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Student Equity, Excellence and Diversity (SEED)



May 5, 2015

To: Board of Education Student Achievement Committee
Cheryl Lupanui, Chair
Patricia Halagao, Vice Chair
Committee Members:
Keith Amemiya, Nancy Budd, Danson Honda, Don Horner, Jim Williams

From: Charlene Cuaresma, Principal Investigator
Asian American Network for Cancer Awareness, Research and Training
University of Hawai'i Student Equity, Excellence and Diversity
2600 Campus Road QLCSS Rm. 413
Honolulu, HI 96822

Subject: Testimony in support of multilingualism in public schools

Agenda Item IV: Committee recommendation on new Board Policy 105.14 concerning
Language in Education (ELL/Bilingual)

My name is Charlene Cuaresma, former Board of Education member, and Principal Investigator for the Asian American Network for Cancer Awareness Research and Training (AANCART), at the University of Hawai'i Student Equity, Excellence and Diversity in the Office of Student Affairs. AANCART aims to increase the number of under-represented, low income, first generation college students to enter and complete graduate degrees by offering student mentoring through a community-based participatory research program. Established in 2000, AANCART is privileged to be the National Cancer Institute's designated National Center for Reducing Asian American Cancer Health Disparities. AANCART's focus is on reducing the unique, unusual, and unnecessary cancer burden affecting Asian Americans.

I want to express my gratitude to Student Achievement Committee Chair Cheryl Lupanui, Vice Chair Patricia Halagao, and SAC Members for the development and introduction of Board Policy 105.14, concerning Language in Education, and to offer my strong support. This important board policy seeks to raise academic achievement for English Language Learners through English language development, personal growth, preparation for college, career and community contribution. These are essential missing links to integrate into 21st century schools. Students and their families in particular, and American society as a whole, are

impacted by global issues right in our homes, workplaces, businesses, communities, and government agencies on a daily basis.

Given this, kindly consider the following comments on Board Policy 105.14 in establishing a process and allocating 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).

Consideration to the extent practicable:

- Review multilingual theory, research, and practice from multi-disciplinary fields (i.e. public health, civil defense, labor, immigration, law, etc.) to leverage, optimize, and align capacity building efforts to not only use home language for content learning, but also use everyday challenges faced by students and their families to strategically determine content learning (i.e. houselessness, hunger, health disparities, etc.).
- Partner with Dept. of Health, for example, to incorporate the creation of multilingual health education materials and social media for outreach in curriculum development to address health disparities. This supports student achievement, college and career readiness, while at the same time advances DOH strategic plan outcomes .

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;

Consideration to the extent practicable: Build in mentoring, evaluation, training, and succession plan opportunities for college students and new teachers in order to promote education careers, and teacher recruitment and retention.

3. Develop, implement and evaluate equitable assessment practices to assess multilingual learners' academic content in a language students understand, to the extent practicable;

Consideration to the extent practicable:

- Collaborate with University of Hawai'i language departments for student projects to provide translations and community reviews of materials.
- Raise awareness of education careers, develop mentoring relationships, and provide letters of recommendations for students.

4. Ensure meaningful communication and partner with families and communities and, to the extent practicable, provide information in a language that parents understand;

Consideration:

- Partner with University of Hawai'i for student mentoring to conduct research and development project opportunities that will generate evidence-based results to inform policymakers and educators of best practices for multi-lingual parent engagement and communication.
 - Build the capacity of students for research and development skills such as survey design, facilitate focus groups, data collection, analysis, and recommendations in order to generate evidence-based pilot programs to increase meaningful parent involvement.
 - Determine where family members work, where they receive health care services, what banks and gas stations they utilize, organization affiliations, etc. in order to map the industries, employers, health/social agencies, businesses, that impact their lives.
 - Present student findings in science fairs where family members and their employers attend. Invite potential public and private sector corporate and community partners to be judges.
 - Identify and track issues and organizations that impact student achievement such as labor equity, immigration, transportation, food, housing, underemployment, unemployment, public health, civil defense, and others.
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;

