

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

March 15, 2018

To: The Honorable Senator Donovan M. Dela Cruz, Chair
The Honorable Senator Gilbert S.C. Keith-Agaran, Vice Chair
Senate Committee on Ways and Means

From: Aphirak Bamrungruan, Executive Director

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

Hearing: Monday, March 19, 2018 at 11:00 a.m.
Conference Room 211, 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.



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

Date: 03/19/2018
Time: 11:00 AM
Location: 211
Committee: Senate Ways and Means

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.

The proposed world language specialist, along with committed stakeholders, will together aid the Department's efforts to establish the foundational components for robust language acquisition in Hawaii's public schools, allowing the Department to craft an overarching comprehensive budgetary request to rollout and operationalize our plans.

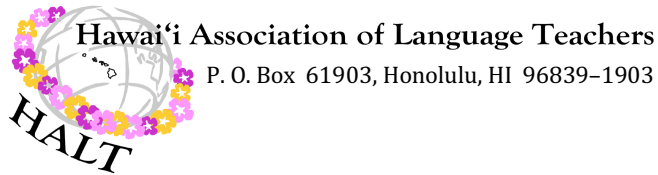
The Department's ongoing review of the English Language Learners program and implementation of Board of Education Policy 105-14, Multilingualism for Equitable Education, will guide our work.

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.



Senate Committee on Ways and Means
Hawai'i State Capitol, Conference Room 211
March 19, 2018, 11:00 pm

To: Chair Donovan Dela Cruz, Vice Chair Gilbert Keith-Agaran and Senate WAM Committee 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 **fund this critical position**.

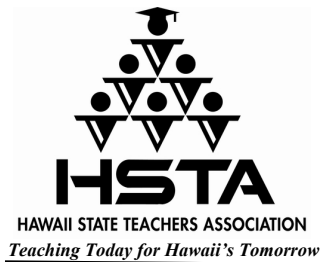
Again, the **World Language position is essential** for ensuring the success of The Seal of Biliteracy and the coordination of language education policy statewide. We sincerely hope that a permanent position in World Languages can be funded in support of these language policies.

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



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

TESTIMONY BEFORE THE SENATE COMMITTEE ON
WAYS AND MEANS

RE: HB 1941, HD 1 – RELATING TO EDUCATION

MONDAY, MARCH 19, 2018

COREY ROSENLEE, PRESIDENT
HAWAII STATE TEACHERS ASSOCIATION

Chair Dela Cruz 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

March 19, 2018

Committee on Ways and Means
Senator Donovan M. Dela Cruz, Chair
Senator Gilbert S.C. Keith-Agaran, Vice Chair

State Capitol
415 South Beretania Street
Honolulu, HI 96813

Aloha Chair Dela Cruz, Vice Chair Keith-Agaran 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



TINALAK FILIPINO EDUCATION COUNCIL

Senate Committee on Ways and Means
Hawai'i State Capitol, Conference Room 211
March 19, 2018, 11:00 AM

To: Chair Donovan Dela Cruz, Vice Chair Gilbert Keith-Agaran and Senate WAM Committee 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.

Senate Committee on Education
Hawai'i State Capitol, Conference Room 3099
March 19, 2018, 11am

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 dela Cruz, Vice Chair Keith-Agaran and members of the 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

Senate Committee on Ways and Means
Hawai'i State Capitol, Conference Room 211
March 19, 2018, 11:00 AM

To: Chair Donovan Dela Cruz, Vice Chair Gilbert Keith-Agaran and Senate WAM Committee 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.
Kathryn 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 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.



Testimony in support of HB1941 hd1 on global languages and multilingualism
Submitted by Faye Kennedy, co-chair

Chair dela Cruz, Vice Chair Keith-Agaran and members of the committee

I am honored to express strong and positive support for HB 1941 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.

