



Multilingualism for Equitable Education

Proposed BOE Policy 105.14

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Academic Achievement

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	All Students* Proficiency	ELL* Proficiency	Charter School** Proficiency
Reading	69%	43%	20%
Math	59%	41%	18%
Science	40%	20%	3%

* Strive HI: Student Group Performance Report (2014)

** State Public Charter School Commission Annual Report (2013-2014, p.56)

General Statement of Policy

The Board of Education reaffirms its commitment to Title VI of the Civil Rights Act of 1964 to provide meaningful, equitable and high-quality education for all learners. The Board of Education recognizes the strength in the diverse multicultural and multilingual* students we serve in Hawai'i. The Board shall recognize students who are English language learners as a type of multilingual learner who may have first languages other than or in addition to English, and who should be used as resources for educational success.

*Civil Rights Act
frames the policy*

*Strong statement
in support of asset
view of culture
and
multilingualism*

*Broad definition of
audience, an all-
encompassing view
of what being
multilingual means*

Purpose

The purpose of the policy is to provide program guidance to promote academic achievement, English language development, and personal growth for multilingual learners, which supports preparation for college, career and community contribution. The policy acknowledges the advantages of multilingualism for equitable and quality education through utilizing the home language for content learning while developing English language abilities.

Learning & performance in academic areas; also includes English development & personal growth

Ultimate goal is preparation for life, in alignment with HIDOE strategic plan

*Highlights benefits of using home language
(as evidenced by research)*

The Department of Education and Public Charter Schools shall establish a process and allocate appropriate resources to

1. develop, implement and evaluate programs that provide language opportunities evidenced in multilingual theory and research as well as foster academic choices (for example, bilingual education and dual immersion schools);
2. employ highly qualified educators, specialists and instructional support staff; prepare in-service educators through sustained and comprehensive professional development in multilingual education; and support administrators to effectively serve multilingual learners;
3. develop, implement and evaluate equitable assessment practices to assess multilingual learners' academic content in a language students understand, to the extent practicable;

*Instructional practices
based on proven
multilingual
approaches*

*Teacher quality and
staff professional
development in
multilingual education*

*Benefits of aligning
instruction and
assessment by using
home languages*

The Department of Education and Public Charter Schools shall establish a process and allocate appropriate resources to

4. ensure meaningful communication and partner with families and communities and, to the extent practicable, provide information in a language that parents understand;
5. create a Multilingual Learner Advisory Committee made up of diverse stakeholders from the community, including families and community leaders, multilingual education experts, school practitioners, multilingual/bilingual certified teachers, who will serve to advise and support the implementation of the policy; and
6. evaluate the services for multilingual learners through an annual family survey in English and the predominant home languages of Hawai'i and school reports.

School-family partnerships as an essential component of the policy

Creates a body to support multilingual education including all community voices and input

Systematic monitoring and evaluation of the multilingual education program

Rationale

In order for multilingual learners to be successful in life, their education must be meaningful and equitable. Research shows that learning academic content and English is promoted when students' identities and languages are included in their education. Building systems of support is necessary for multilingual learners to succeed academically.

*Equitable education
and services for
multilingual learners*

*Research-based vision
and goals; includes a
focus on personal
well-being and
cultural identity*

*Need to have
comprehensive and
effective systems of
support*