Consideration:

- How will Multi-Lingual Learner Advisory Committees be established?
Centralized/De-centralized at respective schools?
- Develop strategic partnerships with education stakeholders who impact students and their families, and are members of the groups DOE intends to reach. Committee composition might include representatives from hotel employers, unions, health and human service agencies, business organizations, civic/faith-based groups, immigration lawyers from the Filipino community, and more in order to strategize, incentivize and reduce barriers for greater parent involvement and effective parent-school communication.
- Determine the hometowns in the countries of origin of ELL students and their families, as well as U.S.-born students in order to strategically identify potential partners, allies and resources for implementation.
- Determine students' local and national lawmakers, past and present, in districts where they live, where their parents work, where they conduct their financial transactions, where they socialize, and more, in order to develop training for information sharing and advocacy, support, and collaborations.
- Identify existing organizations to collaborate in inter-generation advocacy training for students, family members, caregivers, and supporters.

- Whenever possible, mentor students to join LAC members to conduct data gathering, set up social media for communication, organize meetings, follow up with tasks, and more.
6. In paragraph 2, first sentence, kindly consider replacing the term “community contribution” to “civic engagement”. This aligns with Common Core standards, and connotes critical thinking for action that promotes civic duty and good citizenship.

Furthermore, multi-lingualism and multi-culturalism cannot be integrated into curriculum without knowledge of how immigration policy trends, past and present, affect the daily lives and concerns of public school students. According to estimates of the Migration Policy Institute, 21,000 people reside in Hawai‘i without federally required documents for proof of legal residency. Of these, approximately 10,000 are Filipinos. Fear of deportation keeps undocumented persons and family members in the shadows, known as TNT, *tago ng tago*. This is a well-known Tagalog term for “hiding and hiding”, “in hiding”, or “always hiding”. TNT individuals are not able to apply for a driver’s license, apply for financial aid to college, and participate fully in necessary daily transactions of living.

Lessons learned to address cancer disparities in the Filipino community show that multilingualism is a public health and social justice issue. According to the 2000 U.S. Census, 26.6 percent of Hawai‘i’s population speaks a language other than English. Nationally, only 17.9 percent of the population speaks a language other than English. Furthermore, Asian and Pacific Islanders make up the majority of Hawai‘i’s households whose primary language is not English. Of these households, 20.2 percent do not speak English well or at all. These are the households whose students are likely to be in Hawai‘i’s struggling public schools.

Multi-lingualism and multi-culturalism can restore mutual respect and integrity among students, teachers, faculty, staff and administrators alike to foster a learning and working culture that is caring and inclusive. The 2010 U.S. Census shows that Filipinos emerged as the second largest ethnic group in Hawai‘i. Filipinos represent the largest immigrant group, compared to all the other immigrant groups combined, yet for generations, Philippine languages were not offered at the very public schools, where sizeable numbers of Filipinos were enrolled. In addition, despite gains in the socio-economic status of Filipinos in Hawai‘i, substantial numbers of Filipino students still come from families that work in entry level jobs at minimum wage, with little, if any, job security. Many Filipino heads of households work in multiple jobs in service and agricultural industries, creating large segments of unsupervised students or “latch key children”. This proposed board policy creates opportunities to empower students to be allies for one another through capacity building curriculum grounded in multi-lingual approaches that illuminates root causes to address education disparities and foster student achievement.

Results of this policy of omission for multi-lingualism and multi-culturalism contributed to the decline of Philippine heritage languages, such as Ilokano and Visayan, which studies show are

Results of this policy of omission for multi-lingualism and multi-culturalism contributed to the decline of Philippine heritage languages, such as Ilokano and Visayan, which studies show are likely to become extinct by the third generation in English-speaking schools. This communication breakdown can lead to vulnerable, stressful, isolated families, who may likely feel alienated from each other and society. Some may also have limited abilities to engage fully and successfully in the daily, necessary transactions with schools, health care systems, work, and more.

