

SB900

Measure Title: RELATING TO EDUCATION.
Report Title: Department of Education; State Seal of Biliteracy; Appropriation (\$)
Description: Establishes the state seal of biliteracy program and appropriates funds for the implementation of the program.
Companion:
Package: None
Current Referral: EDU, WAM
Introducer(s): CHUN OAKLAND, KIDANI

<u>Sort by Date</u>		Status Text
1/23/2015	S	Introduced.
1/26/2015	S	Passed First Reading.
1/28/2015	S	Referred to EDU, WAM.
2/6/2015	S	The committee(s) on EDU has scheduled a public hearing on 02-11-15 1:15PM in conference room 229.

S = Senate | **H** = House | **D** = Data Systems | **\$** = Appropriation measure | **ConAm** = Constitutional Amendment



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

Date: 02/11/2015
Time: 01:15 PM
Location: 229
Committee: Senate Education

Department: Education

Person Testifying: Kathryn S. Matayoshi, Superintendent of Education

Title of Bill: SB 0900 RELATING TO EDUCATION.

Purpose of Bill: Establishes the state seal of biliteracy program and appropriates funds for the implementation of the program.

Department's Position:

The Department of Education (Department) supports the intent of SB 900 to establish a state seal of biliteracy program. Last month, at the January 20 Board of Education Student Achievement Committee, Committee Vice Chairperson Patricia Halagao shared one of its goals is to create a Board policy pertaining to Multilingual/English Language Learners.

Respectfully, we will defer taking a position until the Board of Education (Board) is given the opportunity to review this measure. Bills relating to public education with policy implications are being reviewed by the Board. Positions taken will be subsequently shared with the appropriate legislative committees.

From: mailinglist@capitol.hawaii.gov
To: [EDU Testimony](#)
Cc:
Subject: *Submitted testimony for SB900 on Feb 11, 2015 13:15PM*
Date: Sunday, February 08, 2015 9:17:39 PM

SB900

Submitted on: 2/8/2015

Testimony for EDU on Feb 11, 2015 13:15PM in Conference Room 229

Submitted By	Organization	Testifier Position	Present at Hearing
Kaan Ustun	University of Hawaii at Manoa	Support	No

Comments:

Please note that testimony submitted less than 24 hours prior to the hearing, improperly identified, or directed to the incorrect office, may not be posted online or distributed to the committee prior to the convening of the public hearing.

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Senator Michelle N. Kidani, Chair
Senator Breene Harimoto, Vice Chair
Committee on Education

Kapi'olani Community College
Department of Languages, Linguistics, and Literature
Japanese Language Program
4303 Diamond Head Road
Honolulu, Hawai'i 96816

Contact us: lykobuke@hawaii.edu or (808) 734-9710

Wednesday, February 11, 2015

Support for S.B. No. 900, Relating to State Seal of Biliteracy

I, **Lisa Y. Kobuke**, Japanese Language Program Coordinator at Kapi'olani Community College, am writing to express my enthusiastic and strong support for the **Hawai'i State Seal of Biliteracy**. The future growth and economy of Hawai'i will depend on a linguistically and cross-culturally competent workforce that is able to respond to the needs locally of the State, of our nation, and of the world. The Hawai'i Seal of Biliteracy will show our students and children that the development of literacy in two or more languages provides them with the competitive edge in the global market and economy. Many students in Hawai'i gain bilingual skills growing up in bilingual or multilingual homes. This rich and diverse asset which is so profound and so easily found throughout our communities in the State, should be recognized, celebrated, and advocated by our State. I was raised bilingually in English and Japanese and personally understand the value and advantages of being culturally and linguistically bilingual. I continue to share my passion for the Japanese language and culture strongly believing in the beneficial empowering capacity of learning a second language and it's culture and hope the State recognizes and supports the bilingual workforce readily available to our employers and economy.



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MĀNOA

Department of Second Language Studies

TO: Senator Michelle N. Kidani, Chair
Senator Breene Harimoto, Vice Chair
Committee on Education

FROM: Theres Gruter, PhD
956-5885

HEARING DATE AND TIME: February 11, 2015; 1:15pm

RE: Testimony in **Support of SB900**

Dear Senator Kidani, Senator Harimoto, and members of the Committee,

My name is Theres Gruter. I am an assistant professor of Second Language Studies and the director of the Center for Second Language Research at the University of Hawai'i at Manoa. I am also the mother of two bilingual children (aged 8 and 11).

The introduction of a state seal of biliteracy will send a strong signal to our children, families and teachers that the ability to communicate in more than one language is something that is valued and supported here in Hawaii. The benefits will be particularly impactful for children who speak a language other than English at home, a language that is often their only means of communicating with their grandparents and other family members. It is not uncommon for these children to gradually lose their home language skills over the course of the school years. This loss is sad at a personal level, unfortunate at an economic level, and entirely unnecessary from an educational and developmental perspective. Research shows that the attainment of fluency in multiple languages is a very achievable goal, and it is reached most successfully in environments where multilingualism is supported at political and institutional levels. These have been called *additive bilingual environments*. The introduction of a state seal of biliteracy will contribute to making Hawaii an additive bilingual environment. The benefits will be to our children, our economy, and last but perhaps not least to those grandparents who will continue to be able to speak with their grandchildren, because getting the state seal of biliteracy on their high school certificate may be just that extra incentive it takes to maintain their heritage language.

Thank you for the opportunity to testify in support of SB900.

Testimony presented before

Senator Michelle N. Kidani, Chair
Senator Breene Harimoto, Vice Chair
Committee on Education

by

Kimi Kondo-Brown
Professor, Department of East Asian Languages & Literatures
College of Languages, Linguistics, and Literature
University of Hawai'i at Mānoa

Wednesday, February 11, 2015

Support for S.B. No. 900, Relating to State Seal of Biliteracy

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I am a professor and administrator in the College of Languages, Linguistics, and Literature at the University of Hawai'i at Mānoa. As a U.S. citizen living in Hawai'i as well as an educator and scholar in the field of language education, I would like to express my full support for the Hawai'i State Seal of Biliteracy.

The United States needs bilingual and biliterate citizens who are equipped with expert knowledge about other cultures and societies. These skills are not only necessary for conducting U.S. overseas diplomacy, but also are critical skills in the current global economy. In this era of globalization and increasing interdependence in the international community, the Seal of Biliteracy makes a great deal of sense, especially in states like Hawai'i where one out of four residents speak a language other than English at home. The Seal of Biliteracy will not only capitalize on and validate the rich linguistic and cultural resources that school-age children from multilingual families bring to classrooms, but also motivate students from English-speaking families to pursue an invaluable skill to prepare themselves for their future academic and professional careers.

For the past 20+ years, I have taught and advised hundreds of UHM students who are working towards advancing their bilingual/biliterate skills in order to achieve their goals and dreams in personal, local, and global contexts. These students also perceive the opportunity structures of the society positively, and want to get ahead in the world and become responsible citizens. They value education, communities, and societies that affirm and promote linguistic and cultural diversity.

The impact of this bill on future generations will be enormous.

Thank you very much for this opportunity to testify.



Testimony presented before the
Senate Committee on Education
February 11, 2015 at 1:15 pm
By Bernadette Howard

Hawaii State Director for Career and Technical Education (CTE)

SB 900 RELATING TO A STATE SEAL OF BILITERACY

Chair Kidani and Members of the Committee:

The State Office for CTE, a part of the UH System, strongly supports SB 900. This bill proposes to establish a State Seal of Biliteracy to be awarded by the DOE to graduating high school seniors in recognition of their advanced proficiency (reading, writing, understanding and speaking the language) in English and an additional language. Students who have immigrated to Hawai'i and developed biliteracy by learning English, those who have grown up in a home where a language other than English is spoken and developed biliteracy by developing those skills, and those who have become proficient through immersion education, on-line e-school courses, or classroom programs, can all benefit from this recognition of their bi-/multilingual skills.

The State Office for CTE administers the \$5.6M Perkins grant awarded to Hawaii annually by the US DOE. The purpose of the Perkins grant is to promote the development of services and activities that integrate rigorous and challenging academic and career and technical instruction, and that link secondary and postsecondary education. Last year, Perkins funds supported 48,014 high school and community college students in Hawaii. Historically - with only a few exceptions - we have *not* included heritage and/or second language fluency as part of our CTE program requirements. After engaging with faculty leaders of UHM's Language Roadmap Initiative, CTE is now actively seeking ways to integrate biliteracy into its programs where appropriate.

Possession of the seal would benefit job-seekers in a wide array of positions in Hawaii and they will likely command higher wages. Employers will benefit by having an employee pool that meets the needs of their particular businesses. The State will benefit by having a better-educated workforce to maintain our economic competitiveness, with higher incomes resulting in higher tax revenues, fewer demands on social services, improved health, and increased civic engagement.

Thank you for this opportunity to testify.



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for Career and Technical Education

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An Equal Opportunity/Affirmative Action Institution

Senator Michelle Kidani, Chair
Senator Breen Harimoto, Vice Chair
Committee on Education

Graham Crookes, PhD
University of Hawai'i at Manoa
<crookes@hawaii.edu>

February 9, 2015

Support for S.B. No. 900, Relating to State Seal of Biliteracy

As a specialist in the area of second and foreign language learning, teaching, and research, and a 30-year resident of the State of Hawai'i, I write to express my support for the Hawai'i State Seal of Biliteracy.

The basic idea is simple and strong. Having a command of more than one language is extremely useful in the modern, globalized world. It is a strength for our various multilingual communities in Hawai'i, to preserve pride in the cultures we have here. It also increases the life-chances of citizens competing in the global economy.