HB-1941-HD-1

Submitted on: 3/16/2018 2:12:10 AM

Testimony for WAM on 3/19/2018 11:00:00 AM

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

Comments:

Good afternoon, my name is Melodie Aduja. I serve as Chair of the Oahu County Legislative Priorities Committee of the Democratic Party of Hawaii. Thank you for the opportunity to provide written testimony on **HB1941 HD1**, relating to Education; Multilingualism; World Languages; and an appropriation.

The OCC Legislative Priorities Committee is in favor of **HB1941 HD1** and support its passage.

HB1941 HD1 is in alignment with the Platform of the Democratic Party of Hawai'i ("DPH"), 2016, as it establishes one full-time equivalent (1.00 FTE) world languages institutional support position within the Department of Education and appropriates funds to fund the position.

The DPH Platform states that the "[w]e believe that the future of our state, as well as our country, depends upon an educated and knowledgeable citizenry. We support the prioritization of our resources toward providing quality public education and library services to every student, regardless of learning capacity or ability to pay, in an environment conducive to the learning process. These resources shall be made available at every level, from pre-school through higher education, including life-long learning." (Platform of the DPH, P. 6, Lines 296-300 (2016)).

Given that **HB1941 HD1** establishes one full-time equivalent (1.00 FTE) world languages institutional support position within the Department of Education and appropriates funds to fund the position, it is the position of the OCC Legislative Priorities Committee to support this measure.

Thank you very much for your kind consideration.

Sincerely yours,

/s/ Melodie Aduja

Melodie Aduja, Chair, OCC Legislative Priorities Committee

Email: legislativepriorities@gmail.com, Text/Tel.: (808) 258-8889

HB-1941-HD-1

Submitted on: 3/15/2018 12:49:49 PM

Testimony for WAM on 3/19/2018 11:00:00 AM

Submitted By	Organization	Testifier Position	Present at Hearing
Lisa Galloway, PhD	Individual	Support	No

Comments:

Chair Donovan Dela Cruz, Vice Chair Gilbert Keith-Agaran and Senate WAM Committee Members,

I write with strong support for funding of a world languages support position in the Department of Education. I have taught French in Hawaii for four years and for the first time this year was able to meet and share with other language teachers, as well as learn from experts about what and how I can best teach my students. I was shocked to learn that this kind of support has been lacking for over a decade. I believe that supporting this position will help us prepare Hawaii's youth to succeed in the multi-lingual world on par with their counterparts in Europe, Asia and even in the mainland where national standards are not "scheduled for implementation" but the norm. I fear that without the support of a funded position in world languages, our students will continue to underperform in this vital area of education. Thank you for your consideration of their needs, and that of their teachers.

HB-1941-HD-1

Submitted on: 3/15/2018 12:51:53 PM

Testimony for WAM on 3/19/2018 11:00:00 AM

Submitted By	Organization	Testifier Position	Present at Hearing
Paul M Chandler	Individual	Support	No

Comments:

Please support HB1941. It is essential that Hawaii have a strong world language education program and specialist. We are the most diverse state in the country and should remain proud of the multiple languages and cultures that we hold dear. I write as an individual but also as a department chair at UHM in which we teach seven exciting language programs. I also write as past president of the regional Southwest Conference on Language Teaching to which Hawaii belongs through our Hawaii Association of Language Teachers. As an expert in the field, I consider this bill of extreme importance to the future of our state. Our efforts with the Language Roadmap and the Seal of Biliteracy will continue to flourish if we have funded this leadership position. Aloha, Dr. Paul M Chandler. Makiki.

HB-1941-HD-1

Submitted on: 3/15/2018 1:54:08 PM

Testimony for WAM on 3/19/2018 11:00:00 AM

Submitted By	Organization	Testifier Position	Present at Hearing
Anna Crawford	Individual	Support	No

Comments:

Senate Committee on Ways and Means

Hawai'i State Capitol, Conference Room 211

March 19, 2018, 11:00 AM

To: Chair Donovan Dela Cruz, Vice Chair Gilbert Keith-Agaran and Senate WAM Committee Members

Subject: Support for HB 1941 HD1, RELATING TO EDUCATION, MULTILINGUALISM; WORLD LANGUAGES; APPROPRIATION (\$)

My name is Anna Crawford I am a French teacher at King Kekaulike High School in Maui. I am submitting testimony in support HB 1941 establishing one full-time equivalent (1.00 FTE) world languages institutional position within the HIDOE.