Gov. Lingle signed into law the Language Access Bill, Act 290. "This new law represents the state's commitment to ensuring that no individual living in the State of Hawai'i is denied his or her right to critical services because they might not be able to speak or read English," she stressed. Immigrants and individuals who are limited English proficient make significant contributions to Hawai'i's economy. Whether legal proceedings are related to health, education or other issues, linguistically isolated individuals deserve equal protection under the law.

As an assets-based model, multilingualism in DOE schools can enhance existing health academies programs to address health disparities that persist in the very groups that ELL students represent. For example, Filipinos have the highest cancer mortality rate in the nation among Asian populations. In Hawai'i, Filipinos have the lowest cancer screening rates. As a result, they have the highest percentage of late stage cancer diagnosis, when treatment is limited, and survivorship is reduced. Likewise, Native Hawaiians, Pacific Islanders and other groups, whose languages, cultures and worldviews may not be understood by health care providers and systems also suffer disproportionately from serious health disparities and language access and economic barriers to health care.

But going upstream to education and prevention, partnerships between DOE, higher education, and public health stakeholders to address multiple disparities by infusing multilingualism into its strategic plan holds great promise for student achievement and greater parent involvement.

In closing, thank you for considering the merits of multilingualism for 21st century schools, where education is not only relevant to the needs of students and their families, but also builds the capacity for college and career readiness.

Sincerely,

Charlene Cuaresma

To: Board of Education Student Achievement Committee
Cheryl Lupanui, Chair
Patricia Halagao, Vice Chair
Committee Members:
Keith Amemiya, Nancy Budd, Danson Honda, Don Horner, Jim Williams

From: Edward KB Faller, Student
University of Hawai'i Student Equity, Excellence and Diversity
2600 Campus Road QLCSS Rm. 413
Honolulu, HI 96822

Subject: Testimony in support of multilingualism in public schools

My name is Edward Kevin B. Faller, a John & Gertrude Moir scholarship recipient at the University of Hawaii at Manoa and research assistant for the Asian American Network for Cancer Awareness Research and Training (AANCART), a student mentoring program at the University of Hawai'i Student Equity, Excellence and Diversity program. Our focus here at the University of Hawaii's AANCART site is to address the unusual burden of cancer disparities among Filipinos through research and training of minority researchers. I am also involved with Sulong Aral, a youth mentoring program at Leeward Community College, with emphasis on recruiting, retaining and transferring underrepresented students from junior colleges to four-year universities in order to perpetuate lifelong education. Both programs aim to increase college graduation rates of underrepresented students, and to foster access, diversity and equality in higher education and careers.

Although both programs share similar goals, I will be speaking on my views of Sulong-Aral. I do not consider this as an extra-curricula, but more of a co-curricula, because I am living proof and living data, as a beneficiary of coordinated efforts to mitigate education disparities among Filipino students. This "curriculum" co-exists in my everyday life as a student, a son, and a citizen in a hegemonic society. I volunteer with Sulong Aral because by definition in my life experiences and academic performances, I am a statistic.

Allow me first to tell you about our program and the students we serve. Sulong-Aral is an initiative funded by the U.S. Department of Education and started at Leeward Community College in Fall 2009 to help students of Filipino ancestry pursue and complete higher education. As documented in the first Congressional-directed Sulong-Aral grant proposal, though Filipino students comprise the largest ethnic percentile at Leeward Community College (23.20% of nearly 8000 students), they have one of the lowest transfer rates to the state four-year university, the University of Hawai'i at Manoa. While Filipinos represent a significant proportion of Hawaii's population, and are well represented in the Hawai'i Department of Education schools and the University of Hawai'i Community College System, they are underrepresented in four-year undergraduate programs, particularly at UH Manoa.