Unfortunately, world languages have been pushed aside in State school curricula, and there is little or no encouragement (yet) provided by State agencies to encourage their employees to have a command of a language other than the two state languages.

One way to encourage young people to keep their first language and develop command of a second, and/or a third, is to do as a number of major states in the U.S. mainland that recognize the importance of international trade and a multicultural state have done, namely establish a State Seal of Biliteracy.

The establishment of this endorsement of the high school graduation qualification, indicating a student's strength in a world language other than English, by way of the proposed "State Seal of Biliteracy" would be just one useful, simple, and practical way to move in the right direction, towards a multicultural, multiliterate Hawai'i.

Graham Crookes
Professor
University of Hawai'i at Mānoa

Comments in Support of SB 900

Submitted Tuesday February 10, 2015

by

Jeffrey Carroll

**Professor of English
University of Hawaii at Manoa**

I write in strong and resolute support of SB 900.

As a citizen of Hawaii since 1979, I have grown old appreciating and cherishing the bilingual, indeed multilingual, strengths of Hawaii's populations. Our state needs to protect and nurture these abilities and these preferences for retaining the mother tongues of our ancestors and loved ones for those who are our future.

As a professor of English at our largest state institution of learning, I am a worker in language. Language is the very substance of expression, of communication, of the creative arts and the transactional document. Language is the bedrock of our being able to live and work and move forward together. Is there any doubt that to have bilingual skills is an especial blessing? Is our state willing to support programs that enhance our abilities to speak, listen, write, and read in the languages of our communities? I know that it is.

As an administrator, I know that the official actions of our legislative bodies are critical to our being able to advance ideas, programs, and values. It is far more than symbolic that we support SB900. It is a real step in the best direction we can take as citizens of this state as administrators, as it were, of our children's future—and the present value and security of our workforce. I urge strong support of this bill that values the power of the word in creating an environment of rich dialog, exchange, and productivity in Hawaii, where the natural resource of language is rich and precious.

To whom it may concern,

I am writing this letter in support of the Senate Bill 900 (SB900) which proposes to establish a state Seal of Biliteracy. I am an assistant professor at UH Manoa teaching Korean language and linguistics. I strongly believe that this bill will not only recognize, but also promote opportunities for achieving advanced proficiency (reading, writing, understanding and speaking the language) in English and other languages. This will not only fortify each student's personal qualifications in the global job market, but also foster cultural awareness of different languages and appreciation of cultural diversity.

UH Manoa offers the Korean Flagship program which is dedicated to cultivating Korea specialists with professional-level proficiency in Korean. The program prepares students to be capable of functioning in Korean as professionals in their chosen academic or professional fields. As a result, many of our graduates are now working as professionals in the legal, government, and financial sectors. After witnessing these success stories, I truly believe in the importance of providing more opportunities for all students in Hawaii to become bilingual speakers of English and other languages.

I myself am a bilingual speaker of Korean and English with native fluency in both languages, having lived extensively in both Korea and the United States from an early age. My passion and appreciation for language pedagogy and language teaching are rooted from my bilingual background. I hope all students in Hawaii can also benefit from such opportunities.

Sincerely yours,

Mary Shin Kim, Ph.D.
Assistant Professor
East Asian Languages & Literatures
University of Hawaii at Manoa
Moore 392
(808)956-2074

SENT VIA EMAIL

February 9, 2015

Senator Michelle N. Kidani
Chair, Committee on Education
Senator Breene Harimoto
Vice Chair, Committee on Education
Hearing on Senate Bill 900
Relating to Education
State Capitol, Conference Room 229



Aloha Chair Kidani and Vice Chair Harimoto!

Enterprise Honolulu stands in strong support of Senate Bill 900 and the establishment of the “State Seal of Biliteracy” program.

In September 2016, the United States will host in Hawaii, the International Union for Conservation of Nature (IUCN) World Conservation Congress, attracting approximately 10,000 delegates from over 160 nations. This is an unprecedented event for the United States to be the host for the first time in the 68 year history of the IUCN. A mandatory requirement as host is to provide simultaneous translation in three languages during 700 meetings taking place over the two week period of the Congress.

This is one example of change happening here in Hawaii, as it relates to the need for increasing proficiency levels of multiple linguistic capabilities.

As the State of Hawaii has two official languages recognized in its 1978 constitution: [English](#) and [Hawaiian](#), the introduction of Senate Bill 900 is very timely, to implement a method of recognizing students of all ages that invest in developing and strengthening multiple language proficiencies. This will result in better positioning Hawaii, to secure the benefits derived from the many facets of social, political and economic effects of global conditions, here and beyond our borders.

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

Sincerely,


Mark McGuffie
Managing Director
Enterprise Honolulu, Oahu Economic Development Board



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HAWAI'I EDUCATIONAL POLICY CENTER TESTIMONY

Presented by Jim Shon, Director
Hawai'i Educational Policy Center
February 11, 2015

SENATE COMMITTEE ON EDUCATION

Senator Michelle Kidani, Chair
Wednesday February 11, 2015 1:15 pm, Room 229

RE SB 900 RELATING TO EDUCATION

HEPC SUPPORTS HB 900

One of the challenges facing public schools is that they are under a *legal obligation* to promote English proficiency, while under a *cultural obligation* to honor and encourage the additional assets that speakers of other languages bring to our State. HEPC believes SB 900 provides a creative and low cost method of recognizing the value of a multi-lingual society. However, it is only a first step. HEPC also respectfully suggest the inclusion or substitution of the term "multi-literacy."

In 2014, a HEPC held an ELL Forum co-sponsored by the William S. Richardson School of Law, the Myron B. Thompson School of Social Work, and the UH Manoa College of Education. The following information provides a context and background for understanding existing ELL data and policy.

At the Conference, data was presented that showed:

- Of the state's 1.2 million residents, more than 296,000 speak a language other than English at home. More than 134,000 additional residents speak English "less than very well."
- Languages in Hawaii with 1,000 speakers or more are Ilokano (27,077), Tagalog (26,418), Japanese (21,710), Mandarin/Cantonese (15,751), Korean (11,397), Spanish (7,384), Vietnamese (5,060), Chuukese/Marshallese (6,458), Samoan (3,334), Cebuano/Bisaya (2,137) and Hawaiian (1,292).

A Hawaii Department of Education report indicated there were 17,441 ELL students enrolled in public schools, representing approximately ten percent. However, certain complex areas (a high school and its feeder elementary and middle schools) are recording much higher percentages:

- Farrington Complex – 28%
- Kaimuki Complex – 24%
- McKinley Complex – 26%
- Waipahu Complex – 22%
- Kau Complex – 23%

One elementary school in Honolulu has a total enrollment of @ 600 students. Of that number, one-third are ELL students, or approximately thirty percent.

Legal Issues & Federal Obligations

There are two key Federal laws, and two court decisions based on them, that frame the obligations to serve English Language Learners in public education: the Equal Educational Opportunities Act of 1974, Title VI of the Civil Rights Act of 1964, and the decision in *Lau v. Nichols*, 414 U.S. 563 (1974).

The **Civil Rights Act of 1964** (Pub.L. 88–352, 78 Stat. 241, enacted July 2, 1964) is a landmark piece of civil rights legislation in the United States] that outlawed major forms of discrimination against racial, ethnic, national and religious minorities, and women.[2] It ended unequal application of voter registration requirements and racial segregation in schools, at the workplace and by facilities that served the general public (known as "public accommodations").

The Civil Rights Act and the Equal Opportunities Act define rights and obligations that every public school district must take seriously, especially one such as Hawaii with so many immigrants and ELL students in the public schools. In many cases, settlements require the allocation of more funds, personnel, and structural changes at the school level.

What does Title VI of the Civil Rights Act of 1964 require for English-language learner students?

Federal law interpreted through several court decisions, requires programs that educate children with limited English proficiency to be:

- 1. based on a sound educational theory;
- 2. adequately supported, with adequate and effective staff and resources, so that the program has a realistic chance of success; and
- 3. periodically evaluated and, if necessary, revised.

Results of the Conference;

What are the challenges or opportunities created by the large population of ELLs in Hawai'i schools?

- Lack of teacher training/ opportunity to create ELL teacher license
- Multicultural Perspectives/realities, challenge of understanding cultural differences.
- Opportunity to grow knowledge diversification
- Practical models in Hawai'i, to separate or integrate with English speakers?
- Lack of resources for family and parents

Educational Issues

The Hawaii Department of Education reports its **Program Mission** is grounded in two federal laws: The Equal Educational Opportunities Act of 1974, 20 U.S.C. § 1703(f) (hereafter "EEOA"); and Title VI of the 1964 Civil Rights Act, 20 U.S.C. § 2000d et seq., and its implementing regulations at 34 C.F.R. part 100 (hereafter collectively "Title VI")

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<http://manoa.hawaii.edu/hepc/>

The HIDOE Mission Statement is as follows:

English Language Learners (ELLs) will meet state standards and develop English language proficiency in an environment where language and cultural assets are recognized as valuable resources to learning.

The HIDOE goals of the ELL Program for all schools are to ensure that students will:

1. Acquire a level of English proficiency that will provide them with equal opportunities to succeed in the general education program.
2. Achieve the HIDOE content standards and English language proficiency standards at levels to be able to exit the program.
3. Possess the language, knowledge and skills to graduate and pursue post-secondary education and/or careers.
4. **Develop an understanding of and appreciation for diverse cultures.**

HIDOE States that its first priority is English language skill development. The second priority is to prepare the students for the regular English-medium classroom. Language educators teach ELL classes. Students practice academic skills common to mainstream classes.

