



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

Date: 02/12/2018
Time: 02:10 PM
Location: 309
Committee: House Education

Department: Education

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

Title of Bill: HB 1941 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.

Department's Position:

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

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.

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.



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MĀNOA

House Committee on Education
Hawai'i State Capitol, Conference Room 309
February 12, 2018, 2:10 pm

To: Chair Justin H. Woodson, Vice Chair Sam Satoru Kong and House Committee on Education Members

From: Paul M. Chandler, Chair of the Department of LLEA at UHM
Professor of Spanish, Portuguese, Latin American & Iberian Studies
Former president of the SWCOLT (Southwest Conference on Language Teaching)
Member of the Advocacy Board of ACTFL (American Council on the Teaching of Foreign Languages)

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

As a leader in my profession and as chair of a Department of LLEA at UHM, I wish to express our heartfelt support for SB2510 / 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 Hawaii Department of Education has been making strides in implementing these policies, but sustained leadership is necessary. 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. (I **attach** an interesting new article about bilingualism at the end of my letter.)

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.



Letter: Bilingual Education Should Be Available to All Children

A reader argues that a more desirable workforce—and a more equitable society—hangs in the balance.



Edgard Garrido / Reuters

- [THE CONVERSATION](#)
- FEB 3, 2018

The Intrusion of White Families Into Bilingual Schools

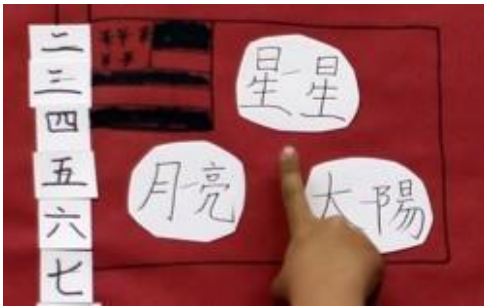
In December, Conor Williams [asked](#) whether the growing demand for multilingual early-childhood programs might push out the students these programs were designed to serve.

Conor Williams's insightful piece on dual-language learning, "The Intrusion of White Families Into Bilingual Schools," acknowledges the impact of rapidly changing demographics on many bilingual schools in Washington, D.C. Yet by



pointing the finger at one category of parents, attention is diverted from the real issue: We are slicing a cake that is too small. If a fraction of the resources thrown at STEM over the last decade, for example, were thrown at bilingual education, we could make multilingualism an integral part of our education system and correct most of the current inequities.

RELATED STORY



[The Intrusion of White Families Into Bilingual Schools](#)

In addition to the intelligent policies mentioned by Williams about where to plop these programs, we need to do a better job at educating all families and the educators themselves. As the FrameWorks Institute points out in its study [“When More Means Less,”](#) there are big gaps between expert and public understandings of dual-language education.

In Washington, as in many other places in the U.S., some educators with the best of intentions scold Latino parents for speaking to their children in Spanish, and first-generation immigrant parents believe that their children will be at a disadvantage in a dual-language program and therefore enroll them elsewhere. It’s not only that the cake is too small, it’s also that no one bothers telling people how good it is in a language they can understand, which leaves better informed, English-speaking parents claiming the bigger slices.

We must also acknowledge that all children benefit from bilingual education, regardless of the language spoken at home. Therefore, framing this discussion as white gentrifiers versus Hispanic/Latino families puts children of other ethnicities and socioeconomic statuses at an even greater disadvantage. Should black children in poor neighborhoods where there are no Spanish speakers not have access to the same cognitive and economic opportunities that bilingualism brings? Will these programs be harder to implement there than in neighborhoods where there are native language speakers? Yes. Does that change the answer to the first question?

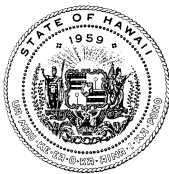


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With a bold plan for bilingual education for all, we can build a more desirable and linguistically and culturally competent workforce—and a more equitable society. Without meaningful, strategic investments, both in Washington, D.C., and nationally, we will continue to face the challenges of how to equitably slice a cake that is far too small.