According to the DOE, only 12.7% of Filipino students are enrolled at the University of Hawaii at Manoa out of the total of 20.6% of Filipinos in the entire Hawaii DOE system. So why is that?

I believe language, or lack of language, has a great impact on these numbers. As said above, I am living data. In this case I am on the fortunate side and humbly include myself in the 12.7% of Filipinos that are blessed with the opportunity to prolong our academic longevity. I am 100% Filipino and 2nd generation American following my mother's diaspora from the poor lands of Lucban, Quezon in the Philippines to the quiet oppression of the Americas.

Being exposed to two separate languages has served me well. Having learned English at a very young age, and Tagalog being the language spoken at home, created a stable foundation that has shaped me to be much more versatile and capable to adapt to society. I was able to reap the benefits of the Filipino community, as well as gain the confidence necessary to not only survive, but also compete and thrive in a hegemonic classroom where English was the law. Any type of accent was deemed different. For example, possessing a Filipino accent leaves students vulnerable and exposes them to become targets of bullying, which then triggers low self-esteem and loss of confidence.

Being confident in any setting helps one reach his or her maximum potential. For example, being confident in having the answer in class will likely help you to have the confidence to raise your hand and discuss this answer. This then sparks intimate conversation, disregarding if this answer is correct or incorrect. As a result, at this very moment, real education takes place.

But what happens when you are afraid to raise your hand? What happens when you are afraid of being teased about your language and put down for your culture? This lack of respect, understanding, and communication will stunt anyone's growth, both emotionally and academically. While working with other students, I gained firsthand experiences and observations that shed light on why the low student achievement data paints this story of barriers to education. Without the means of the proper weapons to go in to academic battle (ie English proficiency), we lay in the battlefield unarmed and stripped of our armor (bullying against diversity) resulting in the pandemic of uneducated youths.

Educating the youth with respect to equality and multilingualism will perpetuate the future for Filipinos and minorities alike. Language is essential for growth and development. In closing, Sulong Aral values this multilingualism movement.

Thank you for the opportunity to submit my testimony, and for considering how essential multilingualism is for student achievement. Multilingualism will not only benefit all students, teachers, and staff in Hawai'i schools, but also the communities in which we all live together.

Sincerely,

Edward K.B. Faller

UNIVERSITY OF HAWAII 'I AT MĀNOA

College of Education
Curriculum Studies

Date: May 4, 2015

Board of Education Student Achievement Committee Meeting (May 5, 2015)

Topic: Multilingualism for Equitable Education Policy

Dear Committee Members of the Hawaii State Board of Education,

Hello, my name is Dr. Tara O'Neill and I am the Director of Institute of Teacher Education (ITE) Secondary Program at the College of Education (COE), University of Hawai'i - Mānoa.

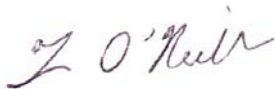
I am writing in support of Policy 105.14 Multilingualism for Equitable Education. I believe multilingual education -- ELL education -- is important because multilingual learners need quality instruction that is culturally responsive to their needs. Given the unique demographics of each school and, further, each classroom, there is not a one-size-fits-all program that can cater to the diversity across the islands. These students need special attention to both their language development and their ability to adapt to the American public education system.

The College of Education is currently developing programs to prepare teachers to address the needs of our diverse learners in Hawai'i. As Director of ITE Secondary Program, I am overseeing the redesign of our teacher preparation practices to reflect the COE adoption of the Worldwide Voyage of Hōkūle'a and the educational missions and values of the voyage. Among the highest priorities of this mission is to support the multiple cultures and languages of the people that make up the fabric of our public school system. As a major piece of this policy involves supporting instruction that builds off the resources families, the community and students bring to classrooms, this policy will create a synergy between our efforts at the COE and those of the BOE and DOE.

