



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

Date: 01/31/2018
Time: 02:45 PM
Location: 229
Committee: Senate Education

Department: Education

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

Title of Bill: SB 2510 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 SB 2510.

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 SB 2510.

The Hawaii State Department of Education seeks to advance the goals of the Strategic Plan which is focused on student success, staff success, and successful systems of support. This is achieved through targeted work around three impact strategies: school design, student voice, and teacher collaboration. Detailed information is available at www.hawaiipublicschools.org.



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

January 30, 2018

To: The Honorable Senator Michelle N. Kidani, Chair
Senate Committee on Education

From: Aphirak Bamrungruan, Executive Director

Subject: **SB 2510** – RELATING TO EDUCATION

Hearing: Wednesday, January 31, 2018 at 2:45 p.m.
Conference Room 229, 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.

January 31, 2018

Committee on Education
Senator Michelle Kidani, Chair
Senator Kaiali'i Kahele, Vice Chair

Aloha Chair Kidani, Vice Chair Kahele and Members of the Committee,

We support SB2510, establishing one full-time equivalent (1.00 FTE) world languages institutional support position within the Department of Education.

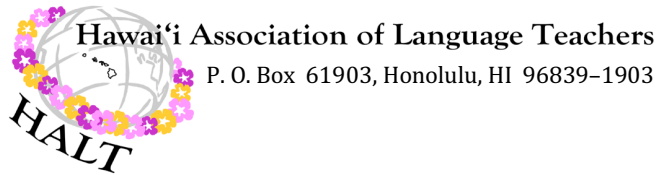
We are a group of advocates from Native Hawaiian, parent, disability, higher education, multilingual, social justice, and education reform communities who have come together to look at opportunities and risks for advancing equity and improving achievement under the Every Student Succeeds Act (ESSA).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



Senate Committee on Education
Hawai'i State Capitol, Conference Room 229
January 31, 2018, 2:45 pm

To: Chair Michelle Kidani, Vice Chair Kaiali'i Kahele, Senate Education Committee Members
From: Hawai'i Association of Language Teachers (HALT, halthome.org)
Subject: Support for SB2510, 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 SB2510, 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. Despite the clear returns Hawai'i could realize by investing in this potential, however, we note that the current Executive Budget **does not fund the World Language position** (EDN 200 OCISS 25024). 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.**

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



Native Hawaiian Education Council

January 29, 2018

Senator Michelle N. Kidani, Chair
Senator Kaiali'i Kahele, Vice Chair
State of Hawai'i Senate
Senate Committee on Education

Via: Electronic Upload

RE: SB2510 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 SB2510 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.



Michelle N. Kidani
Kaiali'i Kahele
January 29, 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



Native Hawaiian Education Platform*

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

Perpetuate ‘Ōlelo Hawai‘i

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

Amplify Family and Community Voices

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

Advance Hawaiian Culture Based Education

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

Intensify Systems Engagement

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

* Formal set of principal goals



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

2017-2018 Native Hawaiian Education Priorities

Native Hawaiian Education Council

Perpetuate ‘Ōlelo Hawai‘i

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

Amplify Family and Community Voices

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

Advance Hawaiian Culture Based Education

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

Intensify Systems Engagement

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



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735 Bishop Street, Suite 224
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808-523-6432
www.nhec.org



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.



david.miyashiro@hawaiikidscan.org
hawaiikidscan.org

David Miyashiro
Executive Director

January 31, 2018

Committee on Education
Senator Michelle Kidani, Chair
Senator Kaiali'i Kahele, Vice Chair

State Capitol
415 South Beretania Street
Honolulu, HI 96813

Aloha Chair Kidani, Vice Chair Kahele and Members of the Committee,

HawaiiKidsCAN supports SB2510, 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



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.

Senate Committee on Education

Hawai'i State Capitol, Conference Room 229

January 31, 2018, 2:45 pm

To: Hon. Chair Michelle Kidani, Hon. Vice Chair Kaiali'i Kahele and Senate Education Committee Members

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

Subject: Support for SB2510, RELATING TO EDUCATION, MULTILINGUALISM; WORLD LANGUAGES;
APPROPRIATION (\$)

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

We 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.

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 SB2510. 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

Senate Committee on Education
Hawai'i State Capitol, Conference Room 229
January 31, 2018, 2:45 pm

Testimony in Strong Support of SB 2510
RELATING TO EDUCATION, MULTILINGUALISM; WORLD LANGUAGES; APPROPRIATION (\$)

To: Chair Michelle Kidani, Vice Chair Kaiali'i Kahele and Senate Education Committee Members
From: Charlene Cuaresma, Vice President, Filipino American Citizens League
Subject: Support for SB2510, HIDOE World Language Position

My name is Charlene Cuaresma, vice president of the Filipino American Citizens League. The League was formed over ten 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.

