



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

Date: 02/22/2018
Time: 12:30 PM
Location: 308
Committee: House Finance

Department: Education

Person Testifying: Dr. Christina M. Kishimoto, Superintendent of Education

Title of Bill: HB 1941, HD1 RELATING TO EDUCATION.

Purpose of Bill: Establishes one full-time equivalent (1.00 FTE) world languages institutional support position within the Department of Education. Appropriates funds to fund the position. (HB1941 HD1)

Department's Position:

The Department of Education (Department) strongly supports HB 1941, HD1.

Hawaii embraces the many cultures and diverse languages spoken in its schools and communities. The Department envisions schools where all PK-12 students are offered opportunities to experience learning in another language besides their home language with a focus on biliteracy.

Stakeholders and the proposed world language specialist will aid the Department's efforts to establish the foundational components for robust language acquisition in Hawaii's public schools and allow the Department to craft an overarching comprehensive budgetary request to rollout and operationalize our plans.

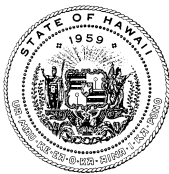
The Department's ongoing review of the English Language Learners program and implementation of Board of Education Policy 105-14, Multilingualism for Equitable Education, will guide our work.

In today's global economy, the ability to speak multiple languages will give our students a competitive edge in college and careers, and provides a significant economic benefit in our state.

Thank you for this opportunity to provide testimony on HB 1941, HD1.

The Hawaii State Department of Education seeks to advance the goals of the Strategic Plan which is focused on student success, staff success, and successful systems of support. This is

achieved through targeted work around three impact strategies: school design, student voice, and teacher collaboration. Detailed information is available at www.hawaiipublicschools.org.



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

February 20, 2018

To: The Honorable Representative Sylvia Luke, Chair
The Honorable Representative Ty J.K. Cullen, Vice Chair
Members of the House Committee on Finance

From: Aphirak Bamrungruan, Executive Director

Subject: **HB 1941, HD1** – RELATING TO EDUCATION

Hearing: Thursday, February 22, 2018 at 12:30 p.m.
Conference Room 308, State Capitol

Agency's Position: The Office of Language Access (OLA) supports the intent of the measure, provided that the measure's passage does not replace or adversely impact priorities in the Governor's Executive Budget Request.

Purpose and Justification: The purposes of the measure are to appropriate funds and to establish one full-time equivalent (1.00 FTE) world languages institutional support position within the Hawaii Department of Education (HIDOE).

The World Languages position is crucial to implement the two new Hawai'i Board of Education language policies: [the Seal of Bilingualism](#) (2015, Policy 105.15) and [Multilingualism for Equitable Education](#) (2016, Policy 105.14). These policies are based on longstanding research showing the effectiveness of language education for student achievement.

The HIDOE has been making strides in implementing these policies, but sustained leadership is necessary in the HIDOE. A designated permanent position in World Languages is essential for institutional support of these language policies. This position leads implementation and assessment of world language programs, coordinates and delivers professional development, and serves as a liaison between the HIDOE and external organizations. The position also oversees the Multilingualism for Equitable Education policy, which includes developing innovative language programs (i.e. dual language, heritage language, language learning programs), ensuring teacher quality, and promoting outreach to parents and community stakeholders.

Thank you for the opportunity to testify on this measure.



UNIVERSITY of HAWAII at MĀNOA
COLLEGE OF EDUCATION

House Committee on Finance
Hawai'i State Capitol, Conference Room 308
February 22, 2018, 12:30 pm

To: Chair Sylvia Luke, Vice Chair Ty J.K. Cullen and House Committee on Finance Members

From: Dr. 'Alohilani Okamura

Subject: Support for HB 1941, RELATING TO EDUCATION, MULTILINGUALISM;
WORLD LANGUAGES; APPROPRIATION (\$)

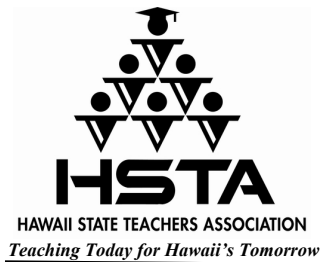
Aloha mai kākou. 'O wau 'o Dr. 'Alohilani Okamura, UH Mānoa College of Education, Institute of Teacher Education, World Languages Specialist and am writing in **support of HB 1941/ SB 2510, establishing one full-time equivalent (1.00 FTE) world languages institutional position within the HIDOE.**

The World Languages position is crucial to implement the two new Hawai'i Board of Education language policies: [the Seal of Biliteracy](#) (2015, Policy 105.15) and [Multilingualism for Equitable Education](#) (2016, Policy 105.14). These policies are based on longstanding research showing the effectiveness of language education for student achievement.

The HIDOE has been making strides in implementing these policies, but sustained leadership is necessary in the HIDOE. A designated permanent position in World Languages is essential for institutional support of these language policies. This position leads implementation and assessment of world language programs, coordinates and delivers professional development, and serves as a liaison between the HIDOE and external organizations. The position also oversees the Multilingualism for Equitable Education policy, which includes developing innovative language programs (i.e. dual language, heritage language, language learning programs), ensuring teacher quality, and promoting outreach to parents and community stakeholders.

We hope that the legislature recognizes the importance of this leadership position and will consider supporting this position in the HIDOE's budget.

Thank you for the opportunity to testify.



