

To: BOE Chair Donald Horner and BOE members

From: Naemi McPherson
University of Hawai'i, Manoa
Instructor of Japanese

Contact: naemi@hawaii.edu

Date: Sunday, March 1, 2015

Re: Support for S.B. No. 900, State Seal of Biliteracy
General Meeting to be held 1:30pm, Tuesday, March 3, 2015

I, Naemi McPherson, am writing to express my full support for the **Hawai'i State Seal of Biliteracy**. As we move into the future, such a distinction will promote the development of literacy in two or more languages and recognize the rich and diverse language assets of Hawai'i's students. It will better position the students and the state for the economic and cross-cultural needs of our globalizing world.

As an educator, I believe that learning a foreign language can broaden one's perspective and allow him/her to become a better communicator who can contribute to a global community in today's multicultural/multilingual society. Furthermore, learning about a language/culture of another country not only contributes to making the learner knowledgeable concerning the target country where the language is spoken, but also learning about the learner himself/herself. In other words, a young learner of a foreign language will have an opportunity to think about his/her identity during the important period of establishing his/her identity. As a parent of two heritage language learners, I believe that it is essential for those children to be able to learn and maintain the parent's (or parents') language(s) in a supportive educational environment as well as at home in order to develop and establish stronger self-esteem and identity, too.

For the above reasons, I think S.B.900 State Seal of Biliteracy can be a first step to promote such a supportive education program which could improve our children's economic and personal wellness that will bring a better future for the state of Hawai'i ultimately.

I hope you will support this important initiative for the state of Hawai'i.

Testimony presented before

The Board of Education

by

Kimi Kondo-Brown

Professor, Department of East Asian Languages & Literatures

College of Languages, Linguistics, and Literature

University of Hawai'i at Mānoa

Wednesday, February 26, 2015

Agenda Item: Discussion of the State Seal of Biliteracy and Senate Bill 900

The date and time of the meeting: Tuesday March 3, 2015 at 1:30PM

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I am a professor and administrator in the College of Languages, Linguistics, and Literature at the University of Hawai'i at Mānoa. As a U.S. citizen who immigrated to Hawai'i as well as an educator and scholar in the field of language education, I would like to express my full support for the Hawai'i State Seal of Biliteracy.

The United States needs bilingual and biliterate citizens who are equipped with expert knowledge about other cultures and societies. These skills are not only necessary for conducting U.S. overseas diplomacy, but also are critical skills in the current global economy. In this era of globalization and increasing interdependence in the international community, the Seal of Biliteracy makes a great deal of sense, especially in states like Hawai'i where one out of four residents speak a language other than English at home. The Seal of Biliteracy will not only capitalize on and validate the rich linguistic and cultural resources that school-age children from multilingual families bring to classrooms, but also motivate students from English-speaking families to pursue an invaluable skill to prepare themselves for their future academic and professional careers.

For the past 20+ years, I have taught and advised hundreds of UHM students who are working towards advancing their bilingual/biliterate skills in order to achieve their goals and dreams in personal, local, and global contexts. These students also perceive the opportunity structures of the society positively, and want to get ahead in the world and become responsible citizens. They value education, communities, and societies that affirm and promote linguistic and cultural diversity.

The impact of this bill on future generations will be enormous.

Thank you very much for this opportunity to testify.



UNIVERSITY of HAWAII®
KAPĪ'OLANI
COMMUNITY COLLEGE

Division of Arts and Sciences
Department of Languages, Linguistics & Literature

Date **March 2, 2015**

To: **BOE Chairperson Donald Horner, Vice Chairperson Brian De Lima, and
BOE members Keith Amemiya, Nancy Budd, Cheryl Ka'uhane Lupenui,
Grant Chun, Jim Williams, Patricia Halagao, Danson Honda, Amy Asselbaye**

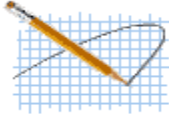
From: **Lisa Y. Kobuke, Japanese Language Program Coordinator
Kapi'olani Community College
lykobuke@hawaii.edu (808) 734-9710**

RE: **Discussion/Presentation on the State Seal of Biliteracy and Senate Bill 900,
Relating to Education, proposing to establish a State Seal of Biliteracy
recognizing proficiency in English and an additional language ("SB 900")
and Discussion/Board Action on State Seal of Biliteracy and Board position
on SB 900
General Business Meeting on Tuesday, March 3, 2015 1:30pm**

Support for S.B. No. 900, Relating to State Seal of Biliteracy

I, **Lisa Y. Kobuke**, Japanese Language Program Coordinator at Kapi'olani Community College, am writing to express my enthusiastic and strong support for the **Hawai'i State Seal of Biliteracy**. The future growth and economy of Hawai'i will depend on a linguistically and cross-culturally competent workforce that is able to respond to the needs locally of the State, of our nation, and of the world. The Hawai'i Seal of Biliteracy will show our students and children that the development of literacy in two or more languages provides them with the competitive edge in the global market and economy. Many students in Hawai'i gain bilingual skills growing up in bilingual or multilingual homes. This rich and diverse asset which is so profound and so easily found throughout our communities in the State should be recognized, celebrated, and advocated by the State of Hawai'i. I was raised bilingually in English and Japanese and am a proud product of Hawai'i's public school system. I personally understand the value and advantages of being culturally and linguistically bilingual. I continue to share my passion for the Japanese language, literature, and culture strongly believing in the beneficial empowering capacity of learning a second language and it's culture and hope Hawai's Board of Education recognizes and supports the bilingual workforce readily available to our employers and economy.