Vanessa Bertelli

*Executive Director, D.C. Language Immersion Project
Washington, D.C.*



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

February 8, 2018

To: The Honorable Representative Justin H. Woodson, Chair
Members of the House Committee on Education

From: Aphirak Bamrungruan, Executive Director

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

Hearing: Monday, February 12, 2018 at 2:10 p.m.
Conference Room 309, 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 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 the opportunity to testify on this measure.

HB-1941

Submitted on: 2/9/2018 2:18:09 PM

Testimony for EDN on 2/12/2018 2:10:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Melodie Aduja	OCC Legislative Priorities	Support	No

Comments:

**PRESENTATION OF THE
OAHU COUNTY COMMITTEE ON LEGISLATIVE PRIORITIES**

DEMOCRATIC PARTY OF HAWAII

TO THE COMMITTEE ON EDUCATION

THE HOUSE OF REPRESENTATIVES

TWENTY-NINTH LEGISLATURE

REGULAR SESSION OF 2018

Monday, February 12, 2018

2:10 p.m.

Hawaii State Capitol, Conference Room 309

RE: Testimony in Support of HB 1941, RELATING TO EDUCATION

To the Honorable Justin H. Woodson, Chair; the Honorable Sam Satoru Kong, Vice-Chair and the Members of the Committee on Education:

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 House Bill No. 1941, relating to education, multilingualism, World Languages, and appropriation.

The OCC Legislative Priorities Committee is in favor of House Bill No. 1941 and support its passage.

House Bill No. 1941 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 House Bill No. 1941 establishes one full-time equivalent (1.00 FTE) world languages institutional support position within the Department of Education, 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, Tel.: (808) 258-8889



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 Education

Hawai'i State Capitol, Conference Room 309

February 12, 2018, 2:00 pm

To: Hon. Chair Justin H. Woodson, Hon. Vice Chair Sam Satoru Kong, and House Education Committee Members

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

Subject: Support for HB1941, RELATING TO EDUCATION

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.

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
RELATING TO EDUCATION, MULTILINGUALISM; WORLD LANGUAGES; APPROPRIATION (\$)

House Committee on Education
Hawai'i State Capitol, Conference Room 309
February 12, 2018, 2:10 pm

To: Rep. Justin H. Woodson, Chair and Rep. Sam Satoru Kong, Vice Chair Members of the House Committee on Education

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

Subject: Support for HB 1941, 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 insulated ignorance. Hawai'i's children can truly live aloha with such a law and such an education.

Sincerely,

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

House Committee on Education
Hawai'i State Capitol, Conference Room 309
February 12, 2018, 2:10 pm

Testimony in Strong Support of HB1941
RELATING TO EDUCATION, MULTILINGUALISM; WORLD LANGUAGES;
APPROPRIATION (\$)

To: Chair Justin H. Woodson, Vice Chair Sam Satoru Kong and House Committee on Education 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 (NFLRC), and Dina Yoshimi, Ph.D.

Subject: **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.



House Committee on Education
Hawai'i State Capitol, Conference Room 309
February 12, 2018, 2:10 pm

To: Chair Justin H. Woodson, Vice Chair Sam Satoru Kong and House Committee on Education 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’s budget.

Thank you for the opportunity to submit testimony.

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



HB-1941

Submitted on: 2/7/2018 10:36:38 PM

Testimony for EDN on 2/12/2018 2:10:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Rachel L. Kailianu	Ho`omana Pono, LLC	Oppose	Yes

Comments:

I strongly oppose this bill because the department has not addressed the Papa Olelo Hawaii which is an official language of our Pai Aina...

HB-1941

Submitted on: 2/8/2018 10:08:20 AM

Testimony for EDN on 2/12/2018 2:10:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
cheryl		Support	Yes

Comments:

Supporting the learning of language BUT wondering does this include Hawaiian? Please make sure that there will be cooperation and understandings that all languages are to be respected and especially the language of our islands, Hawaiian.

HB-1941

Submitted on: 2/8/2018 4:00:41 PM

Testimony for EDN on 2/12/2018 2:10:00 PM

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

Comments:

I strongly support HB1941.