1200 Ala Kapuna Street ♦ Honolulu, Hawaii 96819
Tel: (808) 833-2711 ♦ Fax: (808) 839-7106 ♦ Web: www.hsta.org

Corey Rosenlee
President
Justin Hughey
Vice President
Amy Perruso
Secretary-Treasurer
Wilbert Holck
Executive Director

TESTIMONY BEFORE THE HOUSE COMMITTEE ON
FINANCE

RE: HB 1941, HD 1 – RELATING TO EDUCATION

THURSDAY, FEBRUARY 22, 2018

COREY ROSENLEE, PRESIDENT
HAWAII STATE TEACHERS ASSOCIATION

Chair Luke and Members of the Committee:

The Hawaii State Teachers Association **supports HB 1941, HD 1**, relating to education.

Hawai'i has the most ethnically and linguistically diverse population in the United States. According to the Hawai'i State Department of Education, 11,083 English language learners are enrolled in our state's public school system.

We must meet the needs of our multiethnic student population by providing culturally-sensitive curricula, including multilingual opportunities for student achievement. Hawai'i State Board of Education policy 105-14, "Multilingualism for Equitable Education Policy," states that:

The Department shall strive to meet the following goals of this policy:

- provide a range of language program(s) for multilingual students, which include students identified as English Learners ("EL") and students who want to learn an additional language;
- provide effective educators with appropriate knowledge, skills, and instructional materials; and
- provide outreach supports to families to become actively engaged in their children's education.

Establishing a full-time world languages institutional support position within the department is a positive step toward fully implementing BOE Policy 105-14. We also note that this proposal reinforces BOE Policy 105-15, “Seal of Biliteracy,” which “establishes a Seal of Biliteracy to be awarded upon graduation to students who demonstrate a high proficiency in either of the State’s two official languages (Hawaiian and English) and at least one additional language, including American Sign Language.” The Seal of Biliteracy was created to prepare students to participate personally and professionally in our increasingly globalized society, develop proficiency in ‘Ōlelo Hawai‘i, and encourage college and community partnerships that promote language acquisition.

To ensure that our public education programs reflect the rich diversity of Hawai‘i’s student population, the Hawaii State Teachers Association asks your committee to **support** this bill.



david.miyashiro@hawaiikidscan.org
hawaiikidscan.org

David Miyashiro
Executive Director

February 22, 2018

Committee on Finance
Rep. Sylvia Luke, Chair
Rep. Ty J.K. Cullen, Vice Chair

State Capitol
415 South Beretania Street
Honolulu, HI 96813

Aloha Chair Luke, Vice Chair Cullen and Members of the Committee,

HawaiiKidsCAN supports HB 1941 HD 1, which establishes one full-time equivalent (1.00 FTE) world languages institutional support position within the Hawaii State Department of Education.

Founded in 2017, HawaiiKidsCAN is a nonprofit organization committed to ensuring that Hawaii has an excellent and equitable education system that reflects the true voices of our communities and, in turn, has a transformational impact on our children and our state. HawaiiKidsCAN is a branch of 50CAN: The 50-State Campaign for Achievement Now.

We live in a global society and economy where speaking many languages opens up a world of possibilities, both in terms of jobs and culture. Hawaii has the elements to be a leader in language education, due to our geographic position in the Pacific and the fact that our students are already rich in language, often speaking Ilokano, Chuukese, Marshallese, Tagalog, Spanish, Japanese, Korean, Chinese, or Hawaiian at home. This incredible language diversity of our local families can provide our students with unparalleled advantages in this new world. That is why we must make multilingualism a foundational element inside every classroom.

The World Language position is a key strategic investment in Hawaii's leadership potential, as it supports work that increases our students' global competitiveness while closing the achievement gap for students classified as English Language Learners. This position also supports the foundational work of language advocates around two recently passed policies, the Seal of Biliteracy (2015, Policy 105.15) and Multilingualism for Equitable Education (2016, Policy 105.14). Our state has only begun to scratch the surface of our potential around language education, and the passage of HB 1941 HD 1 would be yet another step in the right direction.

Mahalo,

David Miyashiro
Founding Executive Director
HawaiiKidsCAN

House Committee on Education
Hawai'i State Capitol, Conference Room 3099
February 22, 2018, 12:30pm

Testimony in Strong Support of HB 1941, hd1 RELATING TO EDUCATION,
MULTILINGUALISM AND WORLD LANGUAGES

Testimony in support of HB 1941hd1 relating to Education, Multilingualism and World Languages
Submitted by Amy Agbayani, Chair
Filipina Advocacy Network (FAN)
3432 B-1 Kalihi St.
Honolulu, Hawai'i 96822

Chair Luke Vice Chair Cullen and members of the Education committee.

Filipina Advocacy Network (FAN) strongly supports HB 1941 hd1 This bill provides a position and funds to support the Board of Education policy on the Seal of Biliteracy and the policy on Multilingualism for Equitable Education. These policies are consistent with FAN goals to improve the status of Filipinos in Hawai'i. We are committed to equal rights and non-discrimination, diversity and inclusion of all persons in our state and nation These policies cannot be adequately implemented without at least one professional staff member supporting global languages and needs of our multilingual communities. These policies and programs will benefit our publi school students, faculty and multicultural community only if institutional resources are available.

FAN sees these two policies as good policies to implement and support civil rights laws on equal access and non-discrimination at our public schools. As a Filipino, I am also very concerned that Filipinos (second largest group in the state, second largest group in the public schools and largest group who speak a Philippine language and are English Language learners. HFCR continues to be very concerned about the continuing severe underperformance of EL students. In the Strive HI 2015-2016 group performance [report](#), EL students are scoring 21% proficiency in ELA and 22% proficiency in Math! 19% proficiency in Science, and 46% graduation rate. This is 10% below ELA and Math proficiency scores in the 2014-2015 group performance [report](#)..