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"Santa Maria, Mary F."
<Mary.SantaMaria@doh.hawaii.gov>

03/02/2015 09:27 AM

To <boe_hawaii@notes.k12.hi.us>
cc
Subject support SB900

Please accept this letter of Support for SB 900 which would create a Seal of Bilingualism for DOE students. This will increase the value of diversity in Hawaii's workforce and ease the burden of all agencies to comply with Federal and State language access laws by increasing our bi-lingual workforce.

Mahalo

Mary Santa Maria,
Public Health Educator
Maui

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TESTIMONY IN SUPPORT OF S.B. 900 TO THE HAWAII BOARD OF EDUCATION

Tai-An Miao
1508 Iao Lane
Honolulu, Hawai'i 96817

Hawai'i BOE General Business Meeting
Tuesday, March 3, 2015 at 1:30pm
Queen Lili'uokalani Building
1390 Miller Street, Room 404
Honolulu, Hawai'i 96813

RE: Agenda item S.B. 900, State Seal of Biliteracy

Aloha Board of Education,

I am submitting testimony in support of S.B. 900 for a state seal of biliteracy. I speak from multiple perspectives: as an American citizen who is two generations removed from China, as a mother who is currently trying to raise a multilingual child, as a researcher at the University of Hawai'i at Mānoa interested in the effect of ethnic identity on positive youth development, and an instructor who has taught adult learners for more than ten years at Kapi'olani Community College. From the nexus of all of these perspectives, I whole-heartedly agree with the concepts that Dr. Dina Yoshimi captured so well in her presentation that "...speaking one or more additional languages is key to becoming a global citizen [and] ...language is central to an individual's identity." Proficiency in multiple languages is an asset to our society in many ways and I support S.B. 900 as a formal recognition and affirmation of the value that our bilingual (multilingual) community members bring to Hawai'i.

Every parent I know who is raising or has raised a bilingual child mourns the de-valuing of mother tongue that takes place when our children enter the formal public education system. Not only do we hope to perpetuate critical cultural values and practices that have been passed down for generations in our families through our native language, but we desire to cultivate in our children a positive cultural identity that will be a protective factor helping them succeed and find meaning and purpose in their lives as they grow. Research on positive youth development has shown promising results linking positive ethnic identity with reduced risk for violence, substance abuse, and other anti-social behaviors.^{1,2}

From a professional standpoint, I have witnessed many cases where my students' fluency in multiple languages has open doors to employment opportunities, to social and professional networks, and most importantly, to deeper understandings of different worldviews and cultures. My own husband (although not a student of mine!) has benefited greatly from his fluency in his native Vietnamese – although he faced considerable barriers to his ethnic identity formation growing up in Texas.

In honor of the proud multiethnic and multicultural heritage of Hawai'i, please accept my full support for S.B. 900 for a state seal of biliteracy. I believe S.B. 900 will provide greater support for the healthy ethnic identity development, professional success, and global consciousness of the multicultural leaders of Hawai'i's future. Mahalo for your consideration of this timely and significant policy decision.

Aloha,
Tai-An Miao

¹ Brook, J. S., Balka, E. B., Brook, D. W., Win, P. T., & Gursen, M. D. (1998). Drug use among African Americans: Ethnic identity as a protective factor. *Psychological reports*, 83(3f), 1427-1446.

² Lee, R. M. (2005). Resilience against discrimination: ethnic identity and other-group orientation as protective factors for Korean Americans. *Journal of Counseling Psychology*, 52(1), 36.

Shawn Ford

Parent

March 3, 2015, 1:30 p.m.

Agenda item VI.A, Discussion of the State Seal of Biliteracy and Senate Bill 900

Re: Support for S.B. No. 900, Relating to State Seal of Biliteracy

Dear Board Of Education Chair Donald Horner, and BOE members,

I am writing the BOE today to express my support for the proposed Hawai'i State Senate Bill 900 that will establish the Hawai'i State Seal of Biliteracy, which will be affixed to certificates of recognition awarded to graduating students who demonstrate proficiency in English and at least one other language. Such a distinction will promote the development and maintenance of literacy in two or more languages and recognize the rich and diverse language assets of Hawaii's DOE students. It will better position our children and the state for the economic and cross-cultural needs of our globalized world.

I respectfully request the BOE to also support Hawai'i State Senate Bill 900 and advocate for its advancement and passage during the current legislative session.

Whereas S.B. 900 places a primary focus on the study of world languages in elementary and secondary schools as the means to achieve biliteracy, many culturally-mixed English-speaking students enter Hawaii's DOE schools already bilingual in both parents' languages and would also benefit from this Bill. This is the case with my two teenage children, who have been bilingual in English and their mother's tongue since birth. My wife and I have devoted our family's time and financial resources since our children's births to develop and maintain their bilingualism without any support from the state education system. In fact, I would go as far as to say that certain education policies have actually hindered our ability to help our children become bilingual. I can only imagine how much more balanced bilingually our children would be if they had received adequate support from their schools.

S.B. 900 will recognize the importance of the world language resources that bilingual heritage-language students bring with them to Hawaii's DOE schools, thereby adding academic legitimacy to their heritage languages from the beginning of their schooling. In addition, S.B. 900 will recognize and promote the continual development of bilingual students' heritage-language skills from the beginning of their schooling as a means of achieving biliteracy. Furthermore, S.B. 900 will provide a pathway for bilingual heritage-language students to demonstrate bilingual proficiency in speaking, listening, reading, and writing, in their heritage languages as well as in English, which will give them access to receiving the Seal of Biliteracy upon graduation.

