



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.

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

SB-2510

Submitted on: 1/31/2018 12:40:14 PM

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

Submitted By	Organization	Testifier Position	Present at Hearing
filipinochamber	Filipino Chamber of Commerce of Hawaii	Support	No

Comments:

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

From: Filipino Chamber of Commerce of Hawaii

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

Since 1954, the Filipino Chamber of Commerce of Hawaii is the voice of Hawaii's Filipino business community. **We support SB2510, establishing one full-time equivalent (1.00 FTE) world languages institutional position within the HIDOE.**

At its core, Hawaii's community is made up of many different ethnic groups, many of which have their own unique cultural heritage that includes language. Having a full-time world languages institutional position in the Hawaii state department of education will ensure that our keiki will be able to navigate Hawaii's multicultural landscape while allowing them to maintain their core heritage that is an important part of who they are. This will set a critical foundation of cultural understanding for Hawaii's children and provide a unique advantage for them to be able to collaborate and contribute to the global economy as they grow to become productive members of society.

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.

Aloha and Mabuhay,

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

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

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

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

Tuesday, January 30, 2018

In support of SB2510

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 SB2510.

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.