In order to address the achievement and opportunity gap, there must be strengthened services for EL families and students, professional development for teachers, and appropriate categories of ethnic and language backgrounds of students. For statewide students scores to improve, it is necessary to provide appropriate education and additional resources to EL students. It is also necessary to continue to have metrics/data that separately identify Filipino and other ethnic groups for accuracy and to better implement any BOE student achievement efforts.

I am very pleased to be a member of the newly formed Multilingual advisory council. Members and staff represented a diversity of languages and expertise. I am a strong supporter of DOE initiatives like dual language programs, Waipahu Gear Up Samoan and Ilokano language programs, and Hawaiian language use. A full time permanent professional support staff is critical for the department of education to provide accurate data, training and programs to implement these policies. I am confident that our students, including high need populations will meet standards and improve their graduation rates and that our schools and our state become more equitable and inclusive.

I respectfully request you approve HB 1941 hd1

HB-1941-HD-1

Submitted on: 2/21/2018 12:27:27 PM

Testimony for FIN on 2/22/2018 12:30:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Melodie Aduja	OCC Legislative Priorities Committee, Democratic Party of Hawai'i	Support	No

Comments:



Testimony in support of HB 1941 hd1 on global languages and multilingualism
Submitted by Faye Kennedy, co-chair
February 22, 2018 @ 12:30pm

Chair Luke, Vice Chair Cullen and members of the committee

I am honored to express strong and positive support for HB 1941 hd1 that provides a permanent professional staff to implement the board of education's policies on "Multilingualism for Equitable Education" and the "Seal of Biliteracy" and related language programs for all students, including our immigrant communities and Native Hawaiians. The Hawai'i Friends of Civil Rights seeks to promote diversity, inclusion and equal access to education.

These important goals and policies cannot be implemented by the department of education without at least one full time permanent staff responsible for these policies. Our multicultural state has a long tradition of appreciating and using global languages and it is important to not only recognize our multilingual community but to encourage and support heritage language maintenance and use as well as learning other languages. There are many important studies that document positive educational gains of bilingualism and multilingualism. In addition, our state and our nation needs an educated workforce that will benefit from the appreciation and training in English and other languages. This is very helpful also to the significant number of children and families whose home languages are not used in the schools.

Many thanks for your continuing support of equity and quality education. I respectfully urge you to support this request for a global language and multilingualism professional support staff at the department of education.



Native Hawaiian Education Council

February 20, 2018

Representative Sylvia Luke, Chair
Representative Ty J.K. Cullen, Vice Chair
State of Hawai'i, House of Representatives
House Committee on Finance

Via: Electronic Upload

RE: HB1941 - RELATED TO EDUCATION 1.00 FTE WORLD Languages Institutional Support Position within the Department of Education

Aloha 'olua mai,

The Native Hawaiian Education Council (NHEC or the Council) **SUPPORTS HB1941 RELATED TO EDUCATION 1.00 FTE WORLD Languages Institutional Support Position within the Department of Education** based on our Native Hawaiian Education Platform and 2017-2018 Education Priorities (attached) and in support of the Native Hawaiian Education Mission, Vision and two Goals (attached).

The State of Hawai'i's constitution recognizes two official languages---Hawaiian and English and our support of two pathways of education and Board of Education policies 105.15, Seal of Bi-literacy and 105.14, Multilingualism for Equitable Education is aligned.

We analyzed the Department of Education's (DOE) 2018-2019 Supplemental Executive Budget and noted the World Language position (EDN 200 OCISS 25024) was not included. The position is needed at the state level to provide leadership for world language education and to successfully implement both policies 105.15 and 105.14.

The Native Hawaiian Education Council was established in 1994 under the federal Native Hawaiian Education Act. The Council is charged with coordinating, assessing and reporting and making recommendations on the effectiveness of existing education programs for Native Hawaiians, the state of present Native Hawaiian education efforts, and improvements that may be made to existing programs, policies, and procedures to improve the educational attainment of Native Hawaiians.



Sylvia Luke, Chair
Ty J.K. Cullen, Vice Chair
February 20, 2018
Page 2

Please feel free to contact the Council's Executive Director, Dr. Sylvia Hussey, directly via e-mail (sylvia@nhec.org), office (808.523.6432) with any questions.

Sincerely,

A handwritten signature in blue ink that reads "Lisa M. Watkins-Victorino". The signature is written in a cursive, flowing style.

Dr. Lisa M. Watkins-Victorino, Chair

cc: Policy & Advocacy and Executive Committees and staff





KEAOMĀLAMALAMA

www.keaomalalama.org

Nu'ukia (Vision)

'O Hawai'i ke kahua o ka ho'ona'auao.

Hawai'i is the foundation of our learning.

Ala Nu'ukia (Mission)

I nā makahiki he 10 e hiki mai ana e 'ike 'ia ai nā hanauna i mana i ka 'ōlelo a me ka nohona Hawai'i no ka ho'omau 'ana i ke ola pono o ka maui Hawai'i.

In 10 years, kānaka will thrive through the foundation of Hawaiian language, values, practices and wisdom of our kūpuna and new 'ike to sustain abundant communities.

Pahuhopu (Goals)

In the next 10 years, our learning systems will . . .

Goal #1 — 'Ōlelo Hawai'i:

- **Advance 'Ōlelo Hawai'i Expectations**

Develop and implement a clear set of expectations for 'ōlelo Hawai'i that permeates all levels of education.

- **Actualize a Hawaiian Speaking Workforce**

Increase a prepared 'ōlelo Hawai'i workforce to ensure community and 'ohana access and support.

- **Amplify Access and Support**

Increase 'ōlelo Hawai'i context and programming to support the kaiāulu.

- **Achieve Normalization**

Pursue normalization of 'ōlelo Hawai'i.

Goal #2 — 'Ike Hawai'i:

- **Actualize 'Ike Hawai'i**

Increase use of knowledge from traditional and diverse sources.