Education Issues that can use more research;

1. Lack of Resources/ Teacher training.

Resources are often cited as a main concern for teachers and parents. Students are often from the lower socioeconomic groups and parents have few resources available.

School funding for students is based on a weighted student formula (WSF), with ELL students (and other similar students) are given extra weighting.

Weights are over and above the basic per student allocation; in SY 04–05 this basic allocation was \$3835 per student. The dollar amount is determined by taking the total funds put into the WSF, subtracting the dollar amounts of all school adjustments and student weights, and dividing the difference by the total number of students in DOE public schools (excluding charter schools and six special/unusual schools identified later in this article). e.g ESLL—A weight of 0.26 will be given to English as a Second Language Learners. This weight was based on dividing the \$12.5 million state appropriation for ESLL (\$10 million plus fringes) by the number of ESLL students (12,377 in SY 03-04). The value of this weight is about \$1000 per ESLL student

Teacher Training in Public Institutions; The College of Education at UHM has made headway into ELL teacher training and as of last year began to have an ELL division of the teacher training program, still growing.

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Diversity amongst students

There are over 53 languages spoken by students in HI DOE schools, with the most common foreign language being Ilokano. With the mission of the DOE being to use cultural assets and to appreciate the cultural heritage of all students, within one classroom, there may be many heritages for teachers to try and incorporate!

Policy Analysis and Considerations

1. Improvements and additional funding for ELL and Immigrant support programs is not yet a significant priority for educational policy makers. There is general support for existing efforts, but no sense that more may be needed both for compliance with federal laws or effective strategies at the school or classroom levels.
2. Hawaii's Department of Education has established reasonable internal ELL goals, but the State Board of Education has not yet adopted formal policies. The Board's Strategic Plan does not identify as this as a priority, nor do recent initiatives (such as loading digital curricula on laptops or tablets) reflect opportunities to incorporate multi-language delivery systems.
3. There are questions as to the ability of Hawaii's public education institutions to address the needs of recent increases in non-English speaking immigrants from different cultural backgrounds. This is particularly true for recent Pacific Island immigrants. It is estimated that 25% of all Hawaii residents speak a non-English language at home.
4. Educational researchers and leaders in ELL have developed a wide range of nuanced and comprehensive goals and criteria that can form the basis of a revitalized strategic plan to address the needs of ELL students and immigrants.
5. HIDOE has incorporated the goal of reducing achievement gaps among ELL students (along with SPED and the financial needy) as one criterion for its HI STRIVE assessment program.
6. It is not clear whether student achievement metrics will go beyond high stake testing in limited subjects, or how assessments under the Common Core will impact ELL and immigrant student assistance programs.
7. There are significant differences between ELL programs in an elementary school environment and ELL program supports in middle and high school environments.
8. HIDOE system level coordination and support is energetic, committed, but possibly underfunded.
9. Data is often not easily publically accessible, nor well distributed and used among interested stakeholders.
10. Coordination of the various layers, silos, programs, interests and stakeholder agencies is underdeveloped. Previous multiagency efforts at coordination have lost momentum. Direct planning or implementation connections between SPED programs, early education programs and ELL programs are spotty at best.

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11. There is disagreement within the legal community as to whether Hawaii is in full compliance with federal laws and court decisions, as well as the role of aggressive legal action in improving the existing programs.

12. There is a programmatic and philosophical tension between the Civil Rights lens requiring efforts to promote competency in English vs. the multicultural lens of respect and support for cultures and students who bring with them the positive asset of literacy in another language.

Next Steps

Under discussion among Hawaii ELL leaders is a revival of the Hawaii Council on Language Planning and Policy, which was premised on recognition of language rights and development of language resources; seeks to promote inclusiveness, diversity, multiculturalism, and multilingualism. Council, created in the 1990s was based on the identification of State language needs and goals. It advocated that any language plan and policy developed by the Council would provide for:

- Recognition and promotion** of Hawaiian as the official language with equal dignity to English
- Support for Hawaiians** in their efforts to revitalize their language and culture
- Maintenance and development of the local language**, Hawaii Creole English (Pidgin) and all other community languages (e.g., Japanese, Chinese, Ilokano, Tagalog, Spanish, Korean, Samoan and all Pacific Island languages).
- Access to services** for limited and non-English speakers, through the institution of comprehensive language services programs, including translation, interpretation, and multilingual print and media.
- Development of certification and training** for interpreters and translators
- English as a Second Language** (ESL) education, bilingual/multilingual education, and development of academic English/other languages for all.
- Literacy** for children and adults
- Non-discrimination** in education, employment, and services

Please see these additional resources:

Legal Obligations to Serve English Language Learners

<http://web41.its.hawaii.edu/manoa.hawaii.edu/hepc/wp-content/uploads/English-Language-Learners-a-Growing-yet-underserved-student-population.pdf>

ESC Analysis of ELL Student Demographic in the U.S.

<http://web41.its.hawaii.edu/manoa.hawaii.edu/hepc/wp-content/uploads/English-Language-Learners-a-Growing-yet-underserved-student-population.pdf>

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Senator Michelle N. Kidani, Chair
Senator Breene Harimoto, Vice Chair
Committee on Education

Senator Jill N. Tokuda, Chair
Senator Ronald D. Kouchi, Vice Chair
Ways and Means Committee

Senator Suzanne Chun Oakland
Senator Michelle N. Kidani
SB900 Introdurers

Hawai'i TESOL
<http://hawaiitesol.wildapricot.org>

January 30, 2015

Re: Support for S.B. No. 900, Relating to State Seal of Biliteracy, with recommended additions to recognize immigrant student languages

Hawai'i TESOL is the largest state-wide organization representing teachers of English to speakers of other languages (TESOL) – commonly referred to as “ESL teachers” – most of whom support the English language development of immigrant students in Hawaii’s DOE schools.

Hawai'i TESOL is writing today to express support for the proposed Measure that will establish the **Hawai'i State Seal of Biliteracy**, which will be affixed to certificates of recognition awarded to graduating students who attain proficiency in English and at least one other language. Such a distinction will promote the development and maintenance of literacy in two or more languages and recognize the rich and diverse language assets of Hawaii’s DOE students. It will better position the students and the state for the economic and cross-cultural needs of our globalized world.

It is the assumption of Hawai'i TESOL that immigrant students, who enter Hawaii’s DOE schools with first languages other than English and who achieve proficiency in English while maintaining or continuing to develop proficiency in their first languages by graduation, are subsumed under this Measure. However, the proposed Measure seems to focus primarily on the study of world languages in elementary and secondary schools as the means to achieve biliteracy. Therefore, Hawai'i TESOL strongly encourages the following additions to the proposed Measure:

Addition of language in Section 1 of the bill explicitly recognizing the importance of the world language resources that immigrant English Language Learner (ELL) students bring with them to Hawaii’s DOE schools;

Addition of language in Section 2 (c) to recognize and promote the continual development of the first languages of immigrant students as a means of achieving biliteracy; and

Addition of a subsection (E) to Section 2 (d) (2) that reads “Demonstrating first language proficiency in speaking, listening, reading, and writing, in a language other than English, as certified by the student's high school to the superintendent.

With these additions, we believe S.B. 900 will be clearer of its inclusion of immigrant students and the unique process of their language development, thereby addressing all of the possible pathways to the State Seal of Biliteracy in the Hawai'i DOE. Hawai'i TESOL would be happy to provide additional comments on a revised Measure and testimony supporting its passing.

Sincerely,
Hawaii TESOL Board

Senator Michelle N. Kidani. Chair
Senator Breene Harimoto, Vice Chair
Committee on Education

Roosevelt High School/Kazuyo Kitaguchi, Japanese Teacher

Contact: kazuyo_kitaguchi@notes.k12.hi.us

Wednesday, February 10, 2015

Support for S.B. No. 900, Relating to State Seal of Biliteracy

I am writing to express my full support for the **Hawai'i State Seal of Biliteracy**. As we move into the future, such a distinction will promote the development of literacy in two or more languages and recognize the rich and diverse language assets of Hawai'i 's students. It will better position the students and the state for the economic and cross-cultural needs of our globalizing world.

My students always tell me that their language skills and cultural knowledge of Japanese help them communicate with Japanese tourists at the retail stores, restaurants/fast food shops, hotels, etc. Therefore, I created "Beginning Business Japanese for Travel and Tourism 1A/1B" in the year 2010 as an ACCN course to focus on oral conversational skills. As you know, Japanese tourists are a source of income compared to tourists from other parts of the world. Recently, the group Arashi contributed over 20 million dollars to the local economy.

By supporting and encouraging students to take world languages in schools, the economy of Hawaii will benefit and the students will be able to broaden their skills and perspectives as global citizens.

Thank you so much.

Kazuyo Kitaguchi
Japanese Teacher
Roosevelt High School

Dear Honorable Members of the Senate Committee on Education,

I am a Professor of Japanese at Kapi'olani Community College and I a living proof that SB900 is a treasure for the future of Hawaii.