HB-1941

Submitted on: 2/9/2018 5:53:45 AM

Testimony for EDN on 2/12/2018 2:10:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Lisa Galloway, PhD	Lanai High School	Support	No

Comments:

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.

February 12, 2018

Committee on Education
Representative Justin Woodson, Chair
Representative Sam Kong, Vice Chair

Aloha Chair Woodson, Vice Chair Kong 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.

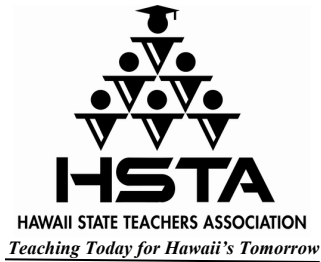
We are a group of advocates from Native Hawaiian, parent, disability, higher education, multilingual, social justice, and education reform communities who have come together to look at opportunities and risks for advancing equity and improving achievement under the Every Student Succeeds Act (ESSA). 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,

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



LATE

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
EDUCATION

RE: HB 1941 – RELATING TO EDUCATION

MONDAY, FEBRUARY 12, 2018

COREY ROSENLEE, PRESIDENT
HAWAII STATE TEACHERS ASSOCIATION

Chair Woodson and Members of the Committee:

The Hawaii State Teachers Association **supports HB 1941**, 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.



LATE

Native Hawaiian Education Council

February 11, 2018

Representative Justin H. Woodson, Chair
Representative Sam Satoru Kong, Vice Chair
State of Hawai'i, House of Representatives
House Committee on Education

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.



Justin H. Woodson, Chair
Sam Satoru Kong, Vice Chair
February 11, 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

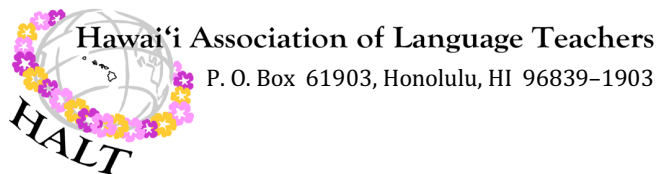
- Illuminate Models and Practices of Innovation.
- Elevate Accreditation Frameworks, Designations and Schools.
 - Create a Native Hawaiian research agenda.
 - Continue Native Hawaiian education meta-evaluation.
- Include CBE in Teacher Education and Preparation Programs and Professional Development

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



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



House Committee on Education
Hawai'i State Capitol, Conference Room 309
February 12, 2018, 2:10 pm

To: Chair Justin H. Woodson, Vice Chair Sam Satoru Kong, House Education 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 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



david.miyashiro@hawaiikidscan.org
hawaiikidscan.org

David Miyashiro
Executive Director

LATE

February 12, 2018

Committee on Education
Rep. Justin H. Woodson, Chair
Rep. Sam Satoru Kong, Vice Chair

State Capitol
415 South Beretania Street
Honolulu, HI 96813

Aloha Chair Woodson, Vice Chair Kong and Members of the Committee,

HawaiiKidsCAN supports HB 1941, 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 SB2510 would be yet another step in the right direction.

Mahalo,

David Miyashiro
Founding Executive Director
HawaiiKidsCAN



Testimony in support of HB 1941 on global languages and multilingualism
Submitted by Faye Kennedy, co-chair
February 12, 2018 @ 2:10pm

Chair Woodson, Vice Chair Kong 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 member 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 need 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.

House Committee on Education
Hawai'i State Capitol, Conference Room 3099
February 12, 2018, 2:10pm

LATE

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

Testimony in support of HB 1941 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 Woodson, Vice Chair Kong and members of the Education committee.

Filipina Advocacy Network (FAN) strongly supports HB 1941. 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 public 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. HFCE 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



LATE

TINALAK FILIPINO EDUCATION COUNCIL

House Committee on Education
Hawai'i State Capitol, Conference Room 309
February 12, 2018, 2:10 pm

To: Chair Justin H. Woodson, Vice Chair Sam Satoru Kong and House Committee on Education 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.

House Committee on Education
Hawai'i State Capitol, Conference Room 309
February 12, 2018, 2:10 pm

Rep. Justin H. Woodson, Chair
Rep. Sam Satoru Kong, Vice Chair
Committee on Education



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

Sunday, February 10, 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.