- **Amplify Leo Hawai'i**

Increase 'ohana and kaiāulu learning and participation.

- **Advance Hana Hawai'i**

Increase resources to support practice and leadership.

Native Hawaiian Education Platform*

‘O Hawai‘i ke kahua o ka ho‘ona‘auao.
Hawai‘i is the foundation of our learning.

Perpetuate ‘Ōlelo Hawai‘i

Actions on advancing ‘Ōlelo Hawai‘i expectations; actualizing a Hawaiian speaking workforce; amplifying access and support; and achieve normalization of ‘Ōlelo Hawai‘i

Amplify Family and Community Voices

Recognizes parents and families as first educators; Actions that inform, illuminate, elevate and strengthen parent, family and community engagement in education

Advance Hawaiian Culture Based Education

Actions that promote further understanding, connecting, supporting and advancing ‘ike and ‘Ōlelo Hawai‘i: policy and pathways; teachers, leaders and communities; pedagogy and programs; curriculum, instruction, assessment and research practices; and evaluation and accreditation mechanisms.

Intensify Systems Engagement

Actions that intensify systems level action---federal, state, primary, secondary, tertiary, national and international, health, housing—to strengthen families and communities.

* Formal set of principal goals



**Native Hawaiian
Education Council**
735 Bishop Street, Suite 224
Honolulu, Hawaii 96813
808-523-6432
www.nhec.org

2017-2018 Native Hawaiian Education Priorities

Native Hawaiian Education Council

Perpetuate 'Ōlelo Hawai'i

- Support the Working Group recommendations re: the Expansion of Hawaiian Language Instruction Throughout the University of Hawai'i Systems.
- Support continuing work on Hawaiian language standards and assessments.

Amplify Family and Community Voices

- Advocate for the effective implementation of ESSA for the benefit of families and communities.
- Aggregate field data on family and community voices by island community.

Advance Hawaiian Culture Based Education

- Illuminate Models and Practices of Innovation.
- Elevate Accreditation Frameworks, Designations and Schools.
 - Create a Native Hawaiian research agenda.
 - Continue Native Hawaiian education meta-evaluation.
- Include CBE in Teacher Education and Preparation Programs and Professional Development

Intensify Systems Engagement

- Continue national advocacy work re: ESSA implementation and Native Control of Native Education.
- Engage in early learning planning and implementation work.
- Advance the implementation of Board of Education Policy E-3 Na Hopena A'o.
- Support the continuing 2-Pathways of Education Design and Development



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Hawai'i Association of Language Teachers

P. O. Box 61903, Honolulu, HI 96839-1903

House Committee on Finance
Hawai'i State Capitol, Conference Room 308
February 22, 2018, 12:30 pm

To: Chair Sylvia Luke, Vice Chair Ty J.K. Cullen and House Committee on Finance Members
From: Hawai'i Association of Language Teachers (HALT, halthome.org)
Subject: Support for HB1941, RELATING TO EDUCATION, MULTILINGUALISM; WORLD LANGUAGES; APPROPRIATION (\$)

The Hawai'i Association of Language Teachers is Hawaii's professional organization uniting teachers of world languages. **We strongly support HB1941, establishing one full-time equivalent (1.00 FTE) world languages institutional position within the HIDOE.**

As language educators, we are keenly aware of the great and increasing importance of multilingualism in our globalizing world. As a highly multilingual state with policies addressing the Seal of Biliteracy (2015, BOE Policy 105.15) and Multilingualism for Equitable Education (2016, BOE Policy 105.14), Hawai'i is well-situated to tap into its tremendous potential to build its students' potential talents in cross-cultural communication, a skillset of critical importance in the visitor industry as well as other growth sectors of the economy. A designated permanent position in World Languages is essential for institutional support of these language policies. This position is of **tremendous importance to educators statewide in both DOE and non-DOE schools**, and we would like to request that you make representations with our lawmakers to **fund this critical position**.

Again, the **World Language position is essential** for ensuring the success of The Seal of Biliteracy and the coordination of language education policy statewide. We sincerely hope that a permanent position in World Languages can be funded in support of these language policies.

Thank you for the opportunity to testify.

Sincerely,

Satoru Shinagawa, President of HALT, Professor of Japanese, KCC
Stephen Tschudi, Vice-President / Conference Chair, Faculty Specialist, UHM
Jim Yoshioka, Vice-President for Membership, Coordinator, National Foreign Language Resource Center, UHM



House Committee on Finance
Hawai'i State Capitol, Conference Room 308
February 22, 2018, 12:30 pm

To: Chair Sylvia Luke, Vice Chair Ty J.K. Cullen and House Committee on Finance Members

From: Hawai'i TESOL

Subject: Support for HB1941, RELATING TO EDUCATION, MULTILINGUALISM; WORLD LANGUAGES; APPROPRIATION (\$)

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. **We support HB1941, establishing one full-time equivalent (1.00 FTE) world languages institutional position within the HIDOE.**

Hawai'i has taken positive steps in the past few years to embrace the opportunities of its diverse ethnic and heterogeneous linguistic population. The Hawai'i State Board of Education (BOE) has passed two historic policies: the Seal of Biliteracy (2015, Policy 105.15) and Multilingualism for Equitable Education (2016, Policy 105.14). These policies are based on longstanding research showing the effectiveness of language education for student achievement.

Sustained leadership is necessary at the HIDOE state level to drive successful implementation of these new language policies, and a designated permanent position in World Languages is essential for institutional support. This position leads implementation and assessment of world language programs, coordinates and delivers professional development, and serves as a liaison between the HIDOE and external organizations. The position also oversees the Multilingualism for Equitable Education policy, which includes developing innovative language programs (i.e. dual language, heritage language, language learning programs), ensuring teacher quality, and promoting outreach to parents and community stakeholders.