Respectfully Submitted,



Linda Fujikawa

Professor of Japanese, Kapi'olani Community College

Recipient of Excellence in Teaching, UH, Board of Regents

Recipient, University of Hawaii Community College 50 Finest Award in 50 Years of UHCC History

2/9/2015

SB900, the Senate Bill that proposes to establish a State Seal of Biliteracy, to be awarded by the DOE to graduating high school seniors in recognition of their advanced proficiency (reading, writing, understanding and speaking the language) in English and an additional language. As this is a new concept to many in Hawai'i, it is important that members of the Senate Committee on Education know the value of a Seal of Biliteracy for Hawai'i's students. Students who have immigrated to Hawai'i and developed biliteracy by learning English, those who have grown up in a home where a language other than English is spoken and developed biliteracy by developing those skills, and those who have become proficient through immersion education, on-line e-school courses, or classroom programs can all benefit from this recognition of their bi-/multilingual skills.

Senator Michelle N. Kidani, Chair
Senator Breene Harimoto, Vice Chair
Committee on Education

Hawaii Association of Teachers of Japanese
c/o Kapi'olani Community College
Department of Languages, Linguistics, and Literature
Japanese Language Program
4303 Diamond Head Road
Honolulu, Hawai'i 96816

Contact us: ykataoka@hawaii.edu or (808) 734-9713

Wednesday, February 11, 2015

Support for S.B. No. 900, Relating to State Seal of Biliteracy

I, **Yukio Kataoka**, the President of the Hawaii Association of Teachers of Japanese (HATJ), am writing to express my full support for the **Hawai'i State Seal of Biliteracy**. As we move into the future, such a distinction will promote the development of literacy in two or more languages and recognize the rich and diverse language assets of the students in Hawai'i. It will better position the students and the state for the economic and cross-cultural needs of our globalizing world.

Senator Michelle N. Kidani. Chair
Senator Breene Harimoto, Vice Chair
Committee on Education

Hawaii Association of Language Teachers
P.O. Box 61903
Honolulu, HI 96839-1903
HALT808@gmail.com

Wednesday, February 11, 2015

Support for S.B. No.900, Relating to Education

The Hawaii Association of Language Teachers is in full support of S.B.900, the implementation of the State Seal of Biliteracy program, which provides a certificate for high school graduates who attain a functional level of proficiency in at least one foreign language and English. This bill promises to strongly impact the promotion and maintenance of bilingualism and biliteracy by recognizing students for their proficiency in two or more languages. The Association is willing to volunteer to participate in a task force or committee to help support the success of this program. Educators in this organization represent all World Languages, P-20 and private and public institutions.

The need to develop language competency is most recently reflected in a request signed by Hawaii's Senator Brian Schatz to the American Academy of Arts and Sciences to undertake a study to examine the relationship between language learning and the nation's strength, competitiveness and well-being, which will help States to advance language learning.

It is becoming accepted that our students need to be multilingual to be able to compete in this global environment and implementation of this seal will help employers, colleges and universities distinguish applicants that possess valuable language skills. A State Seal of Biliteracy will help to strengthen foreign languages in the State of Hawaii and recognize the rich and diverse language assets of our students. We urge the committee to pass S.B. 900. Thank you for this opportunity to testify.

From: mailinglist@capitol.hawaii.gov
To: [EDU Testimony](#)
Cc:
Subject: Submitted testimony for SB900 on Feb 11, 2015 13:15PM
Date: Tuesday, February 10, 2015 1:21:35 PM

SB900

Submitted on: 2/10/2015

Testimony for EDU on Feb 11, 2015 13:15PM in Conference Room 229

Submitted By	Organization	Testifier Position	Present at Hearing
Alliance Française of Hawaii	Non-profit	Support	No

Comments: We are writing to express our full support for the Hawai'i State Seal of Biliteracy. As we move into the future, such a distinction will support the development of literacy in two or more languages and recognize the rich and diverse language assets of Hawai'i's students. It will better position the students and the state for the economic and cross-cultural needs of our globalizing world. Our teachers in both private and public schools work hard to insure that their students have the language skills to progress to the highest level of instruction in their respective schools. They realize that the study of a second language is of the utmost importance for college and beyond. In the age of globalization, languages are important in all sectors of business and education. This State Seal of Biliteracy is an excellent validation for the students in Hawai'i, especially since we live in such a rich, culturally diverse state. The Senate taking action will underscore the importance of a second language in our unique "crossroads" position in the Pacific. Very sincerely yours, Josette Marsh
President, Alliance Française of Hawai'i

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Chamber of Commerce HAWAII
The Voice of Business

**Testimony to the Senate Committee on Education
Wednesday, February 11, 2015 at 1:15 P.M.
Conference Room 229, State Capitol**

RE: SENATE BILL 900 RELATING TO EDUCATION

Chair Kidani, Vice Chair Harimoto, and Members of the Committee:

The Chamber of Commerce of Hawaii ("The Chamber") **supports** SB 900, which establishes the state seal of biliteracy program and appropriates funds for the implementation of the program.

The Chamber is the largest business organization in Hawaii, representing over 1,000 businesses. Approximately 80% of our members are small businesses with less than 20 employees. As the "Voice of Business" in Hawaii, the organization works on behalf of members and the entire business community to improve the state's economic climate and to foster positive action on issues of common concern.

The Chamber supports biliteracy among Hawaii's students. Due to our location in the Pacific, there is ample opportunity to learn and develop a student's language skills. SB 900 would present a seal of biliteracy to commemorate a students' linguistic abilities upon graduation from high school. This achievement is a strong motivator for student's to strive for excellence in their linguistic skills.

Thank you for the opportunity to testify.

Senator Michelle N. Kidani. Chair
Senator Breene Harimoto, Vice Chair
Committee on Education

Alliance Francaise of Hawai'i, Philip Sammer, co-president.
PO Box 10249, Honolulu, HI 96816
Contact us: psammer@lava.net, 808-923-1877

Wednesday, February 11, 2015

Support for S.B. No. 900, Relating to State Seal of Biliteracy

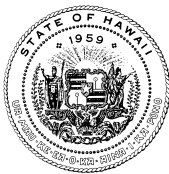
Dear Senators Kidani and Harimoto,

I am writing to express my full support for the **Hawai'i State Seal of Biliteracy**. As we move into the future, such a distinction will promote the development of literacy in two or more languages and recognize the rich and diverse language assets of Hawai'i's students. It will better position the students and the state for the economic and cross-cultural needs of our globalizing world.

The Alliance Francaise of Hawai'i is a non-profit organization devoted to better world understanding through promotion of the cultural and linguistic uniqueness of France and its ties with Hawai'i.

I urge you to support this important bill.

Merci/Mahalo/Thank you!



**STATE OF HAWAII
DEPARTMENT OF HEALTH
OFFICE OF LANGUAGE ACCESS**

830 PUNCHBOWL STREET, ROOM 322
HONOLULU, HAWAII 96813
www.hawaii.gov/labor/ola
Phone: (808) 586-8730 / Fax: (808) 586-8733

To: Senator Michelle N. Kidani, Chair
Senator Breene Harimoto, Vice Chair
Senate Committee on Education

From: Dominic Inocelda
Chair, Office of Language Access – Language Access Advisory Council

Date: February 11, 2015, 1:15p.m.
State Capitol, Room 229

Re: Testimony on S.B. 900
Relating to Education

The Office of Language Access (“OLA”) appreciates the opportunity to testify on S.B. 900 Relating to Education. My name is Dominic Inocelda, and I am the Chair of OLA’s Language Access Advisory Council, testifying on behalf of OLA in lieu of its Executive Director, as this position is currently vacant. OLA supports the intent S.B. 900 which would establish a state seal of biliteracy recognizing high school graduates with proficiency in both English and at least one other language. OLA also offers comments suggesting a technical revision to accurately reflect the mandates of the relevant language access law.

The purpose of OLA is to address the language access needs of limited English proficient persons (LEP) and ensure their meaningful access to services, programs, and activities offered by the executive, legislative, and judicial branches of state government, including departments, offices, commissions, boards, or other state-funded agencies. OLA provides oversight, central coordination, and technical assistance to state agencies in their implementation of language access obligations – a civil right under both state and federal law.

The creation of a state seal of biliteracy would greatly contribute to the attainment of OLA’s goals. Of particular note in the text of this bill is the recognition that: (1) “[m]ultilingualism is . . . important in addressing the needs of Hawaii’s diverse citizenry and visitor population”; (2) “[a] multilingual workforce at the government level ensures fair and

equal access to state and state services for all, as mandated by federal and state law”; (3) “[a] workforce proficient in multiple languages is critical to Hawaii’s effective global participation politically, socially, and economically”; (4) “[t]he demand for employees to be fluent in more than one language is increasing in Hawaii and throughout the world”; and (5) “[t]he state seal of biliteracy [would] . . . [s]trengthen intergroup relationships, affirm the value of diversity, and honor the multiple cultures and languages of a community.” These aims comport with OLA’s mission.

Moreover, Hawaii’s language access law, in HRS chapter 321C-3 provides that “[t]o the extent that the State requires additional personnel to provide language services based on the determination set forth [by a totality of circumstances taking account of a four-factor analysis established by law], the State shall hire qualified personnel who are bilingual to fill existing, budgeted vacant public contact positions.” (Underlining added.) Thus, the creation of a seal of biliteracy would support a rise in multilingual candidates for state positions, allowing our agencies to better serve the LEP population and comply with our federal and state civil rights obligations.

OLA suggests one amendment to make the purpose section of this bill consistent with the mandates of our state language access law, on p. 2 line 1, as follows: **“government level ensures fair and [equal] meaningful access to state services [.]”**

OLA takes no position on the appropriations request, deferring to the Governor's Executive Budget Request for fiscal priorities.