I believe that S.B. 900 is an important step in a more positive direction to recognize the unique and valuable resources that our heritage language children provide the state. It will complement actions that the BOE is currently taking to craft a statewide language policy for the DOE, which will help provide a more equitable education to our state's linguistically-diverse students and will further promote the rich diversity of our state. I look forward to a day when Hawaii's bilingual children can be proud to call themselves bilingual publically with full support from the education system.

Sincerely,

Shawn Ford, proud parent of Hannah and Shinnosuke Ford



Alice Li <alicali@hawaii.edu>

03/02/2015 11:07 AM

To boe_hawaii@notes.k12.hi.us

cc

Subject Agenda item VI.A, Discussion of the
State Seal of Biliteracy and Senate Bill
900

Dear BOE Chair, Mr. Donald Horner, and BOE Members:

RE: Testimony for BOE General Meeting on the Seal; Tuesday, March 3, 1:30 pm

I am writing to provide my support for Bill 900 as a professional, a parent with a child trying to learn Chinese, his Mother's first language, and a community member.

As the Director of Custom Executive Programs at the University of Hawaii Shidler College of Business, I work with many local and international organizations to develop executive training programs. My proficiency in Chinese, both Mandarin and Cantonese, and the ability to understand the culture, have contributed to the success in networking with and developing programs for prospective clients from China, Taiwan, and Hong Kong. This has helped enhance the reputation of the Shidler College of Business as we are known for our diverse faculty, student population, and leadership among U.S. business schools in our focus on the Asia-Pacific region.

With Hawaii's strategic location as the gateway between the East and the West, to develop a multilingual and multicultural workforce is critical to our State. This appreciation of diverse languages and cultures can only be fostered at a young age at home and through the education system.

My son has been fortunate to be a student of the Kaiser Complex. He started at Aina Haina and graduated from Niu Valley in 2014. Currently, he is a freshman at Kaiser High School. Throughout his elementary and middle school years, a second language (Japanese in Aina Haina and Chinese in Niu Valley) was an integral part of the curriculum. His pursuit of Chinese continues into his first year in high school and no doubt will be part of his learning journey beyond. I am extremely grateful that due to the school leadership, my son is able to study Chinese which he enjoys and appreciates. Not only does it allow him to have a glimpse of his mother's culture, learning a second language, I believe, broadens his perspective and helps with his other subjects.

As a community member, I volunteer at events at Kaiser High School. Two weeks ago, I was one of a group of judges for the School's senior projects. I was so impressed by the calibre of the students at Kaiser. What stood out for me among the presentations was a very accomplished Chinese young lady who recited a poem in both Chinese and English that she wrote herself. The theme was about growing up in an English speaking environment and her attempt to make sense of this bicultural and bilingual conflict that she has experienced throughout her life in Hawaii. Given her determination and her determination to succeed, she realizes that being fluent in two languages and two cultures is "a gift" that she would make full use of. Like her peers, she is awaiting the result of her college application. I believe a full ride from the University of Carolina at Chapel Hill is in the works. She aspires to be an international lawyer and how fitting it will be for her.

Unfortunately, she is only a few teenager who realizes the value of multilingual and multicultural proficiencies. As a parent, a concerned community member, and an educational professional, I cannot emphasize enough how critical it is for our younger generation to study

other languages and to learn about other cultures to thrive in a global economy, broaden their horizon, and to appreciate diverse perspectives.

I do hope that the BOE will provide support of this Bill. If you have further questions, please feel free to contact me.

Sincerely,

Alice Li Hagan

Director, Custom Executive Programs

Executive Education Center

Shidler College of Business

University of Hawaii at Manoa

2404 Maile Way, A303

Honolulu, HI 96822

Office: 808.956.8870

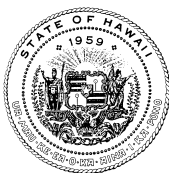
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**STATE OF HAWAII
DEPARTMENT OF HEALTH
OFFICE OF LANGUAGE ACCESS**

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To: Donald Horner, Chairperson/Board of Education (BOE)
Brian De Lima, Vice Chair/BOE
BOE Members

From: Helena Manzano
Executive Director, Office of Language Access

Date: March 2, 2015

Re: BOE General Business Meeting, March 3, 2015, 1:30 p.m.
Agenda item VI.A, Discussion of the State Seal of Biliteracy and Senate Bill 900

The Office of Language Access (“OLA”) appreciates the opportunity to provide testimony relating to the proposed creation of a State Seal of Biliteracy and Senate Bill (S.B.) 900.

My name is Helena Manzano, Executive Director of Office of Language Access (OLA) at the Department of Health. OLA **strongly** supports the intent of S.B. 900 which would establish a state seal of biliteracy recognizing high school graduates with proficiency in both English and at least one other language.

The purpose of OLA is to address the language access needs of limited English proficient persons (LEP) and ensure their meaningful access to services, programs, and activities offered by the executive, legislative, and judicial branches of state government, including departments, offices, commissions, boards, or other state-funded agencies. OLA provides oversight, central coordination, and technical assistance to state agencies in their implementation of language access obligations – a civil right under both state and federal law.