We hope that the legislature recognizes the importance of this leadership position and will consider supporting this position in the HIDOE budget.

Thank you for the opportunity to submit testimony.

Sincerely,
Shawn Ford
Socio-political Action Representative
Hawai'i TESOL





THE FILIPINO CHAMBER OF COMMERCE OF HAWAII
Promoting Hawaii's Business Since 1954

Year 2017-2018

Brandon T. Dela Cruz
President

Vanessa Kop
President-elect

Rocky Anguay
Vice President

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Isabel Phu
Assistant Secretary

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Mailing Address
P O Box 1572
Honolulu, HI 96813
filipinochamber@gmail.com
www.filipinochamber.org

To: Chair Sylvia Luke, Vice Chair Ty J.K. Cullen and House Committee on Finance Members

From: The Filipino Chamber of Commerce of Hawaii

Subject: Support for HB 1941, RELATING TO EDUCATION, MULTILINGUALISM; WORLD LANGUAGES; APPROPRIATION (\$)

The Filipino Chamber of Commerce of Hawaii is the voice of Hawaii's Filipino Business community, since 1954. We support HB 1941/ SB 2510, establishing one full-time equivalent (1.00 FTE) world languages institutional position within the HIDEO.

The World Languages position is crucial to implement the two new Hawai'i Board of Education language policies: the Seal of Biliteracy (2015, Policy 105.15) and Multilingualism for Equitable Education (2016, Policy 105.14). These policies are based on longstanding research showing the effectiveness of language education for student achievement.

The HIDEO has been making strides in implementing these policies, but sustained leadership is necessary in the HIDEO. A designated permanent position in World Languages is essential for institutional support of these language policies. This position leads implementation and assessment of world language programs, coordinates and delivers professional development, and serves as a liaison between the HIDEO and external organizations. The position also oversees the Multilingualism for Equitable Education policy, which includes developing innovative language programs (i.e. dual language, heritage language, language learning programs), ensuring teacher quality, and promoting outreach to parents and community stakeholders.

We hope that the legislature recognizes the importance of this leadership position and will consider supporting this position in the HIDEO's budget.

Thank you for the opportunity to testify.

Mabuhay,

Brandon T. Dela Cruz
President
Filipino Chamber of Commerce of Hawaii



TINALAK FILIPINO EDUCATION COUNCIL

House Committee on Finance
Hawai'i State Capitol, Conference Room 308
February 22, 2018, 12:30 pm

To: Chair Sylvia Luke, Vice Chair Ty J.K. Cullen and House Committee on Finance Members

Subject: **Support for HB1941, HIDOE World Language Position**

The Tinalak Filipino Education Council was established in 2012 to serve as an advisory council to the Dean of the University of Hawai'i, Manoa College of Education. We are composed of the COE's tenure track Filipino faculty and doctoral students. Our mission is to recruit & retain Filipino educators and to foster Filipino education.

We support HB 1941, establishing one full-time equivalent (1.00 FTE) world languages institutional position within the HIDOE.

Filipinos make up a significant student population of the HIDOE (22.3%). In terms of our Multilingual/English learner students, the most home languages spoken are Filipino (Tagalog, Ilokano, Pampangan, etc) at 30%. We have a vested interest in our public schools providing language and cultural programs that promote multilingualism. Research shows that when students' home languages, cultures, identities are maintained, they better learn the official medium of instruction and academic content.

A designated permanent position in World Languages is essential to lead the implementation of HIDOE world language programs, coordinate and deliver professional development, and serve as a liaison between the HIDOE and external organizations, such as Tinalak. We are excited to see the position promote more innovative language programs, such as a Tagalog or Ilokano dual language programs or more Ilokano Heritage programs like at Waipahu High School. Filipino students then have an opportunity to gain the Seal of Biliteracy showing high proficiency in the medium language of instruction and an additional language.

We hope the legislature recognizes the importance of this leadership position and will consider supporting this position in the HIDOE's budget. Thank you for the opportunity to testify.

Filipino American Citizens League

Jake Manegdeg, President & Charlene Cuaresma, Vice President
c/o 728 Nunu Street, Kailua, Hawai'i 96734

Testimony in Strong Support of HB 1941 HD1
RELATING TO EDUCATION, MULTILINGUALISM; WORLD LANGUAGES; APPROPRIATION (\$)

House Committee on Finance
Hawai'i State Capitol, Conference Room 308
February 22, 2018, 12:30 pm

To: Rep. Sylvia Luke, Chair and Rep. Ty J.K. Cullen, Vice Chair
Members of the House Committee on Finance

From: Jake Manegdeg, President and Charlene Cuaresma, Vice President
Filipino American Citizens League

Subject: Support for HB 1941 HD1, HIDOE World Language Position

As president and vice president of Filipino American Citizens League, Jake Manegdeg and I strongly support this bill. The League was formed nearly twenty years ago to contribute to the advancement of civil rights and social justice for minority groups, underserved populations, and vulnerable communities through education, advocacy, and social action.

It is important to establish one full-time equivalent (1.00 FTE) world languages institutional position within the HIDOE. Without this essential bill, the Hawai'i Board of Education language policies: [the Seal of Biliteracy](#) (2015, Policy 105.15) and [Multilingualism for Equitable Education](#) (2016, Policy 105.14) cannot be implemented.

