity. The executive director may request the state agency or the covered entity to notify the executive director, within a specified time, of any action taken on the executive director's recommendation;

(5) Consult with language access coordinators, the language access advisory council, and state department directors or their equivalent;

(6) Subject to section 321C-3, create, distribute to the State, and make available to covered entities, multilingual signage in the more frequently encountered languages in the State, and other languages as needed, informing individuals of their right to free oral language services and inviting them to identify themselves as persons needing services;

(7) Adopt rules pursuant to chapter 91 to address the language needs of limited English proficient persons;

(8) Administer a statewide language access resource center that shall:

(A) Maintain a publicly available roster of language interpreters and translators, listing their qualifications and credentials based upon guidelines established by the office of language access in consultation with the language access advisory council;

(B) Train state and state-funded agencies on how to effectively obtain and utilize the services of language interpreters and translators;

(C) Support the recruitment and retention of language interpreters and translators providing services to state and state-funded agencies;

(D) Provide, coordinate, and publicize training opportunities to increase the number and availability of qualified language interpreters and translators and further develop their language interpretation and translation skills; and

(E) Work toward identifying or creating a process to test and certify language interpreters and translators and promote use of the process to ensure the quality and accuracy of the language interpretation and translation services; [~~and~~]

(9) Have the authority to hire personnel necessary to staff the statewide language access resource center and to administer its multilingual website. The staff, at a minimum, shall consist of one full-time project coordinator, three full-time program specialists, and one full-time clerk. To the extent possible, the executive director shall hire bilingual personnel to staff the statewide language access resource center and to administer its website[-]; and

(10) Promote state employee proficiency in languages other than English for state employee positions to improve language access."

SECTION 5. No later than forty days prior to the convening of the regular sessions of 2015 and 2016, the human resources offices of all state entities shall submit to the office of language access a written report of their progress in promoting state employee proficiency in languages in addition to English pursuant to this Act. No later than twenty days prior to the convening of the regular sessions of 2015 and 2016, the office of language access shall submit to the governor and the legislature a written report of its progress in promoting state employee proficiency in languages in addition to English pursuant to this Act. The progress report shall include, among other things, findings and any recommendations, including proposed legislation, if any, pursuant to this Act.

SECTION 6. No later than twenty days prior to the convening of the regular session of 2015, the university of Hawaii shall submit to the governor and the legislature a written report of its plan and any recommendations, including proposed legislation to develop and administer language proficiency courses pursuant to this Act.

SECTION 7. No later than twenty days prior to the convening of the regular session of 2016, the university of Hawaii shall submit to the governor and the legislature a written report of the actions it has taken and any proposed legislation to develop and administer language proficiency courses pursuant to this Act.

SECTION 8. There is appropriated out of the general revenues of the State of Hawaii the sum of \$ or so much thereof as may be necessary for fiscal year 2014-2015 to carry out the purposes of this Act.

The sum appropriated shall be expended by the office of language access for the purposes of this Act.

SECTION 9. There is appropriated out of the general revenues of the State of Hawaii the sum of \$ or so much thereof as may be necessary for fiscal year 2014-2015 for the purpose

of developing and administering language proficiency courses in languages other than English for state employees.

The sum appropriated shall be expended by the University of Hawaii for the purposes of this Act.

SECTION 10. Statutory material to be repealed is bracketed and stricken. New statutory material is underscored.

SECTION 11. This Act shall take effect on July 1, 2014.



SENT VIA EMAIL

January 29, 2014

Representative Isaac W. Choy
Chair, Committee on Higher Education
Representative Linda Ichiyama
Vice Chair, Committee on Higher Education
Hearing on House Bill 1972 - Relating to Labor
State Capitol, Conference Room 309

Aloha Chair Choy and Vice Chair Ichiyama!

Enterprise Honolulu is supportive of the Hawaii Language Roadmap initiative established in September 2013. The Roadmap is designed to be a guide for the State of Hawaii to develop a multi-lingual workforce that positions Hawaii to be more competitive in the global marketplace.

House Bill 1972 does address some aspects of this initiative, however, will need further review and amendments to ensure there is a direct correlation and support to the Hawaii Language Roadmap recommendations.

Please feel free to contact me directly should you have any questions.

Sincerely,


Mark McGuffie
Managing Director
Enterprise Honolulu, Oahu Economic Development Board

LATE





SENT VIA EMAIL

January 29, 2014

Representative Isaac W. Choy
Chair, Committee on Higher Education
Representative Linda Ichiyama
Vice Chair, Committee on Higher Education
Hearing on House Bill 1972 - Relating to Labor
State Capitol, Conference Room 309


Aloha Chair Choy and Vice Chair Ichiyama!

Enterprise Honolulu is supportive of the Hawaii Language Roadmap initiative established in September 2013. The Roadmap is designed to be a guide for the State of Hawaii to develop a multi-lingual workforce that positions Hawaii to be more competitive in the global marketplace.

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LATE



735 Bishop Street, Suite 424, Honolulu, Hawaii 96813 • 808-521-3611
Fax: 808-536-2281 • www.enterprisehonolulu.com