The creation of a state seal of biliteracy would greatly contribute to the attainment of OLA’s goals. Of particular note in the text of this bill is the recognition that: (1)

“[m]ultilingualism is . . . important in addressing the needs of Hawaii’s diverse citizenry and visitor population”; (2) “[a] multilingual workforce at the government level ensures fair and equal access to state and state services for all, as mandated by federal and state law”; (3) “[a] workforce proficient in multiple languages is critical to Hawaii’s effective global participation politically, socially, and economically”; (4) “[t]he demand for employees to be fluent in more than one language is increasing in Hawaii and throughout the world”; and (5) “[t]he state seal of biliteracy [would] . . . [s]trengthen intergroup relationships, affirm the value of diversity, and honor the multiple cultures and languages of a community.” These aims comport with OLA’s mission.

Moreover, Hawaii’s language access law, in HRS chapter 321C-3 provides that “[t]o the extent that the State requires additional personnel to provide language services based on the determination set forth [by a totality of circumstances taking account of a four-factor analysis established by law], the State shall hire qualified personnel who are bilingual to fill existing, budgeted vacant public contact positions.” (Underlining added.) Thus, the creation of a seal of biliteracy would support a rise in multilingual candidates for state positions, allowing our agencies to better serve the LEP population and comply with our federal and state civil rights obligations.

OLA appreciates the Board of Education for its commitment to language access and for the opportunity to provide this testimony.



UNIVERSITY
of HAWAII
MĀNOA

School of Pacific and Asian Studies
Center for Chinese Studies

TESTIMONY for GBM, Tuesday March 3, 1:30 pm

In support of SB900: Establishing a Seal of Biliteracy in Hawai'i

Testifier: Cynthia Ning, Associate Director of the Center for Chinese Studies and
Director of the Confucius Institute, University of Hawai'i

Cynthia Ning

The Hawaii Department of Education's ability to train a truly multi-lingual, multi-cultural workforce is without doubt key to the economic health and social welfare of this state, as well as to the standing of the state within the nation.

Multi-lingualism and multi-culturalism are not easily achieved, given the complexity of human language and culture. They require the commitment of the whole person and the whole brain, over the course of a significant portion of life.

A Seal of Biliteracy would certify foreign language and cultural ability, against a nationally recognized rubric that is straightforward to assess. It acknowledges the significance of such ability for the future of Hawaii.

Establishing the Seal of Biliteracy is an important step forward for the Hawaii Department of Education.

Testimony presented before

BOE Chair Donald Horner and BOE Members

Agenda item: Discussion/Presentation on the State Seal of Biliteracy and Senate Bill 900, Relating to Education, proposing to establish a State Seal of Biliteracy recognizing proficiency in English and an additional language ("SB 900") and Discussion/Board Action on State Seal of Biliteracy and Board position on SB 900

Madeline K. Spring

Professor of Chinese, Department of East Asian Languages & Literatures

College of Languages, Linguistics, and Literature

University of Hawai'i at Mānoa

Friday February 27, 2015

Support for S.B. No. 900, Relating to State Seal of Biliteracy

United States

As a new professor in the Department of East Asian Language and Literatures in the College of Languages, Linguistics at the University of Hawai'i at Mānoa, I am here showing my full support for the Hawai'i State Seal of Biliteracy. Being a U. S. citizen who is deeply involved in the field of language teaching and learning, I know how important it is for people of all ages to know multiple languages and to understand cultural practices that are different from their own. I have spent most of my life teaching and doing research on Chinese language and literature as well as teaching others about best practices in second language acquisition.

We in Hawaii are very fortunate to live in such an ethnically diverse state. There is tremendous need for biliteracy to be supported and appreciated publically.

Young students need to know that language skills are greatly important for them to be competitive in the 21st century. I firmly believe that the Seal of Biliteracy is an excellent approach to showing young people that these skills do indeed matter, especially in terms of preparing them for K-12 (and beyond) coursework. These

students will be key contributors to Hawaii's economy; having advanced language skills will provide them a huge advantage throughout their personal and professional lives.

The Seal of Biliteracy helps show the value of understanding diverse cultures through learning and using different languages in academic and professional environments. It will have a significant impact on citizens of all ages in the state of Hawaii and will send a positive message to other states about how much Hawaii values its rich multilingual population.

I greatly appreciate having this chance to testify.

Subject: testimony for state seal of biliteracy

From: Satoru Shinagawa , president of Hawaii Association of Language Teacher

Meeting scheduled for Monday, March 2, 1:30 PM

Agenda item reference: Agenda item VI.A, Discussion of the State Seal of Biliteracy and Senate Bill 900)

Hawaii Association of Language Teachers

P.O. Box 61903

Honolulu, HI 96839-1903

HALT808@gmail.com

March 1, 2015

Support for S.B. No.900, Relating to Education

The Hawaii Association of Language Teachers is in full support of S.B.900, the implementation of the State Seal of Biliteracy program, which provides a certificate for high school graduates who attain a functional level of proficiency in at least one foreign language and English. This bill promises to strongly impact the promotion and maintenance of bilingualism and biliteracy by recognizing students for their proficiency in two or more languages. The Association is willing to volunteer to participate in a task force or committee to help support the success of this program. Educators in this organization represent all World Languages, P-20 and private and public institutions.

The need to develop language competency is most recently reflected in a request signed by Hawaii's Senator Brian Schatz to the American Academy of Arts and Sciences to undertake a study to examine the relationship between language learning and the nation's strength, competitiveness and well-being, which will help States to advance language learning.