Multilingualism is critical to achieving education equity and understanding different worldviews. This bill sets a model for the nation to foster goodwill and cooperative learning among diverse and polarized groups to approach complex problems with respect for differences as assets that can lead to innovative and just solutions. When nearly a quarter of Hawai'i's population speaks a plethora of over 30 languages other than English at home (see attached chart), our schools have a golden opportunity, starting at home, starting with our official state language of Hawaiian. Also noteworthy is the sizable number of individuals who speak Philippine languages, as Filipinos are the second largest ethnic group in the state. It is no accident that the languages spoken among Hawai'i families have roots in countries of origin that have strategic significance to not only the well-being of the United States, but also to international affairs, including Korea.

Thank you for the opportunity to provide testimony to support this bill. Our society cannot live in a vacuum of inexcusable ignorance. With your leadership, Hawai'i's children can truly live and spread aloha into our increasingly complex future with such a law for a 21st century education of respect and equity for humankind.

Sincerely,

Jake Manegdeg and Charlene Cuaresma

Estimated number of people speak a language other than English at home (5+ years)

Language	Number of people
Tagalog	55,492
Japanese	51,110
Ilokano	45,922
Chinese	29,253
Spanish	26,882
Hawaiian	18,303
Korean	18,349
Other Pacific Island languages	12,000
Samoan	12,422
Vietnamese	7,806
French	5,192
German	4,270
Tongan	3,514
Bisayan	2,858
Thai	1,936
Other	15,512

Source: DBEDT Estimates



THE FILIPINO COMMUNITY CENTER, INC.

94-428 Mokuola St., Suite 302 Waipahu, Hawai'i 96797 Phone: 680-0451 Fax: 680-7510 www.filcom.org

Our mission is to develop, own and operate a community center that provides social, economic and education services and to promote and perpetuate Filipino culture and customs in the State of Hawai'i.

House Committee on Finance

Hawai'i State Capitol, Conference Room 308

February 22, 2018, 12:30 pm

To: Hon. Chair Sylvia Luke, Vice Chair Ty J.K. Cullen and House Committee on Finance Members

From: The Filipino Community Center, Inc.
Franz D. Juan, Executive Director

Subject: Support for HB 1941, RELATING TO EDUCATION, MULTILINGUALISM; WORLD LANGUAGES; APPROPRIATION (\$)

The Filipino Community Center, Inc.'s mission, in part, is to provide social, economic and education services and to promote and perpetuate Filipino culture and customs in the State of Hawaii. The importance of delivering educational assistance to our community and to the State of Hawaii is an integral part of a community moving forward through education.

We support HB1941, establishing one full-time equivalent (1.00 FTE) world languages institutional support position within the HIDOE and appropriates funds to fund the position.

The World Languages institutional support position is crucial to implement the two new Hawai'i Board of Education language policies: [the Seal of Biliteracy](#) (2015, Policy 105.15) and [Multilingualism for Equitable Education](#) (2016, Policy 105.14). These policies are based on longstanding research showing the effectiveness of language education for student achievement.

Provision for a designated permanent position in World Languages is essential for institutional support of these language policies. This position leads implementation and assessment of world language programs, coordinates and delivers professional development, and serves as a liaison between the HIDOE and external organizations. The position also oversees the Multilingualism for Equitable Education policy, which includes developing innovative language programs (i.e. dual language, heritage language, language learning programs), ensuring teacher quality, and promoting outreach to parents and community stakeholders.

Therefore, we support HB1941. Thank you for the opportunity to testify.

February 22, 2018

Committee on Finance
Representative Sylvia Luke, Chair
Representative Ty Cullen, Vice Chair

Aloha Chair Luke, Vice Chair Cullen and Members of the Committee,

We support HB1941, establishing one full-time equivalent (1.00 FTE) world languages institutional support position within the Department of Education.

We are a group of advocates from Native Hawaiian, parent, disability, higher education, multilingual, social justice, and education reform communities who have come together to look at opportunities and risks for advancing equity and improving achievement under the Every Student Succeeds Act (ESSA). We are committed to equity in education through either of the state's official languages, English and Hawaiian. We are concerned for specified groups that need particular attention - students with disabilities, students who do not speak the language of instruction, students with socio-economic challenges, and racial and ethnic groups that have historically not succeeded in our schools relative to others.

In analyzing the Department of Education's (DOE) 2018-2019 Supplemental Executive Budget, we noticed that the World Language position (EDN 200 OCISS 25024) was not included. We believe that this position is needed at the state level to provide leadership for world language education and to successfully implement the two recently passed policies, the Seal of Biliteracy (2015, Policy 105.15) and Multilingualism for Equitable Education (2016, Policy 105.14). We have the opportunity to forward the momentum on these progressive initiatives and take advantage of the rich diversity of Hawai'i's children. We hope that the legislature recognizes the importance of leadership in language learning and consider restoring this position to the DOE's budget.

Thank you for the opportunity to testify.

Mahalo,

Cheri Nakamura
Martha Guinan
Sylvia Hussey
Patricia Halagao
Brook Chapman DeSousa
Gavin Thornton
William Pila Wilson
Ka'ano'i Walk
Kanakolu Noa
David Miyashiro
Shawn Ford
Alohilani Okamura

House Committee on Finance
Hawai'i State Capitol, Conference Room 308
February 22, 2018, 12:30 pm

To: Chair Sylvia Luke, Vice Chair Ty J.K. Cullen and House Committee on Finance Members

From: Patricia Halagao, Ph.D.
Aurelio Agcaoili, Ph.D.
Pia Arboleda, Ph.D.
Paul Chandler, Ph.D.
Brook Chapman De Sousa, Ph.D.
Graham Crookes, Ph.D.
Shawn Ford, MA
Betsy Gilliland, Ph.D.
Christina Higgins, Ph.D.
Alohilani Okamura, Ph.D.
Kathyrn Ratliffe, Ph.D.
Julio C Rodriguez, Director, National Foreign Language Resource Center
Dina Yoshimi, Ph.D.