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

Senator Michelle Kidani . Chair
Senator Breene Harimoto, Vice Chair
Committee on Education

Moanalua High School
World Language Learning Center at Moanalua High School
Cindy Wong
2825 Ala Ilima Street, Honolulu, Hawaii 96818
Contact us: wongsensei.hawaii@gmail.com

4, February, 2015

Support for S.B. No. 900, Relating to Education

I am writing to express my full support for the **Hawai'i State Seal of Biliteracy**. As we move into the future, such a distinction will promote the development of literacy in two or more languages and recognize the rich and diverse language assets of Hawai'i 's students. It will better position the students and the state for the economic and cross-cultural needs of our globalizing world.

As a World Language teacher of Japanese for the last 25 years, I have had the pleasure of instructing hundreds of students. Although most of the students just took Japanese to fulfill requirements for graduation or college admission, we strived to provide a path to practical application and fluency in the language. We have evolved from a class-centric model to one of global citizenship. As such, we have an obligation to provide avenues for students to explore beyond their own neighborhoods and understand the nuances of culture, perspectives and communication as they build connections to all parts of the world.

The young people of today will lead lives that are interconnected, intertwined and invested in the understanding of people's beliefs. Second language acquisition and heritage language literacy is the foundation. Through understanding the nuances of communication in other languages as a reflection of perspectives, multi-lingual individuals are better equipped to forge stronger bonds, fostering understanding and creating productive work environments.

The Seal of Biliteracy will recognize students' language achievement and progress towards being global citizens. Aligning with other certificates already

being offered by the Board of Education, the Seal of Biliteracy will recognize their abilities to communicate in languages other than English at a high level.

As such, it is my hope that the Legislature will acknowledge the high level of language proficiency many students achieve and create the Seal of Biliteracy for secondary students.

Thank you for the opportunity to testify in support of S. B. 900.

Senator Michelle N. Kidani. Chair
Senator Breene Harimoto, Vice Chair
Committee on Education

Sui Wah School /Chee Ping Lum
c/o 2909 Woodlawn Drive , Honolulu, Hawaii 96822
Contact us: cpll@suiwah.org

Wednesday, February 11, 2015

Support for S.B. No. 900, Relating to State Seal of Biliteracy

I am writing to express my full support for the **Hawaii State Seal of Biliteracy**. As we move into the future, such a distinction will promote the development of literacy in two or more languages and recognize the rich and diverse language assets of Hawaii's students. It will better position the students and the state for the economic and cross-cultural needs of our globalizing world.

little ambassadors

opening doors to the world

725 kapiolani blvd.
Suite C106
honolulu, hi 96813
808.256.4861
info@littleambassadors.com
www.littleambassadors.com

Senator Michelle N. Kidani. Chair

Senator Breene Harimoto, Vice Chair

Committee on Education

Wednesday, February 11, 2015

Support for S.B. No. 900, Relating to Education

Dear Honorable Senators,

I, Kimberly Funasaki, am writing to express my full support for the Hawai'i State Seal of Biliteracy on behalf of Little Ambassadors, a language learning institute for infants, toddlers, and young children. When Hawaii residents and students compare ourselves with those who reside in the continental United States (and perhaps more importantly, the rest of the world), we often find ourselves lacking in terms of linguistic development and the educational support required to gain the biliteracy so desired in today's global environment. We at Little Ambassadors endeavor to change this by offering world language and culture education to young children, and hope that SB900 will continue this effort.

Sincerely yours,

Kimberly Funasaki
President and Founder, Little Ambassadors

Senator Michelle N. Kidani. Chair
Senator Breene Harimoto, Vice Chair
Committee on Education

Catherine M. Pettit
1559 St. Louis Drive
Honolulu, HI 96816
cpettit@iolani.org
808.741-3855

Wednesday, February 11, 2015

Support for S.B. No. 900, Relating to State Seal of Biliteracy

I am writing to express my full support for the **Hawai'i State Seal of Biliteracy**. As we move into the future, such a distinction will promote the development of literacy in two or more languages and recognize the rich and diverse language assets of Hawai'i's students. It will better position the students and the state for the economic and cross-cultural needs of our globalizing world.

As current President of the Hawai'i Chapter of the American Association of Teachers of French, our teachers in both public and private schools, work hard to assure that their students have the language skills to progress to the highest level of instruction in their respective schools. We, teachers, realize that the study of another language is of utmost importance for college and beyond. In the age of globalization, languages are important in all sectors of business and education.

This State Seal of Biliteracy is an excellent validation for the students in Hawai'i, especially since we live in such a rich, diverse state. The Senate taking action will underscore the importance of language in our unique "crossroads" position in the Pacific.

Sincerely,
Catherine Pettit
President
AATF-Hawaii Chapter
French Teacher

`Iolani School



UNIVERSITY
of HAWAII*
MĀNOA

**TESTIMONY IN STRONG SUPPORT OF
SB 900, AN ACT ESTABLISHING A STATE SEAL OF BILITERACY**

10 February 2015

The Committee on Education
Hawaii State Senate

Sirs and Mesdames:

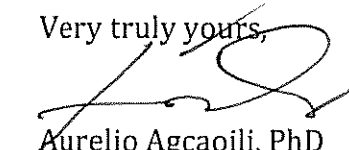
This testimony is in strong support of Senate Bill 900 establishing a state seal of biliteracy. The act, when approved, recognizes the linguistic and cultural skills of our immigrant communities in this state.

Please allow us to state on record that we are working closely with our immigrant communities as program coordinators for the UH Manoa Ilokano Language, Literature, and Culture and for the UH Manoa Filipino Language and Literature. We are academics too, and are both involved in passing on, both using formal and informal means and approaches, some of the languages of the Philippine immigrants in Hawaii.


There is nothing more fitting than this recognition of the linguistic and cultural literacy skills of our people. Language—and culture for that matter—is social and collective resource that we must tap in order to provide the best public service to our peoples in this state. With this as our premise, public access to our state resources will be more oriented towards equity and fairness.

We stand in strong support of this initiative of the State Senate.

Very truly yours,



Aurelio Agcaoili, PhD
Coordinator, Ilokano



Pia Arboleda, DA
Coordinator, Filipino

Senator Michelle N. Kidani, Chair
Senator Breene Harimoto, Vice Chair
Committee on Education

Organization name/Name
Address
Contact us: email or phone

Wednesday, February 11, 2015

Support for S.B. No. 900, Relating to State Seal of Biliteracy

_Helen Kong_____ am writing to express my full support for the **Hawai'i State Seal of Biliteracy**. As we move into the future, such a distinction will promote the development of literacy in two or more languages and recognize the rich and diverse language assets of Hawai'i 's students. It will better position the students and the state for the economic and cross-cultural needs of our globalizing world.

From: mailinglist@capitol.hawaii.gov
To: [EDU Testimony](#)
Cc:
Subject: Submitted testimony for SB900 on Feb 11, 2015 13:15PM
Date: Sunday, February 08, 2015 2:38:56 PM

SB900

Submitted on: 2/8/2015

Testimony for EDU on Feb 11, 2015 13:15PM in Conference Room 229

Submitted By	Organization	Testifier Position	Present at Hearing
Christine Beaulé	Individual	Support	No

Comments: This bill would implement a terrific tool for recognizing students' biliteracy and bilingualism, a critical skill in today's globally interconnected world for schools, universities, businesses, and public organizations. This takes unique advantage of Hawaii's multiculturalism and linguistic diversity, and should be fully supported.

Please note that testimony submitted less than 24 hours prior to the hearing, improperly identified, or directed to the incorrect office, may not be posted online or distributed to the committee prior to the convening of the public hearing.

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From: mailinglist@capitol.hawaii.gov
To: [EDU Testimony](#)
Cc:
Subject: Submitted testimony for SB900 on Feb 11, 2015 13:15PM
Date: Monday, February 09, 2015 11:41:00 AM

SB900

Submitted on: 2/9/2015

Testimony for EDU on Feb 11, 2015 13:15PM in Conference Room 229

Submitted By	Organization	Testifier Position	Present at Hearing
Renee Arnold	Individual	Support	No

Comments: As a language teacher of French, I see how difficult it is for some students to acquire languages skills. I wholly support language study in the lower grades, and acknowledgement of these accomplishments. By awarding graduating seniors for their proficiency in this area, we will encourage all students to strive to be multilingual and thus better global citizens.

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Dear Legislators:

As a parent, a resident of the richly diverse State of Hawai'i, and a member of the English faculty at the University of Hawai'i at Mānoa, I strongly support SB900 implementing a Seal of Biliteracy, which would recognize the linguistic accomplishments of graduating DOE students in Hawai'i. Knowledge of more than one language is crucial in today's complex, globalized society, not only for practical reasons but also because knowing another language allows people to imagine the world otherwise, to see from more than one perspective, and to empathize with different positions. A society that acknowledges the value of bi- and multi-literacy has a better chance of succeeding economically, and that kind of recognition goes a long way toward forging a cooperative, compassionate, and peaceful world. Many of my own students come to the university knowing more than one language, but they don't always appreciate the advantage their linguistic capacities gives them. We need to do more to help these students take pride in their talents and maximize their potential, and a Seal of Biliteracy would be a good step in that direction.

I urge you to pass this important bill.

Mahalo nui loa, merci bien, vielen Dank, thanks very much—

John David Zuern

February 10, 2015

TO: Senator Michelle Kidani, Chair
Senator Breen Harimoto, Vice-Chair
State Committee on Education

FROM: Terrina Wong
Member, American Association of Teachers of French, Hawaii Chapter
Board Member, Alliance Française of Hawaii
Board Member, Friends of the East-West Center

DATE: February 11, 2015 at 1:15 pm; State Capitol, Room 229

RE: RELATING TO EDUCATION.
Establishes the state seal of biliteracy program and appropriates funds for the implementation of the program.