It is becoming accepted that our students need to be multilingual to be able to compete in this global environment and implementation of this seal will help employers, colleges and universities distinguish applicants that possess valuable language skills. A State Seal of Biliteracy will help to strengthen foreign languages in the State of Hawaii and recognize the rich and diverse language assets of our students. We urge the committee to pass S.B. 900. Thank you for this opportunity to testify.

**In support of a State Seal of Biliteracy and Senate Bill SB 900 (Agenda Item VI A)
Board of Education General Meeting, March 3, 2015, 1:30pm**

Dear Board Chair Donald Horner,
Vice Chair Brian De Lima, and Members of the Board of Education,

I am a doctoral student in the Department of Second Language Studies at UH Mānoa and have been a member of language policy and planning initiatives in Hawai'i. In the past few years, I have worked with federal and local initiatives for multilingual education and workforce development. I testify in support of a State Seal of Biliteracy.

A well-rounded global education prepares students to actively participate in today's multilingual world. The Seal of Biliteracy encourages students to develop proficiency in more than one language, a skill-set that has become increasingly important also for our diverse island community. As Hawai'i discusses a potential implementation of the Seal of Biliteracy, it is worthwhile to consider what impact the certificate has had elsewhere, especially in California, where it was first introduced.

In 2014, California awarded the Seal of Biliteracy to nearly 25,000 high school graduates. Since the Seal was established in 2012, over 53,000 students have earned the special recognition in California alone.ⁱ High school graduates from eight other states can already show off their Seal to employers and college admissions committees. The BOE needs to ensure that Hawai'i's students will not be deprived from such educational and life opportunities.

A 2014 research study revealed impressive positive outcomes at the student and high school level in California. Overall, the Seal has motivated students to excel academically. The study, located in the Los Angeles Unified School District, found that more students enrolled in AP classes (in this case in Spanish) and took SAT and AP exams after the Seal was introduced. Furthermore, the Seal had a positive impact on the school climate. Parents became more engaged in their children's schooling as home cultures and languages in addition to English were visibly valued and rewarded in the education system.ⁱⁱ

In Hawai'i, where world languages have been eliminated from the honors track to graduation and only 56 percent of English Language Learners graduate from our high schoolsⁱⁱⁱ, the Seal can spark new incentives for a positive learning environment and parental support, both of which are key ingredients for children's educational success.

A Hawai'i State Seal of Biliteracy, if made known beyond the boundaries of the DOE school system, can be a highly valuable and recognizable asset on the job market. A recent survey of employers in California revealed a preference for bilingual candidates in all ten industry sectors investigated, especially when the Seal of Biliteracy was mentioned.^{iv} These findings show that the demand for a multilingual citizenry, that is proficient in more than one language, has already become part of the fabric of our society and the economy.

The BOE should support the Seal of Biliteracy as a pathway for students to connect with our multilingual island community and with the rest of the world. Now is the time. Please do not miss this opportunity.

Angela Haeusler
PhD Student & Instructor B.A. Program^v
Department of Second of Second Language Studies
University of Hawai'i at Mānoa
Email: angelahh@hawaii.edu

ⁱ California Department of Education (retrieved from www.cde.ca.gov).

ⁱⁱ Castro Santana, A.C. (2014). *Herencia y legado: Validating the linguistic strengths of English language learners via the LAUSD Seal of Biliteracy Awards Program*. Dissertation.

ⁱⁱⁱ Civil Beat Honolulu (April 29, 2014). Report: Hawaii high school graduation rates among most equitable in US.

^{iv} Porras, D.A., Ee, J., & Gàndara, P. (2014). Employer preferences: Do bilingual applicants and employees experience an advantage? Multilingual Matters.

March 2, 2015

State of Hawaii

Board of Education

Chairperson: Mr. Don Horner

Vice-Chairperson: Mr. Brian De Lima

BOE members: Mr. Keith Amemiya, Ms. Cheryl Ka'uhane Lupenue, Ms. Patricia Halagao, Mr. Grant Chun, Mr. Danson Honda, Ms. Nancy Budd, Mr. Jim Williams, and Ms. Amy Asselbaye

RE: March 3, 2015, 1:30 pm General Meeting, Agenda item VI.A, Discussion on the State Seal of Biliteracy and Senate Bill 900

I have recently completed my studies in the Master's program in Second Language Studies at the University of Hawai'i at Mānoa and will begin the Doctoral program in the same department in the Fall. I would like to draw on my current experience as an ESL teacher at McKinley Community School for Adults as well as one of my research interests in English for Medical Purposes in order to highlight the importance of the state seal of biliteracy as a step towards leveraging our multilingual communities in Hawai'i.

First of all, language is a resource for my adult English language learners. My students work in hotels, restaurants, hair salons and they own businesses, and have children and grandchildren in Hawai'i's public schools. They are eager to participate in their children's education, get a better job, buy a house, and realize their dreams. However, my students experience negative comments, remarks, and raised voices in the parking lot, at Wal-Mart, in the workplace, and in other places of daily life because they have an accent. I advocate that their first languages should be respected as their English language develops. The complex ways that they use the languages they are already proficient in is a resource for learning an additional language. The biliteracy state seal could become a signal that Hawai'i values all languages and cultures.