Subject: **Strong Support for HB1941, HIDOE World Language Position**

We are a group of multilingual, English learner, immigrant, language, and higher education advocates. **We support HB1941 (concurrent SB2510), establishing one full-time equivalent (1.00 FTE) world languages institutional position within the HIDOE.**

The World Languages position is crucial to implement the two new Hawai'i Board of Education language policies: [the Seal of Biliteracy](#) (2015, Policy 105.15) and [Multilingualism for Equitable Education](#) (2016, Policy 105.14). These policies are based on longstanding research showing the effectiveness of language education for student achievement.

The HIDOE has been making strides in implementing these policies, but sustained leadership is necessary in the HIDOE. A designated permanent position in World Languages is essential for institutional support of these language policies. This position leads implementation and assessment of world language programs, coordinates and delivers professional development, and serves as a liaison between the HIDOE and external organizations. The position also oversees the Multilingualism for Equitable Education policy, which includes developing innovative language programs (i.e. dual language, heritage language, language learning programs), ensuring teacher quality, and promoting outreach to parents and community stakeholders.

We hope that the legislature recognizes the importance of this leadership position and will consider supporting this position in the HIDOE's budget.

Thank you for the opportunity to testify.

HB-1941-HD-1

Submitted on: 2/21/2018 5:20:18 AM

Testimony for FIN on 2/22/2018 12:30:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Deanna Espinas	Individual	Support	No

Comments:

HB-1941-HD-1

Submitted on: 2/21/2018 7:50:09 AM

Testimony for FIN on 2/22/2018 12:30:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Dr. William H. Wilson	Individual	Support	No

Comments:

Aloha House Finance Chair Luke and members of the House Finance Committee,

I urge passage of HB1941 with strong support from your committee. As founder of the 'Aha Pānana Leo, a parent of biliterate graduates of Hawaiian medium Ke Kula 'O Nāwahālokalani pu'u, and the lead developer of the Immigrant Heritage Language Program at Nāwahālokalani pu'u, I know first hand the benefits of multilingualism for Hawai'i's students. I myself have also benefited from personal experiences in multilingualism as a child.

HB1941 begins with recognition that Hawai'i has two official languages. HB1941 supports the development of multilingualism in both English medium and Hawaiian medium schools.

My strong support for HB1941 stems from two convictions.

One is my conviction that we in Hawai'i need to support those who enter our public schools speaking a language other than the language of instruction. At present there is little support for such children to maintain and develop their home language in our school system. Maintaining and developing their home languages will have important academic and social benefits for such children.

My other conviction is that, like small European jurisdictions with two official languages, we need to provide regular multilingual programs that produce multilingual outcomes for all children to include knowledge of both official languages and at least one other language.

We have shown that such a program is possible through a demonstration at K-12 Hawaiian language medium Nāwahālokalani pu'u School here on Hawai'i Island. At Nāwahālokalani all children are taught through Hawaiian and study eight years of the other official language (English). In addition all students study six years of an East Asian heritage immigrant language (Japanese) and two years of a European heritage language (Latin). Several graduates of Nāwahālokalani have gone on to become proficient in other languages as well through time spent overseas, including time in the Peace Corp. Their rapid learning of other languages was based on the existing multilingualism.

The most academically successful countries internationally are those that have strong programs in language education for all children. Aligned with those international outcomes, we have found that the multilingual students at Nāwahālokalani pu'u have a stronger high school graduation and college attendance rate than their peers in monolingual schools. HB1941 is a step towards developing strong multilingualism for all our children here in Hawai'i and I urge its passage.

Mahalo nui kāia ho'olohe 'ana mai i ko'u hā'ike mana'o 'ana.

House Committee on Finance
Hawai'i State Capitol, Conference Room 308
February 22, 2018, 12:30 pm

To: Chair Sylvia Luke, Vice Chair Ty J.K. Cullen and House Committee
on Finance Members

From: Elizabeth C. Reilley, Teacher, Honolulu Museum of Art, Outreach Program

Subject: Support for HB1941, RELATING TO EDUCATION, MULTILINGUALISM;
WORLD LANGUAGES; APPROPRIATION (\$)

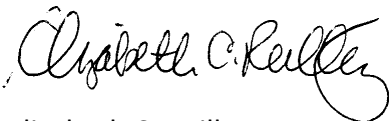
As an educator of English to speakers of other languages, I am writing in support of HB1941, which would establish one full-time equivalent (1.00 FTE) world languages institutional position within the HIDOE.

Hawai'i has taken positive steps in the past few years to embrace the opportunities of its diverse ethnic and heterogeneous linguistic population. The Hawai'i State Board of Education (BOE) has passed two historic policies: the Seal of Biliteracy (2015, Policy 105.15) and Multilingualism for Equitable Education (2016, Policy 105.14). These policies are based on longstanding research showing the effectiveness of language education for student achievement.

An additional step must be taken, however, for my colleagues and me to be highly effective practitioners of language education in Hawai'i. Sustained leadership at the HIDOE state level is needed to drive successful implementation of these new policies, and a designated permanent position in World Languages is essential for institutional support. This position leads implementation and assessment of world language programs, coordinates and delivers professional development, and serves as a liaison between the HIDOE and external organizations. The position also oversees the Multilingualism for Equitable Education policy, which includes developing innovative language programs (i.e. dual language, heritage language, language learning programs), ensuring teacher quality, and promoting outreach to parents and community stakeholders.

I hope that the legislature recognizes the importance of this leadership position and will consider supporting this position in the HIDOE budget.