I deeply appreciate this opportunity to testify in on SB 900 that establishes the state seal of biliteracy program and appropriates funds for the implementation of the program.

My name is Terrina Wong and I am proficient in two languages and an educator who has been involved with language programs in the schools. I teach English-as-a-Second Language every Saturday. Moreover, I have hosted international students as part of the 'Ohana Program of the Friends of the East West Center from China, Egypt, Indonesia, Japan, Nepal, and Thailand. I have also hosted international students from France. I have lived and studied abroad in Europe and have traveled to countries, such as French-speaking Canada, and have observed and experienced first-hand students and citizens who speak multiple languages and the degree to which multilingualism contributes both to their personal and professional lives. My experience as a "host mom" to international students makes me fully aware and appreciative of their understanding of the importance of learning English as their second language.

Hawaii prides itself in being the most culturally-diverse state in the United States. Humans learn culture through language and culture is transmitted through language. To truly be culturally-diverse, Hawaii must include the dimension of language. As the geographic hub of the Pacific and the globalization of our world, our state would be remiss in not recognizing students who demonstrate their proficiency in more than one language. Bilingualism would constitute a significant asset to a skillset that our community could offer to the world. In terms of Hawaii's economy based heavily on tourism and hospitality, bilingualism is critical in sharing aloha, expanding customer satisfaction, increasing sales and remaining competitive.

In terms of nurturing global citizens, learning and becoming proficient in a second language provides them with key skills of the 21st century; that is, the ability to examine through multiple perspectives, acquiring cross-cultural experiences, reading and understanding literature through the eyes of "the Other." These kinds of experiences lead to empathy and tolerance.

As the most culturally-diverse state in the United States, let us lead the nation in promoting biliteracy and let's recognize our students who understand the compelling nature of learning a second language and its "value-added" component to Hawaii's skilled workforce that promotes meaningful interaction and nurtures human relationships.

Senator Michelle N. Kidani, Chair
Senator Breene Harimoto, Vice Chair
Committee on Education

Lynette Fujimori
522 Palawiki Street
Kailua, HI 96734
lcfujimori@gmail.com
(808) 261-5857

Wednesday, February 11, 2015

Support for S.B. No.900, Relating to Education

As a former Japanese language teacher and State World Languages Resource Teacher and Educational Specialist and as a member of the Board of Directors for the American Council on the Teaching of Foreign Languages (ACTFL), Southwest Conference on Language Teaching (SWCOLT) and Hawaii Association of Language Teachers (HALT), I strongly urge you to support SB 900, establishing the State Seal of Biliteracy program.

Our leaders often refer to Hawaii's potential to be a significant global player. What better place to start walking the talk than in our schools. To meet the challenges of the age of increasing global interdependence, Hawaii's students need to possess the skills to become effective participants in the languages and cultures of the worldwide neighborhood. Hawaii needs to show our students we value their knowledge and skill of a second or third language.

The result of this recognition can encourage more participation and efforts in early language pathways, AP courses and exams, IB programs, challenging course work, early college programs and attainment of higher levels of language proficiency. This seal could be considered in place of the HIDOE's Credit-by-Exam tests, which are no longer administered. The Seal serves to certify attainment of biliteracy for students, employers and universities and help to signal evidence of a student's readiness for career and college.

This program is supported by ACTFL, the national Foreign Language organization, who has collaborated with other national organizations like the National Association of Bilingual Education (NABE), and TESOL International Association to draft recommendations for the implementation of the Seal of Biliteracy to ensure consistency in the meaning of this recognition. Guidelines include suggestions to address areas like unique languages, equitable access and the award process. The funding for this program varies in each State. As the program is voluntary and school or district-based, cost to the State for implementation has been minimal. Being that it is based on a national model, private institutions could adopt a similar program in their schools.

I thank you for your attention to this important issue and once again urge you to support SB No. 900.

From: mailinglist@capitol.hawaii.gov
To: [EDU Testimony](#)
Cc:
Subject: Submitted testimony for SB900 on Feb 11, 2015 13:15PM
Date: Tuesday, February 10, 2015 8:40:10 AM

SB900

Submitted on: 2/10/2015

Testimony for EDU on Feb 11, 2015 13:15PM in Conference Room 229

Submitted By	Organization	Testifier Position	Present at Hearing
cheryl	Individual	Support	No

Comments: Our Hawai'i is one of the very few places in the world that has two official languages. It is so important to support people who speak more than one language and this bill is a great start. Along with our current multilingual renaissance in the BOE and the establishment of the Hawai'i Education Dept., supporting and recognizing people who contribute by being multilingual is an important step to keep our islands moving forward. We have all the right ingredients to become the leader in this area. PLEASE support this bill and all of the people who are and will become able to speak in more than one language. It's our kuleana.

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Feb. 10, 2015

Dear Honorable Senators:

I am writing in support of SB900 which proposes the establishment of a State Seal of Bilingualism.

I think that it will be an excellent opportunity for the students of Hawai'i to receive the Seal in recognition of their advanced proficiency in a second language (in reading, writing, understanding and speaking). Hawai'i is such a special place with the multicultural and multilingual environment where children can be exposed to those languages and cultures. The linguistic proficiency and cultural competency are assets for them to move on further in today's global society.

The Seal can motivate the students further to work on their skills that will be advantageous for them to get a job and provide the skills for the work in Hawai'i in the future. Besides, it is important for them to keep the skills if they are related to their ancestors because they will provide stronger family ties and strong identity and pride in themselves.

I believe this special recognition is an important step for the children of Hawai'i and the state of Hawai'i for the better future of the state of Hawai'i.

Mahalo, gracias, 謝謝、감사합니다、ありがとう！

From: mailinglist@capitol.hawaii.gov
To: [EDU Testimony](#)
Cc:
Subject: Submitted testimony for SB900 on Feb 11, 2015 13:15PM
Date: Monday, February 09, 2015 11:52:54 PM

SB900

Submitted on: 2/9/2015

Testimony for EDU on Feb 11, 2015 13:15PM in Conference Room 229

Submitted By	Organization	Testifier Position	Present at Hearing
Patricia Lee	Individual	Support	No

Comments: I fully support SB 900 as recognition for students who achieve bilingual fluency, so important in a globalized world. Hawaii is recognized worldwide for its diversity, and the acquisition of diverse language skill sets should be encouraged and celebrated. Bilingualism will broaden career opportunities for students and citizens, both here and abroad.

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Testimony presented before
Senator Michelle N. Kidani, Chair
Senator Breene Harimoto, Vice Chair
Committee on Education

by

Robert N. Huey
Chair and Professor, Department of East Asian Languages & Literatures
College of Languages, Linguistics, and Literature
University of Hawai'i at Mānoa
Wednesday, February 11, 2015

Support for S.B. No. 900, Relating to State Seal of Bilingualism

I am a professor of Japanese language and literature, and chair of the Department of East Asian Languages and Literatures at UHM. Though my job description says I should teach students the language and literature of Japan, as department chair, I also feel another obligation: I want my students to be rewarded for the language and culture skills they learn. Thus, I am a strong supporter of any credential that would help my students get ahead in the workplace based on their language and culture skills.

As many as one in four students in Hawaii live in homes where English is not the only language spoken. In years past, that was seen as a stigma. But in a shrinking, multi-cultural world, it is actually a plus. Such students have a skill that many take years to learn.

I believe that all students, whether they are “born into” their bilingualism, or work hard to earn it, should be acknowledged for their ability to function in more than one language environment. After all, I myself was lucky enough to find a job that rewarded me for my language skills. Why should I not want the same for Hawaii's students?

Senator Michelle N. Kidani, Chair
Senator Breene Harimoto, Vice Chair
Committee on Education

Organization name/Name Sacred Hearts Academy /Ms. Yoko Harada

Address 3253 Waialae Avenue Honolulu, Hawaii

Contact us: email or phone yharada@sacredhearts.org or 808-734-5058

Wednesday, February 9, 2015

Support for S.B. No. 900, Relating to State Seal of Biliteracy

I, Yoko Harada, as a Japanese teacher and a World Language Department Chair at Sacred Hearts Academy, am writing to express my full support for the **Hawai'i State Seal of Biliteracy**. As we move into the future, such a distinction will promote the development of literacy in two or more languages and recognize the rich and diverse language assets of Hawai'i 's students. It will better position the students and the state for the economic and cross-cultural needs of our globalizing world. Language education plays such an important role in our state of Hawaii and also in the United States and we need strong support in order to keep the education. Especially in Hawaii for its economy, it will be very beneficial for students if they know more languages besides English and at school we need to educate them for better foundation before they actually start to work in the community. Especially Japanese language is very important for our business in Hawaii.

Testimony presented before

Senator Michelle N. Kidani. Chair

Senator Breene Harimoto, Vice Chair

Committee on Education

Madeline K. Spring

Professor of Chinese, Department of East Asian Languages & Literatures

College of Languages, Linguistics, and Literature

University of Hawai'i at Mānoa

Monday February 9, 2015

Support for S.B. No. 900, Relating to State Seal of Biliteracy

United States

As a new professor in the Department of East Asian Language and Literatures in the College of Languages, Linguistics at the University of Hawai'i at Mānoa, I am here showing my full support for the Hawai'i State Seal of Biliteracy. Being a U. S. citizen who is deeply involved in the field of language teaching and learning, I know how important it is for people of all ages to know multiple languages and to understand cultural practices that are different from their own. I have spent most of my life teaching and doing research on Chinese language and literature as well as teaching others about best practices in second language acquisition.