In other fields, such as medicine, valuing a person's language and culture affects outcomes. More importantly, as health professionals consider their patients' language and culture in treatment, the whole person is considered. In the 4rth Cross-Cultural Health Care Conference at Ala Moana Hotel in January 2015, Dr. Joseph Betancourt, director for multicultural education at Massachusetts General Hospital stressed the importance of being prepared to care for patients from diverse cultures and languages to have patient centered care. Similarly, if we want to keep education focused on the student at the center, we need to honor and understand our students' home language use and leverage the complex ways our students already use language in order to learn an additional language, such as English. Just as the medical profession aims to achieve better health outcomes by focusing on values in hospital culture and training, as educators we can also take steps towards better learning outcomes by valuing the languages that our students already have.

Hawaii has a chance to recognize that all languages can be resources and not obstacles to overcome. I advocate that the biliteracy seal is a step towards valuing other languages and cultures. Please see this not as an endpoint, but as a beginning towards developing multilingualism in our schools and through our state to better engage global challenges.

Thank you for the opportunity to testify in support of the state seal of biliteracy.

Sincerely,

Kendi Ho

Board of Education General Business Meeting

Tuesday, March 3, 2015

1:30 pm

Queen Liliuokalani Building, Room 404

Moanalua High School

World Language Learning Center at Moanalua High School

Cindy Wong

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25, February, 2015

Support for S.B. No. 900, State Seal of Biliteracy

I am writing to express my full support for the **Hawai'i State Seal of Biliteracy**. As we move into the future, such a distinction will promote the development of literacy in two or more languages and recognize the rich and diverse language assets of Hawai'i's students. Support of the Board of Education is critical as we try to better position the students and the state for the economic and cross-cultural needs of our ever evolving society.

As a World Language teacher of Japanese for the last 25 years, I have had the pleasure of instructing hundreds of students. Although most of the students just took Japanese in high school to fulfill requirements for graduation or college admission, we strived to provide a path to practical application and fluency in the language. We have transitioned from a class-centric model to one of global citizenship. A commitment to starting and supporting second language acquisition at an earlier age is backed by extensive research. Along with second language learning, this Bill will also acknowledge the heritage languages that many of our students are already gaining proficiency in. By nurturing their home language, we can expect higher levels of linguistic achievement and culture understanding. These are probably the students that will reach much higher levels of proficiency that they can use in their careers. As such, we have an obligation to provide avenues for students to explore beyond their own neighborhoods and understand the nuances of culture, perspectives and communication as they build connections to all parts of the world through their language study.

The young people of today will lead lives that are interconnected, intertwined and invested in the understanding of people's beliefs. Second language acquisition and heritage language literacy is the foundation. Through understanding the nuances of communication in other languages as a reflection of perspectives, multi-lingual individuals are better equipped to forge stronger bonds, fostering understanding and creating productive work environments.

The Seal of Biliteracy will recognize students' language achievement and progress towards being global citizens. Aligning with other certificates already being offered by the Board of Education, the Seal of Biliteracy will recognize their abilities to communicate in languages other than English at a high level. Your continued support, leadership and progressive actions are the key to guiding the Department of Education to fulfill the obligation to nurture and further language proficiency.

As such, it is my hope that the Board of Education will acknowledge the high level of language proficiency many students achieve and support the creation the Seal of Biliteracy for secondary students in the form of S. B. 900 as you work on the programs to support development in language learning for all students K – 12 and beyond.

Thank you for the opportunity to share my views.

State of Hawai'i Board of Education

Samuel Aguirre

Second Language Studies Student Association (SLSSA) at UH-Mānoa, Co-President

Department of Second Language Studies at UH-Mānoa, MA Candidate

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saaguir7@hawaii.edu

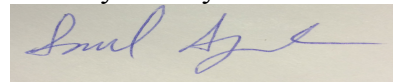
Re: General Business Meeting, March 3, 2015 at 1:30PM

Item (VI. A.) Discussion/Presentation on the State Seal of Biliteracy and Senate Bill 900, Relating to Education, proposing to establish a State Seal of Biliteracy recognizing proficiency in English and an additional language ("SB 900") and Discussion/Board Action on State Seal of Biliteracy and Board position on SB 900

My name is Samuel Aguirre. I am the Co-President of the Second Language Studies Student Association and a Masters Candidate in the Department of Second Language Studies at the University of Hawai'i at Mānoa. I have a Bachelors degree in Bilingual Bicultural Elementary Education from Northeastern Illinois University in Chicago, Illinois. I am a fully certified ESL and Bilingual (English/Spanish) teacher in the states of Hawai'i and Illinois. My comments are directed at the General Business Meeting being held on March 3, 2015 at 1:30PM. My comments are in reference to agenda item (VI.A.) Discussion/Presentation on the State Seal of Biliteracy and Senate Bill 900, Relating to Education, proposing to establish a State Seal of Biliteracy recognizing proficiency in English and an additional language ("SB 900") and Discussion/Board Action on State Seal of Biliteracy and Board position on SB 900.

As a speaker of English as my second language and a fully bilingual student of English and Spanish, I firmly believe that the State Seal of Biliteracy will provide great opportunities for our students, speakers of other languages, to be more successful in the future. Picture this, as immigrant children arrive in the United States speaking a foreign language, we put them through schools in which we tell them that their first language is not good enough and that they should only focus on learning English, the language of success. I agree that English will lead to success in the US and other countries. However, when the same students arrive in high school and later college, hopefully with a high English proficiency, we tell them that they are required to take either two years or at least two semesters of a foreign language because it will be beneficial to them in our global society. Do you see the contradiction here? First, students are asked to forget a foreign language and stick to English, only to later be told that speaking two languages is good. We need to focus on our approach to language learning in Hawai'i and the nation. Students should be taught English and at the same time be encouraged to continue to develop a foreign language from an early age, especially if they arrive in the US with some proficiency (listening, speaking, reading, and even writing) in another language. The Hawai'i State Seal of Biliteracy will provide an incentive for all students to learn more than one language. It will also remove the stigma that comes with speaking a language other than English in the elementary and high school years. Therefore, I fully support Senate Bill 900 and I feel that a Hawai'i State Seal of Biliteracy is necessary for the progress of our state.