I have been teaching French and Spanish for the HIDOE, for 15 years on Maui. World Language teachers in Hawaii have had extremely limited access to professional development and little support from the DOE. We really need a dedicated World Language specialist to coordinate and deliver professional development, and serves as a liaison between the HIDOE and external organizations and to keep teachers update on current research and best practices in language teaching and learning.

For the last 8 years the DOE Office of Curriculum, Instruction and Student Support Branch (OCISS) has not had a dedicated World Language Specialist. The position was combined 8 years ago with Fine Arts and the person filling the

position only has a Fine Arts background. I have felt that World Language teachers in Hawaii have been ignored and have not gotten any support from the DOE. The good news is that this school year we do have a specialist dedicated entirely to World Languages. The bad news is, the WL Specialist position has only been funded until June 30, 2018 . This means that in June the position will go back to being combined with Fine Arts if it does not get further funding.

The new specialist has been very active in supporting WL teachers, new and veteran, by having trainings and offering 3-credit PD on current research and best practices in WL teaching and learning. We also had a Department Head meeting at OCISS (the first in 8 years). I feel strongly that we need a specialist at OCISS who is dedicated solely to World Languages.

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.

Thank you for support of HB1941

Anna Crawford,

French Teacher, King Kekaulike High, Maui

HB-1941-HD-1

Submitted on: 3/16/2018 10:19:05 AM

Testimony for WAM on 3/19/2018 11:00:00 AM

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

Comments:

Aloha Legislators,

I strongly support HB 1941 HD1. It provides students of a wide variety of backgrounds with support to develop multilingual and multicultural skills. The attention to the distinctive needs of children who speak languages other than the school medium of education is especially important as without appropriate support those children can lose those skills in school.

Relative to the benefits of multilingualism and the potential of the state of Hawai'i to support it, I testify as a the parent of graduates of a Hawaiian language medium school, NÄ• wahÄ«okalani'Ä• pu'u. Both my children were raised speaking Hawaiian as their sole home language and attended school solely in Hawaiian through to grade 12. While in school they had eight years of English as an additional language and also studied Japanese. Outside of school they played with non-Hawaiians speaking children using both Big Island Pidgin and Standard English.

Both attended and graduated from English medium universities and have successful careers today. Both have also been involved in business involving work in foreign countries and have used the sensitivity to linguistic and cultural differences that they developed as multilingual children.

Since their graduation I have served on the board of the charter section of NÄ• wahÄ«okalani'Ä• pu'u School as a strong advocate for increased multilingualism at the school. The school now requires all students to study eight years of English, six years of Japanese (grades 1-6) and is developing a program of required Latin (grades 1-4). Hawai'i can build on its multilingual heritage to be a national leader in multilingualism. HB1941 HD1 is a step toward that goal.

Mahalo iÄ• 'oukou no ke kÄ• ko'o i ka pila HB1941 HD1.

I strongly support

HB-1941-HD-1

Submitted on: 3/16/2018 3:11:42 PM

Testimony for WAM on 3/19/2018 11:00:00 AM

Submitted By	Organization	Testifier Position	Present at Hearing
Aurelio Agcaoili	Individual	Support	No

Comments:

The Ways and Means Committee

Hawaii State Legislature

Mesdames and Sirs:

This is a testimony in full support of HB 1941 HD1. The Bill is in consideration of allocating funds for a full-time item necessary in the pursuit of the Seal of Biliteracy. I am testifying from my perspective as heritage language program coordinator of the University of Hawaii and head of instruction of a community language program, the Ilokano Language Acquisition and Immersion for the New Generation (or Ilaing). My many years of work both in the university and among our various communities have made me realize of the need for us revisit the fundamental issues of biliteracy, of language as a cultural and social resource, and of skills development in diversity and pluralism via heritage education.