We in Hawaii are very fortunate to live in such an ethnically diverse state. There is tremendous need for biliteracy to be supported and appreciated publically.

Young students need to know that language skills are greatly important for them to be competitive in the 21st century. I firmly believe that the Seal of Biliteracy is an excellent approach to showing young people that these skills do indeed matter, especially in terms of preparing them for K-12 (and beyond) coursework. These students will be key contributors to Hawaii's economy; having advanced language

skills will provide them a huge advantage throughout their personal and professional lives.

The Seal of Biliteracy helps show the value of understanding diverse cultures through learning and using different languages in academic and professional environments. It will have a significant impact on citizens of all ages in the state of Hawaii and will send a positive message to other states about how much Hawaii values its rich multilingual population.

I greatly appreciate having this chance to testify.

February 10, 2015

Honorable Senators:

I am writing in support of SB900 which proposes the establishment of a State Seal of Bilingualism. The DOE would award the Seal to graduating high school seniors in recognition of their advanced proficiency in a second language (in reading, writing, understanding and speaking). This is an excellent opportunity for the students of Hawai'i, especially since we live in such a rich, diverse state. Students are rewarded for learning another language and culture and knowing another language and culture (English, Hawaiian, Japanese, Spanish, French, Portuguese, Mandarin, German and so forth). They may demonstrate that they have achieved those abilities through classroom programs, via intensive or immersion education programs, and on-line e-school courses, all of which can benefit from this special recognition.

Thanks! Mahalo! Arigato! ¡Gracias! Merci! Obrigado! XieXie! Danke!



Nancy S. Wysard

Senator Michelle N. Kidani, Chair
Senator Breene Harimoto, Vice Chair
Committee on Education

Susanne DeVore
716 Lukepane Ave
Honolulu, HI 96822

Wednesday, February 11, 2015

Support for S.B. No. 900, Relating to State Seal of Biliteracy

Dear Senators Kidani and Harimoto,

I grew up as a monolingual English speaker, but learned Mandarin when I worked in Taiwan between 2003 and 2010. Having been on both sides of this fence, I can attest that literacy in multiple languages and cultures is a major accomplishment, one that makes a person more understanding of differences, more open to new ways of doing things, and better able to succeed in our globalized world. Furthermore, bi-literacy is a skill that is considered standard in many countries, but which remains uncommon in the United States. In light of the value bi- and multi-literacy adds to a student's education and abilities, it should be both acknowledged and encouraged. Therefore, I strongly support the seal of bi-literacy that has been proposed for high school graduates and hope that you will do the same.

Regards,

Susanne DeVore

Sen. Michelle Kidani, Chair
Sen. Breene Harimoto, Vice Chair
Committee on Education

Dina R. Yoshimi
98-2051 Kaahumanu Street
Aiea, HI 96701

Tuesday, February 10, 2015

In support of SB 900

Esteemed Committee members,

I am Dina Rudolph Yoshimi, a faculty member of the Department of East Asian Languages and Literatures at the University of Hawai‘i-Mānoa (UHM) for the past 23 years, and Director of the Hawai‘i Language Roadmap Initiative (housed in the College of Languages, Linguistics and Literature at UHM) since September 2013. Today I am submitting testimony as a private citizen in support of SB 900.

There are many reasons to support a bill to establish a State Seal of Biliteracy for Hawai‘i with oversight from the Hawai‘i Department of Education. I would like to focus on three: inclusiveness, fairness, and value to the student.

In our State public school system, students are not only afforded an opportunity to complete their basic education, they are also provided with opportunities to realize their fullest potential and learn, explore, and develop skills well beyond “the bare minimum.” This is evident in the DOE’s broad range of AP and CTE course offerings, elective courses, and after-school enrichment activities. It is also evident in the awarding of graduation honors: For the classes of 2016, 2017, and 2018, students can earn academic honors, CTE honors, and STEM honors by maintaining a 3.0 GPA and taking specific sets of courses in Math, Science, and/or CTE. Conspicuously missing from these honors awards is recognition of high-level achievement in English Language Arts and World Languages, or what is termed in SB900 “a Seal of Biliteracy”.

There is no question of the value of these language skills for college and career readiness. Indeed, with a seal of biliteracy, students will already have developed their language skills to a level that can be awarded college credit, and can be listed as a valued skill for the workplace. The fact that students of all backgrounds can earn a Seal of Biliteracy testifies to the intent of this certificate of recognition to respect this facet of student achievement in the most inclusive manner. Among the multiple paths are:

- Students who apply themselves in the world language classroom;
- Students who have spoken a language other than English from birth, and have applied themselves in developing proficiency in English as an additional language; and
- Students who have grown up with a language other than, or in addition to, English being

spoken in their homes, and have applied themselves in developing their spoken language skills for use beyond conversations in the home, and also have developed high-level literacy skills.

These students all are equally deserving of recognition. Indeed, it is the formal recognition that will drive students to excel, and it is the official validation of their efforts that will motivate them to push themselves to this level of excellence, all of them, be they speakers of Marshallese or Mandarin, Ilokano or Italian, Hawaiian or Haitian Creole. The inclusiveness, and the inherent fairness, that a Seal of Biliteracy represents is consistent with our valuing of all of our students, and, our valuing of the whole student – not just the English-speaking “part” of our bilingual and heritage speakers, not just the accomplishments that can be evaluated by other English speakers.

The State of Hawai‘i can do this – at pennies per student, the cost of the paper the certificate will be printed on and the ink with which it is printed – it will be a meaningful investment in the future of our keiki that will reap benefits for them, and for our State’s commitment to fairness and inclusiveness in education, for years to come.

I thank you for your service to the State, and to all the people of Hawai‘i. And, again, I express my support of SB 900.

**In support of
SB 900 Department of Education; State Seal of Biliteracy
Before the Senate Education Committee, Hearing on February 10, 2015, 1:15 pm**

Dear Education Chair Michelle Kidani and Members of the Committee,

I am a doctoral student in the Department of Second Language Studies at UH Mānoa and actively participate in language policy and planning initiatives here in the Islands. In the past few years, I have worked with federal and local initiatives for multilingual education and workforce development. I testify to support SB 900 that is to introduce a State Seal of Biliteracy.

At UH, I teach an undergraduate course on bilingual education. Many students in my course are locals who hope to be teachers themselves one day. Not a single student speaks only English. The languages represented range from Japanese, Spanish and German to Ilokano, Cantonese and Vietnamese. Initially, many students are extremely hesitant to call themselves bilingual. They never even considered mentioning their language skills on job applications. These students are bilingual members of our community who clearly did not obtain sufficient recognition and support for their multilingualism in their schooling. What a tremendous loss and unrecognized value that these students could bring to our island society.

Speaking more than one language well is a tremendous asset in our global world today. Clearly, English is no longer sufficient to navigate even the realities of our diversified island population. In more than 25 percent of Hawai‘i’s households a language other than English is spoken. Some branches of the Hawai‘i State Government report up to 40 percent of non-English language encounters in their services. Although Hawai‘i celebrates its rich multicultural legacy, it has struggled to equally embrace its homegrown multilingual reality, especially in our school system.

The fact that many of our community languages are not offered in world language tracks of DOE schools is indicative of this problem. All languages are world languages, because they shape the life of our children, the relationships in our neighborhoods, and the opportunities to advance in schools and workplaces. The Seal is a promising step to support skills in languages that are meaningful to the people who live here. And yet, this step can only be the beginning of more substantial efforts to prepare Hawai‘i’s keiki for citizenship in a world that thrives on multilingualism.

By introducing the Seal of Biliteracy, the legislature and the DOE need to make a commitment to provide the infrastructure for students to gain further proficiency, this is *biliteracy*, in any of Hawai‘i’s world languages, which equally include, for instance, Hawaiian, Japanese, and Mandarin alongside Ilokano, Chuukese, and Samoan. Teachers and schools need to be able to rely on your motivational and financial support to create opportunities for our children to connect with our communities and the rest of the world, and advance in the local and global employment market. Please support the Seal of Biliteracy.

Angela Haeusler

PhD student

Department of Second Language Studies, University of Hawai‘i at Mānoa

Email: angelahh@hawaii.edu

From: mailinglist@capitol.hawaii.gov
To: [EDU Testimony](#)
Cc:
Subject: Submitted testimony for SB900 on Feb 11, 2015 13:15PM
Date: Tuesday, February 10, 2015 12:44:59 PM

SB900

Submitted on: 2/10/2015

Testimony for EDU on Feb 11, 2015 13:15PM in Conference Room 229

Submitted By	Organization	Testifier Position	Present at Hearing
Liane Voss	Individual	Support	No

Comments: Dear Honorable Senate Education Committee Members: I support SB900 because it is important for our students and community to recognize and value being multi-lingual in our society. I am a high school teacher--not a world language teacher--and work with multi-lingual students every day. I am impressed with and appreciate those who desire to expand their world beyond the standard English. It demonstrates a worldly view. Some of these students are more proficient at their second and third languages than others, and it would be a sign of respect to honor those who have taken the time and effort to become proficient. They have demonstrated their greater commitment to literacy--speaking, reading and writing. Schools currently award three other recognition certificates to students who excel in academics, Career and Technical Education, and STEM. Given the importance of embracing and promoting a multi-lingual society, especially in Hawaii, it makes sense to commend the students who made the effort to become proficient in other languages. Sincerely, Liane Voss

Please note that testimony submitted less than 24 hours prior to the hearing, improperly identified, or directed to the incorrect office, may not be posted online or distributed to the committee prior to the convening of the public hearing.