Thank you for your time and attention.





Stephen Tschudi <sflaming@hawaii.edu>

03/01/2015 08:17 PM

To boe_hawaii@notes.k12.hi.us

cc

Subject Tschudi - Testimony - Business Mtg
3/3/2015 - SB 900

Comments are directed to BOE General Business Meeting, Tuesday, March 3, 2015, 1:30 p.m.
Agenda item: Discussion/Presentation on the State Seal of Biliteracy and Senate Bill 900,
Relating to Education, proposing to establish a State Seal of Biliteracy recognizing proficiency
in English and an additional language ("SB 900") and Discussion/Board Action on State Seal of
Biliteracy and Board position on SB 900.

Esteemed Members of the Board:

I have served as a faculty member at UH Mānoa for over twenty years. As a language teacher
and as someone who works to help learners bridge cultural and linguistic gaps and to escape the
prison of monolingualism, I strongly encourage you to support Senate Bill 900 to provide
pathways for the recognition of bilingual competency in our educational system and our
economy and polity.

The state of scholarship surrounding bilingualism and biliteracy has advanced considerably over
the past half century. It used to be thought that bilingualism was a handicap. Later it was shown
that the original research was poorly done and that bilinguals do not suffer cognitive
disadvantages. In fact, quite the opposite is true. It is now known that the positive effects of
learning more than one language in childhood extend beyond mere knowledge of the languages
in question. As Ellen Bialystok has put it, "The knowledge of two languages is greater than the
sum of its parts." In certain domains, bilingual children show cognitive advantages that are
related to their knowledge of more than one coding system for communication and cognition.

Bilingualism is also good for society. To draw a rough analogy from biology, all things being
equal, diverse ecosystems are more resilient than monocultures. A multilingual, multicultural
Hawai'i is stronger and better able to meet challenges than an English-only Hawai'i. Recognition
of biliteracy will promote good practices in educational and labor settings, including more
accurate placement in classes and job descriptions that take account of workers' use on the job of
more than one language to serve client populations.

By recognizing and certifying biliteracy, we will support the full use of talents in our society that
currently do not receive adequate recognition. Thank you for your consideration and your
support of SB 900.

Please note that this testimony will be offered in written form only; I am unable to attend the
meeting.

Mahalo and aloha,

Stephen L. Tschudi

Specialist in Technology for Language Education

College of Languages, Linguistics, and Literature

University of Hawai'i at Mānoa

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AMERICAN ASSOCIATION OF TEACHERS OF FRENCH - HAWAII CHAPTER

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Honolulu, Hawaii 96816

Tel (808) 741-3855

01 March 2015

**Board of Education General Business Meeting Wednesday, 03 March 2015 1:30 p.m.
Agenda item VI.A, Discussion of the State Seal of Biliteracy and Senate Bill 900**

Board of Education Chair Donald Horner and Board of Education Members:

I am writing to express my full support for the Hawai'i State Seal of Biliteracy. As we move into the future, such a distinction will promote the development of literacy in two or more languages and recognize the rich and diverse language assets of Hawai'i students. It will better position the students and the state for the economic and cross-cultural needs of our globalizing world.

As current President of the Hawai'i Chapter of the American Association of Teachers of French, I know that our teachers in public schools work hard to assure that their students have the language skills to progress to the highest level of instruction in their respective schools. As teachers, we realize that the study of another language is of utmost importance for college and beyond. In the age of globalization, languages are important in all sectors of business and education.

This State Seal of Biliteracy is an excellent validation for the students in Hawai'i, especially since we live in such a rich, diverse state. The Board of Education's support of Senate Bill 900 will underscore the importance of language in our unique "crossroads" position in the Pacific.

Sincerely,



Catherine M. Pettit
President
AATF-Hawaii Chapter
cpettit@iolani.org

JAN L. FRIED • American Sign Language/English Interpreter

• RID Certified-IC, CI, CT • Educator • Consultant •

02 March 15

To: Donald Horner, BOE Chair and BOE members

Fr.: Jan Fried

Re: 03 March 15 General Meeting: [Discussion/Presentation on the State Seal of Biliteracy and Senate Bill 900, Relating to Education, proposing to establish a State Seal of Biliteracy recognizing proficiency in English and an additional language \("SB 900"\) and Discussion/Board Action on State Seal of Biliteracy and Board position on SB 900](#)

Aloha. I am writing to express my full support for the **Hawai'i State Seal of Biliteracy** for several reasons.

Hawai'i is a global hub: the need for added insight & skills

Any action that encourages and rewards students for learning and actively using two or more languages is a positive one. As we move into a globalized economic future, those who are bi-or multi-lingual will be in high demand. Research supports the notion that the earlier people start learning languages their chances significantly increase at becoming fully fluent. Let's reward students for learning another language while they are young. Also, those who study several languages have insight into other cultures and perspectives—something that is absolutely necessary as we increasingly work across borders and linguistic communities.