The position will be necessary in ensuring that all these things about biliteracy and diversity will be pursued in basic education and beyond.

Please consider this testimony as in strong support for this Bill.

Mahalo nui loa.

Aurelio Agcaoili

UH Manoa Ilokano Program &

Head of Instruction, iLAING



STATE OF HAWAII
DEPARTMENT OF EDUCATION
KALANI HIGH SCHOOL
4680 KALANIANA'OLE HIGHWAY
HONOLULU, HI 96821-1299

Vision: Kalani High School will be the #1 high school in developing 21st century competencies among all our students.

Mission: Kalani High School promotes a lifelong commitment to citizenship, service and learning in a personalized and safe educational environment.

Senate Committee on Ways and Means
Hawai'i State Capitol, Conference Room 211
March 19, 2018, 11:00 AM

To: Chair Donovan Dela Cruz, Vice Chair Gilbert Keith-Agaran and Senate WAM Committee Members

From: Robynne Klein, teacher

Subject: Support for HB 1941 HD1, RELATING TO EDUCATION, MULTILINGUALISM; WORLD LANGUAGES; APPROPRIATION (\$)

I am a Japanese teacher at Kalani High School. This is the first school year in a very long time that we have a dedicated expert in World Language education as a resource teacher. I cannot find the words to properly express how appreciative I am to have Geena as a resource for World Language educators in the State of Hawaii. Geena organizes professional development as well as lobby for World Languages and its importance, something that is essential in our efforts to raise students who can compete in a global economy. Without a dedicated professional to vouch for and support World Language education I feel that the children of Hawaii will be left behind while other countries advance their education of bi/multi-lingual citizens.

I support HB 1941 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 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.

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.

Sincerely,

Robynne Klein
Kalani High School
Japanese Teacher

March 19, 2018

Committee on Ways and Means
Senator Donovan Dela Cruz, Chair
Senator Gilbert Keith-Agaran, Vice Chair

Aloha Chair Dela Cruz, Vice Chair Keith-Agaran and Members of the Committee,

We support HB1941 HD1, 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

Senate Committee on Ways and Means
Hawai'i State Capitol, Conference Room 211
March 19, 2018, 11:00 am

Sen. Donovan Dela Cruz, Chair
Sen. Gilbert Keith-Agaran, Vice Chair
Senate Ways and Means Committee Members

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

Saturday, March 17, 2018

In support of HB1941, HD1

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, HD1.

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.

HB-1941-HD-1

Submitted on: 3/17/2018 9:15:17 PM

Testimony for WAM on 3/19/2018 11:00:00 AM

Submitted By	Organization	Testifier Position	Present at Hearing
Christina Higgins	Individual	Support	No

Comments:

I write as a university educator and resident of the state with a child in the public schools and a husband who is a public school teacher. One of Hawaii's unique qualities is the rich cultural and linguistic diversity of the state. It is remarkable that this resource, in the form of languages, has not been supported in any official way by the state, and particularly in the realm of education. Multilingualism is an asset that can enhance education and business opportunities. Hiring someone in the DOE who can oversee the language education of K-12+ students is an important step toward embracing the multilingual resources that our state has to offer to the world. We need expertise to guide the development of quality language education curricula and teacher education. I strongly support this bill.

sincerely,

Christina Higgins, PhD

Department of Second Language Studies

University of Hawaii at Manoa

Senate Committee on Ways and Means
Hawai'i State Capitol, Conference Room 211
March 19, 2018, 11:00 AM

To: Chair Donovan Dela Cruz, Vice Chair Gilbert Keith-Agaran and Senate WAM Committee Members

From: Dr. 'Alohilani Okamura

Subject: Support for HB 1941 HD1, RELATING TO EDUCATION, MULTILINGUALISM; WORLD LANGUAGES; APPROPRIATION (\$)

Aloha mai kākou! 'O wau 'o Dr. 'Alohilani Okamura. I support HB 1941 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.