Thank you for the opportunity to submit testimony,



Elizabeth C. Reilley



UNIVERSITY
of HAWAII®
MĀNOA

House Committee on Finance
Hawai'i State Capitol, Conference Room 308
February 22, 2018, 12:30 pm

To: Chair Sylvia Luke, Vice Chair Ty J.K. Cullen and House Committee on Finance Members

From: Aurelio S. Agcaoili, PhD

Subject: Support for HB 1941, RELATING TO EDUCATION, MULTILINGUALISM;
WORLD LANGUAGES; APPROPRIATION (\$)

I am the program coordinator for Ilokano at the University of Hawaii. We offer a degree program in that language alongside the broader context of the course, Philippine Cultures. I have worked closely in the various Ilokano Programs at Waipahu High School and Farrington High School, and I have seen the need to providing all the tools for heritage languages in the state to be available to students.

I support HB 1941/ SB 2510, establishing one full-time equivalent (1.00 FTE) world languages institutional position within the HIDOE.

The World Languages position is crucial to implement the two new Hawai'i Board of Education language policies: the Seal of Biliteracy (2015, Policy 105.15) and Multilingualism for Equitable Education (2016, Policy 105.14). These policies are based on longstanding research showing the effectiveness of language education for student achievement.

The HIDOE has been making strides in implementing these policies, but sustained leadership is necessary in the HIDOE. A designated permanent position in World Languages is essential for institutional support of these language policies. This position leads implementation and assessment of world language programs, coordinates and delivers professional development, and serves as a liaison between the HIDOE and external organizations. The position also oversees the Multilingualism for Equitable Education policy, which includes developing innovative language programs (i.e. dual language, heritage language, language learning programs), ensuring teacher quality, and promoting outreach to parents and community stakeholders.

2540 Maile Way, Spalding Hall 255
Honolulu, Hawai'i 96822
Telephone: (808) 956-8672/7452
Fax: (808) 956-5978

I hope that the legislature recognizes the importance of this leadership position and will consider supporting this position in the HDOE's budget.

Thank you for the opportunity to testify.



Handwritten signature and date: Feb 21/2018

House Committee on Education
Hawai'i State Capitol, Conference Room 308
February 21, 2018, 12:30 pm



Rep. Sylvia Luke, Chair
Rep., Ty J.K. Cullen, Vice Chair
Committee on Finance

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

Wednesday, February 21, 2018

In support of HB1941

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 26 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 HB1941.

In my role as a language professional, as one with extensive experience living overseas, and as a long-time resident of this state, where opportunities to speak with residents and visitors alike in languages other than English, I am well aware of the benefits that accrue to proficient users of an additional language. I am not alone in this appreciation: In 2014, a bipartisan group of members of the U.S. Congress, including our own Senator Brian Schatz, commissioned a study on the language needs of our country. They provided the following rationale for the study:

“We write to request that the American Academy undertake a new study...to examine the nation’s current capacity in languages, how a greater attention to language training can improve the education of the citizenry prepared to thrive in a multicultural society and a global economy, and how such preparation influences international cooperation and diplomacy, trade and foreign investment, national security, and the ability of all Americans to enjoy a rich and meaningful life.”

The Congressional group’s commissioning letter goes on to state:

“English is no longer sufficient as a *lingua franca* – neither at home nor abroad. The percentage of the world’s population that speaks English as a first language is declining rapidly; if current demographic trends continue, only 5% will be native English speakers by 2050. At the same time, the ability to communicate in languages other than English has never been more important...”

The commissioned study was conducted by the American Academy of Arts and Sciences, and published in spring of 2017 under the title *America’s Languages: Investing in Language*

Education for the 21st Century. Among the Key Findings of the comprehensive report, the following were noted (and I quote):

- The ability to understand, speak, read, and write in world languages, in addition to English, is critical to success in business, research, and international relations in the twenty-first century.
- The United States needs more people to speak languages other than English in order to provide social and legal services for a changing population.
- The study of a second language has been linked to improved learning outcomes in other subjects, enhanced cognitive ability, and the development of empathy and effective interpretive skills...
- The United States lags behind most nations of the world, including European nations and China, in the percentage of its citizens who have some knowledge of a second language.
- One of the biggest obstacles to improved language learning is a national shortage of qualified teachers...

The report's Key Recommendations focused on capacity building for language learning through:

- a) improved training and hiring of foreign language teachers, as well as through creating innovative language learning programs both in school and in after school programs, and through delivery of language instruction using enhanced technological means and blended learning programs;
- b) developing initiatives directed towards heritage learners (those who speak a language other than English in the home), a natural strength in many parts of the country, including our own; and
- c) building public-private partnerships between schools, government, philanthropies, businesses, and local communities with the goal of enhancing and strengthening opportunities for language learning throughout the nation's education systems.

In sum, there is much work to be done in the area of foreign language education across the nation, and here in Hawai'i. The Hawai'i Department of Education deserves credit for its prompt and meaningful implementation of the Board of Education's Seal of Biliteracy policy just last year, and its ongoing work in implementing the Board of Education's Multilingualism for Equitable Education policy. Individual schools have also stepped up: Waipahu High School's growing Korean language program, Moanalua High School's recently created AP Spanish program, and the newly-established Chinese program at Mililani High School are but a few of the examples of progress here in Hawai'i. Yet there is so much more to do: Helping schools learn from each other's experiences, increasing community support, and ensuring that students are fully aware of the rapidly increasing demand for language skills in the workforce all require ongoing attention, direction, and coordination. Consistent oversight, well-grounded expertise, and an effective network of support and collaboration such as might be provided through the position of World Language Coordinator can greatly enhance Hawaii's response to the Academy's resounding call. It would be an important and meaningful action in support of preparing our students for the multilingual world they will shape.

I thank you for your service to the State, and to all the people of Hawai'i, and for this opportunity to testify.