The League strongly supports SB2510. It aims to establish one full-time equivalent (1.00 FTE) world languages institutional position within the HIDOE. But 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



Senate Committee on Education
Hawai'i State Capitol, Conference Room 229
January 31, 2018, 2:45 pm

To: Chair Michelle Kidani, Vice Chair Kaiali'i Kahele and Senate Education Committee Members

From: Hawai'i TESOL

Subject: Support for SB2510, 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 SB2510, 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





Testimony in support of SB 2510 on global languages and multilingualism
Submitted by Faye Kennedy, co-chair

Chair Kidani, Vice Chair Kahele and members of the committee

I am honored to express strong and positive support for SB 2510 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.

SB-2510

Submitted on: 1/30/2018 2:42:58 PM

Testimony for EDU on 1/31/2018 2:45:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Paul M Chandler	University of Hawaii at Manoa	Support	No

Comments:

Dear Honorable Senators and Representatives.

I am writing to express my overwhelming support for the World Languages position in the DOE. It is essential that Hawaii fill this position. We are the most diverse state in the nation and simply must provide excellent support for world languages in our schools. As a supporter of languages and cultures, I know the benefits of multilingualism. Second and third language learners do better overall in school, they earn more over their lifetimes, they are valued by business and corporations, etc.. Bilingual people make better senior citizens who live both better and longer lives--they suffer less debilitating illnesses, recover better from strokes, and so forth. Having a world languages specialist to lead and guide language instruction in Hawaii is extremely important. Coordination of our efforts with a world language specialist is of key importance to the future of Hawaii.

Mahalo for your support!

Dr. Paul M. Chandler

Senate Committee on Education
Hawai'i State Capitol, Conference Room 229
January 31, 2018, 2:45 pm

Testimony in Strong Support of SB 2510
RELATING TO EDUCATION, MULTILINGUALISM; WORLD LANGUAGES;
APPROPRIATION (\$)

To: Chair Michelle Kidani, Vice Chair Kaiali'i Kahele and Senate Education
Committee Members

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

Subject: Support for SB2510, HIDOE World Language Position

We are a group of multilingual, English learner, immigrant, language, and higher education advocates. **We 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.



Senate Committee on Education
Hawai'i State Capitol, Conference Room 229
January 31, 2018, 2:45 pm

Testimony in Strong Support of SB 2510 RELATING TO EDUCATION,
MULTILINGUALISM AND WORLD LANGUAGES

Testimony in support of SB 2510 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 Michelle Kidani, Vice Chair Kai Kahele and members of the Education committee.

Filipina Advocacy Network (FAN) strongly supports SB 2510. 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. HF CR 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.

Senate Committee on Education
Hawai'i State Capitol, Conference Room 229
January 31, 2018, 2:45 pm

Testimony in Strong Support of SB 2510
RELATING TO EDUCATION, MULTILINGUALISM; WORLD LANGUAGES;
APPROPRIATION (\$)

To: Chair Michelle Kidani, Vice Chair Kaiali'i Kahele and Senate Education
Committee Members

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

Subject: Support for SB2510, 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 SB2510, 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

SB-2510

Submitted on: 1/27/2018 2:10:26 PM

Testimony for EDU on 1/31/2018 2:45:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Javier Mendez-Alvarez		Support	No

Comments:

SB-2510

Submitted on: 1/27/2018 4:34:38 PM

Testimony for EDU on 1/31/2018 2:45:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Kaulana Dameg		Support	No

Comments:

SB-2510

Submitted on: 1/30/2018 11:47:26 AM

Testimony for EDU on 1/31/2018 2:45:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Clement C. Bautista		Support	No

Comments:

I fully support SB2510 for funding to establish the full-time world languages institute support position in the Department of Education. In addition to communicating in our official languages, English and Hawaiian, Hawaii residents continue to communicate with others and visitors in multiple languages that are spoken throughout the world. Hawaii's understanding and appreciation of diverse cultural values should support the acquisition, knowledge and use of many languages. Not only is this a practical approach to engaging in world affairs, but it encourages better understandings of the many issues confronting our society, both here and abroad. An epistemology based on multiple languages, perspective and approaches can be a uniquely Hawaii contribution to our nation and the world.



TINALAK FILIPINO EDUCATION COUNCIL

January 28, 2018

To: Chair Michelle Kidani, Vice Chair Kaiali'i Kahele and Senate Education Committee Members

From: Tinalak Filipino Education Council

Subject: Support for SB2510, 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's College of Education. We are composed of the COE's tenure track Filipino faculty and doctoral students. Our mission is to recruit and retain Filipino educators and to foster Filipino culture-based education.

We support SB2510, 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 at 22.3%. In terms of our Multilingual/English learner students, the most home languages spoken are Filipino (Tagalog, Ilokano, Pampangan, etc) at 30%. With this statistic, 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 the 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 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.