Linguistically more prepared: careers abound

As someone who is president of the Hawai'i Registry of Interpreters for the Deaf, a professional American Sign Language/English interpreter, and prepares college students to become interpreters, I am well aware of how important it is to be truly bilingual. Learning how to interpret while still struggling to master one of the languages involved is nothing short of frustrating. If my students came to college with the necessary proficiency in both of the languages in which they will work, the education and preparation process to become an interpreter would be much smoother for them. The earlier students start the language-learning process the better and the more support they receive, the likelihood that they'll remain engaged. Interpreting is but one career choice that is available to those who enter college with more than one language. Students with a Biliteracy Seal will definitely have a leg-up.

Inclusion and validation

Our K-12 classrooms are filled with students who learn English at school while they use a sign language or a different spoken language at home with their families. Receiving a Biliteracy Seal can validate their experiences as immigrants or heritage language users who have English as their second language. This seal must be for all students learning more than one language.

Suggested change

To be fully inclusive, the language in the bill regarding the criteria for how students' literacy achievement is measured (Section 2D) must be changed. As it stands, the criteria exclude American Sign Language. ASL does not have a widely accepted written form, but it does have a Language Proficiency Interview process similar to spoken languages. Using broader national standards for measuring fluency and proficiency is a superior option.

I strongly encourage the BOE to support our students in developing literacy in two or more languages and recognize the rich and diverse language assets of Hawai'i's students. It will better position them and the State for the future. *Mahalo.*



Administrative Testimony
Testimony of Kamanaʻopono Crabbe, Ph.D
Ka Pouhana, Chief Executive Officer
Hawaiʻi State Board of Education

AGENDA ITEM IV A (3): Current request to renew and revise the Department of Education's Elementary and Secondary Education Act Flexibility Waiver from No Child Left Behind

Malaki 3, 2015

1:30 p.m.

Room 404

The administration of the Office of Hawaiian Affairs (OHA) appreciates the opportunity to submit the following comments relative to Agenda Item IV A (3).

On September 23, 2011, President Obama formally invited states to submit a Flexibility Waiver application from the No Child Left Behind Act. Hawaiʻi, through the State Department of Education (HIDOE), submitted a Flexibility Waiver application to the United States Department of Education (USDOE), which was approved on May 2013, and which the USDOE renewed through school year 2014-2015. Under the Flexibility Waiver granted, the HIDOE implemented the Strive HI system that applies to HIDOE schools and public charter schools. We understand that the HIDOE is planning to submit a Flexibility Waiver renewal application to the USDOE on March 31, 2015.

As part of the renewal effort, the HIDOE is reaching out to and seeking input from HIDOE schools, however, it is unclear whether Hawaiʻi public charter schools are included in these discussions. OHA therefore respectfully requests that discussions include Hawaiʻi public charter schools.

Moreover, Ka Papahana Kaiapuni (Hawaiian language immersion) schools, which include HIDOE and public charter schools, are subject to the Strive HI system. Some of these schools have a high opt out rate exercised by parents, due to their belief that the administered tests are inappropriate and do not accurately reflect academic achievement. Native American communities around the country, and indigenous communities throughout the world look to the groundbreaking Ka Papahana Kaiapuni and its progenitor, the internationally accredited ʻAha Pūnana Leo program, as language revitalization and culture models. Accordingly, OHA respectfully requests that the BOE and HIDOE consider adding general language to Hawaiʻi's Flexibility Waiver renewal application to address the issues relative to the assessments administered to Ka Papahana Kaiapuni students.

Mahalo nui for the opportunity to provide comments on this agenda item.

Travis Lockwood,
Teacher and Graduate Student

1545 Bertram Street
Honolulu, HI 96816

traviswl@hawaii.edu

3 March 2015

Agenda item VI.A, Discussion of the State Seal of Biliteracy and Senate Bill 900

RE: Support for S.B. No. 900, Relating to State Seal of Biliteracy

Dear Board Of Education Chair Donald Horner, and BOE members,

My name is Travis Lockwood, an MA student in the Department of Second Language Studies at UH Mānoa, housed in the College of Languages, Linguistics, & Literature (LLL). I have worked for the past two years as a teacher of second language writing at UH Mānoa, Kapolei Juvenile Detention Home, and a drug rehabilitation facility on the windward side. I am writing to express my full support for the Hawai'i State Seal of Biliteracy. As we move into the future, such a distinction will promote the development of literacy in two or more languages and recognize the rich and diverse language assets of Hawai'i's students. It will better position the students and the state for the economic and cross-cultural needs of our globalizing world.

In my time as a teacher of incarcerated youth and formerly incarcerated adults here on Oahu I have had the chance to discuss with my students what their experience has been like in mainstream classrooms. Many of my English as a second language students share stories of feeling belittled and looked down upon for their status as emergent bilinguals. The perceived negativity of their heritage and identity is one of the many factors that influenced them to act out in the classroom. It is my firm belief that affirming the value of heritage languages and supporting the students who speak them in the classroom has the power to change the life trajectory of some of our states most troubled youth (Davis, 2009). A State Seal of Biliteracy is a step toward creating a future for the youth of our island where their identities and heritages are valued in the classroom rather than framed as a deficiency they must overcome.

References

Davis, K. (2009). Agentive Youth Research: Towards Individual, Collective, and Policy Transformations. In T. G. Wiley, J. S. Lee and R. Rumberger (Eds.) *The Education of Language Minority Immigrants in the USA*. London: Multilingual Matters.