LATE

HB-1941

Submitted on: 2/10/2018 7:28:58 AM

Testimony for EDN on 2/12/2018 2:10:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Anna Crawford	Kekaulike High School	Support	No

Comments:

Aloha Chair Kidani and Members of the Committee:

My name is Anna Crawford I am a French teacher at King Kekaulike High School in Maui. I am submitting testimony in support of HB1941 to fund the World Language Leadership Specialist Position.

I have been teaching French and Spanish for the last 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

Submitted on: 2/10/2018 7:10:02 PM

Testimony for EDN on 2/12/2018 2:10:00 PM

LATE

Submitted By	Organization	Testifier Position	Present at Hearing
Helen Kong	DOE	Support	No

Comments:

HB-1941

Submitted on: 2/11/2018 8:02:17 AM

Testimony for EDN on 2/12/2018 2:10:00 PM

LATE

Submitted By	Organization	Testifier Position	Present at Hearing
ROSA BELL	education	Support	No

Comments:

World Language need a representation. There is no academic success if the department does not have the appropriate support. We need an individual with the knowledge and experience for the development of the World Language Curriculum. The only candidate that could represent us is Mrs. Jeenna Canche.

LATE

HB-1941

Submitted on: 2/11/2018 1:21:48 PM

Testimony for EDN on 2/12/2018 2:10:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Neal Takamoto	Washington Middle School	Support	No

Comments:

House Committee on Education

Hawai'i State Capitol, Conference Room 309

February 12, 2018, 2:10 pm

To: Chair Justin H. Woodson, Vice Chair Sam Satoru Kong and House Committee on Education Members

From: Neal Takamoto

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

My name is Neal Takamoto and I'm a Japanese Teacher at Washington Middle School. **I support 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

Submitted on: 2/11/2018 1:55:43 PM

Testimony for EDN on 2/12/2018 2:10:00 PM

LATE

Submitted By	Organization	Testifier Position	Present at Hearing
Elizabeth Larriva	JCHS	Support	No

Comments:

HB-1941

Submitted on: 2/11/2018 6:10:17 PM

Testimony for EDN on 2/12/2018 2:10:00 PM

LATE

Submitted By	Organization	Testifier Position	Present at Hearing
Ana Ramirez	Mrs.	Support	No

Comments:

LATE

HB-1941

Submitted on: 2/12/2018 10:15:16 AM

Testimony for EDN on 2/12/2018 2:10:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Brook Chapman de Sousa	Individual	Support	Yes

Comments:

House Committee on Education

Hawai'i State Capitol, Conference Room 309

February 12, 2018, 2:10 pm

Testimony in Strong Support of HB 1941

RELATING TO EDUCATION, MULTILINGUALISM; WORLD LANGUAGES;
APPROPRIATION (\$)

To: Chair Justin H. Woodson, Vice Chair Sam Satoru Kong and House Education Committee Members

From: E. Brook Chapman de Sousa, Ph.D.

Subject: Support for HB1941, HIDOE World Language Position

I am advocate for public schools and students who are multilingual. I am also a parent in the HIDOE. **I support HB1941, establishing one full-time equivalent (1.00 FTE) world languages institutional position within the HIDOE.**

The HIDOE has initiated important work in the area of improved education for students who are multilingual and learning English. The World Languages position is critical to that work, especially related to the implementation Hawai'i Board of Education language policies: [the Seal of Biliteracy](#) (2015, Policy 105.15) and [Multilingualism for Equitable Education](#) (2016, Policy 105.14). Implementation of these policies is facilitating transformative practices within the HIDOE; continued leadership is needed to keep the successful momentum going.

Investing in our students who are multilingual will have long-term benefits related to their preparation for community, college and/or career engagement. Hawai'i will also benefit from their contributions and varied perspectives. It is imperative that our educational system provides students who are multilingual and learning English access to high-quality schools that equip them with the necessary skills to engage meaningfully in society. Supporting the World Languages position is an important step in this work.

Thank you for the opportunity to testify.

E. Brook Chapman de Sousa