Do not reply to this email. This inbox is not monitored. For assistance please email webmaster@capitol.hawaii.gov

Senator Michelle Kidani . Chair

Senator Breene Harimoto, Vice Chair

Committee on Education

Travis Lockwood, University of Hawai`i at Mānoa

1545 Bertram Street
Honolulu, HI 96816

traviswl@hawaii.edu

10 February 2015

Support for S.B. No. 900, Relating to State Seal of Biliteracy

My name is Travis Lockwood, an MA student in the Department of Second Language Studies at UH Mānoa, housed in the College of Languages, Linguistics, & Literature (LLL). I have worked for the past two years as a teacher of second language writing at UH Mānoa, Kapolei Juvenile Detention Home, and a drug rehabilitation facility on the windward side. I am writing to express my full support for the Hawai'i State Seal of Biliteracy. As we move into the future, such a distinction will promote the development of literacy in two or more languages and recognize the rich and diverse language assets of Hawai'i's students. It will better position the students and the state for the economic and cross-cultural needs of our globalizing world.

In my time as a teacher of incarcerated youth here on Oahu I have had the chance to discuss with my students what their experience has been like in mainstream classrooms. Many of my English as a second language students share stories of feeling belittled and looked down upon for their status as emergent bilinguals. The perceived negativity of their heritage and identity is one of the many factors which influences them to act out in the classroom. It is my firm belief that affirming the value of heritage languages and supporting the students who speak them in the classroom has the power to change the life trajectory of some of our states most troubled youth (Davis, 2009). A State Seal of Biliteracy is a step toward creating a future for the youth of our island where their identities and heritages are valued in the classroom rather than shamed.

References

Davis, K. (2009). Agentive Youth Research: Towards Individual, Collective, and Policy Transformations. In T. G. Wiley, J. S. Lee and R. Rumberger (Eds.) *The Education of Language Minority Immigrants in the USA*. London: Multilingual Matters.

February 11, 2015

Senate Committee on Education
State Capitol, Room 229
Senator Michelle Kidani, Chair
Senator Breene Harimoto, Vice Chair

Re: Support of SB 900

Dear Chair Kidani, Vice-Chair Harimoto, and Committee Members:

My name is Patricia Halagao. I am an Associate Professor of Education at the University of Hawaii, Manoa and I serve on the Hawaii State Board of Education. The views represented in this testimony are my own.

I am supportive of SB 900, which proposes a State Seal of Bi-literacy to be awarded by the DOE to graduating high school seniors in recognition of their multilingual proficiency in a world language and English.

Hawaii is rich with language diversity and cultural resources. All students must see maintaining their home language and/or learning a new language is an asset and has social and economic value. Valuing and honoring a student's cultural background and linguistic diversity lead to self-worth and a strong foundation. Further awarding a credential that acknowledges one's cultural and linguistic competence adds to its legitimacy and provides a skill that one can bring to his/her post-secondary career as a continuing student, an employee, or an engaged member of the community.

The Seal of Bi-Literacy encourages the maintenance and proliferation of the world languages spoken in our community. Students may use their language competence to support our tourist industry, but more importantly it can serve the needs of our communities in Hawai'i where languages (e.g., Ilokano and other languages of the Philippines, the languages of the Federated States of Micronesia, the Marshall Islands, and Palau, Samoan, among others) are widely spoken. Fields of health and human services, in the State Judiciary, in State as well as City and County government, in education, need competent bi/multilinguals who can provide these communities language access to necessary services.

The Bi-literacy seal coincides with our current efforts at the BOE level to promote multilingualism in education. Currently, there is no policy around language in education despite the fact that ELL/multilingual learners represent 13.5% of school population and Hawaii ranks number 5 in the nation of having the highest percentage of multilingual/ELL students enrolled in K-12th grade ELL programs. We are working to develop a grassroots, community driven language policy that recognizes students' linguistic diversity as an asset and resource rather than a

deficit for the only attainment of English thus re-framing the issue of English Language Learner (ELL) education to multilingualism in education.

I support the bi-literacy seal at the secondary level, but believe multilingualism in education must start much younger at the elementary/middle level. The research shows the importance of maintaining and encouraging home languages and receptivity to learning of new languages especially when children are young. Financial support and resources in the DOE should be devoted to developing educational programs that encourage multilingualism (international school model, bilingual education programs, dual immersion, etc).

Teachers need the skills and the dispositions to enact multilingualism. At the UH COE, we are developing Multilingual education (MLE) program to train elementary pre-service teachers and establishing partnerships with UH Second Language studies to prepare our secondary teachers in ELL certification. These steps require financial resources to support bi-literacy instruction.

Advancing multilingualism in education needs to occur at all levels - from our pre-service to in-service programs, DOE to BOE policy and through legislation like the Seal of Bi-literacy. Only by working together will the benefits and opportunities of multiculturalism and multilingualism/bi-literacy become a natural part of Hawaii's educational system.

Sincerely,

Patricia Halagao

91-2121 Kaioli St. Apt. 2903
Ewa Beach, HI 96706
February 10, 2015

COMMITTEE ON EDUCATION
REGARDING SENATE BILL 900

Hearing Date: Wednesday, February 11, 2015
Time : 1:15 p.m.
Place : Conference Room 229

Chair Kidani and Members of the Committees,

My name is Gwen Bratton and I am submitting testimony in support of SB 900. I believe that SB 900 would provide an incentive for children to study languages, as well as better position Hawai'i students in a globalizing world.

I am originally from France. My 5-year-old son attends Nu'uuanu Elementary School and concurrently, I am trying to teach him French. I know from my own experience that children have a better chance to be proficient in another language (or even bilingual) if they start early. My son surprised me when he started to read in French at about the same time he started to read in English. I also know that other children in my son's Kindergarten class are learning another language.

I strongly support SB 900 because it shows the State's commitment to promoting language diversity in Hawai'i, while maintaining high standards for English proficiency. The State Seal of Biliteracy may reward students of different backgrounds - native Hawaiians, children of immigrants, or strongly motivated students who made the effort to learn about a completely different language or culture. The State Seal of Biliteracy will help these students be recognized on the job market. It is an invaluable gift to master two or more languages, and I am excited that the State proposes to reward it.

Please contact me at 523-7230 if you have any questions. Thank you for this opportunity to testify.

Sincerely,

Gwen Bratton

Senator Michelle N. Kidani, Chair
Senator Breene Harimoto, Vice Chair
Committee on Education

Sacred Hearts Academy
World Language Department
Japanese Language Program
3253 Waialae Avenue
Honolulu, Hawai'i 96816

Contact us: myamaguchi@sacredhearts.org or (808) 734-5058

Tuesday, February 10, 2015

Support for S.B. No. 900, Relating to State Seal of Biliteracy

I, **Masa Yamaguchi**, Japanese Language Teacher at Sacred Hearts Academy, am writing to express my enthusiastic and strong support for the **Hawai'i State Seal of Biliteracy**.

Hawai'i is one of the most unique states in this country. It consists of diverse of ethnicities and their languages and cultures including Hawaiian, which is the native culture of this state. In addition, Hawai'i is, I believe, a tourist hub and one of the most popular tourist destinations in the world of all time, and people are coming from all over the world on each and every day. Considering the unique cultural and geographical features of Hawai'i, students' learning and developing bilingual or multilingual skills will provide them not only job opportunities, but also opportunities to contribute their communities and beyond which would help and support the success in local businesses. The future growth and economy of Hawai'i depends on how people in the next generation grow up in this unique environment. And, those young people's future is also depending upon how we create the better learning environment for them.

The Hawai'i Seal of Biliteracy will show our students and children that the development of literacy in two or more languages provides them with the competitive edge in the global market and economy. I will continue to commit myself to share my passion for the Japanese language and culture with my students believing that they will become global citizens and have benefits economically as well as humanly in their future.

JAN L. FRIED • American Sign Language/English Interpreter

• RID Certified-IC, CI, CT • Educator • Consultant •

10 February 15

To: Senator Michelle N. Kidani, Chair
Senator Breene Harimoto, Vice Chair
Committee on Education

Fr.: Jan Fried

Re: Support for S.B. 900, Relating to State Seal of Biliteracy

Aloha. I am writing to express my full support for the **Hawai‘i State Seal of Biliteracy** for several reasons.

Any action that encourages and rewards students for learning and actively using two or more languages is a positive one. As we move into a globalized economic future, those who are bi-or multi-lingual will be in demand. Research supports the notion that the earlier people start learning languages the better their chances are at becoming fully fluent. Let’s reward students for learning another language while they are young. Also, those who study several languages have insight into other cultures and perspectives—something that is absolutely necessary as we increasingly work across borders and linguistic communities.

As someone who is president of the Hawai‘i Registry of Interpreters for the Deaf, a professional American Sign Language/English interpreter, and prepares college students to become interpreters, I am well aware of how important it is to be truly bilingual. Learning how to interpret while still struggling to master one of the languages involved is nothing short of frustrating. If my students came to college with the necessary proficiency in both of the languages in which they will work, the education and preparation process to become an interpreter would be much smoother for them. Interpreting is but one career that is available to those who enter college with more than one language under their belt.

Our K-12 classrooms are filled with students who are learning English at school while they use a different spoken or signed language at home with their families. Receiving a Biliteracy Seal can validate their experiences as heritage language users who have English as their second language.

I strongly encourage your committee to support our students in developing literacy in two or more languages and recognize the rich and diverse language assets of Hawai‘i’s students. It will better position them and the State for the future. *Mahalo.*