The Institute for Teacher Education, in partnership with Second Language Studies, has created pathways for licensure. We are currently in discussion across departments about ways to increase teacher capacity in the area of multilingualism in education. Promoting multilingualism and multiculturalism in education is a priority for ITE Secondary and the COE and we are excited by the moment this policy can create for making multilingualism and multiculturalism in education a priority in the State.

Thank you for your time and consideration on this issue.

Sincerely,



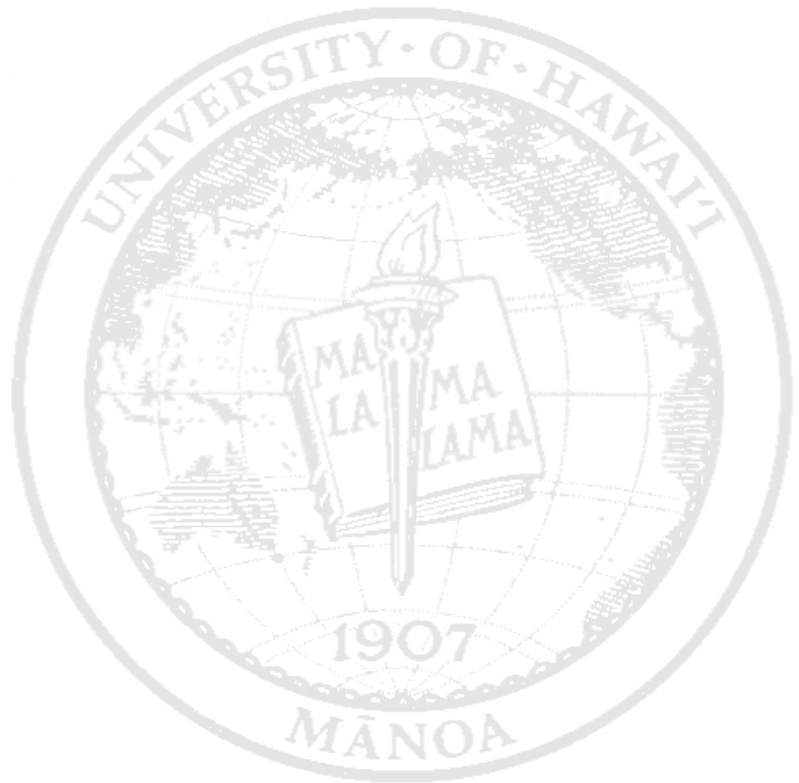
Tara O'Neill, PhD
Associate Professor
Director, ITE Secondary

1776 University Avenue, Everly 223, Honolulu, Hawai'i 96822-2463
Facsimile: (808) 956-7191

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Natalie Nimmer <natalienimmer@gmail.com>

05/04/2015 08:35 PM

To boe_hawaii@notes.k12.hi.us

cc

Subject Testimony in Support of
Multilingualism for Equitable Education

Dear Members of the Board of Education,

Aloha, Alii, Fairo, Hafa Adai, lakwe, Kaselehlle, Mogethin, Olomwaai, Paing Kom!

We are students in the Doctorate in Education in Professional Practice program, at the University of Hawaii-Manoa, who have been contracted as consultants to four community-based organizations who have asked us to determine the feasibility of opening a Micronesian-based charter school or other educational program. These organizations represent parents and students from across the Micronesian region--the Marshall Islands, Chuuk, Kosrae, Palau, Pohnpei, Yap, Guam, and other island groups--who are frustrated by the discrimination and alienation their children face in Hawaii's public schools. Their children's multilingualism is seen as a deficient rather than asset. Their cultural background is treated as a risk factor, rather than their essential identity.

As doctoral students at UH-Manoa, we are deeply familiar with the legions of studies that demonstrate the long-term educational benefits that come from supporting multilingualism in students. As one of only two states in the nation without a multilingual education policy, our students have suffered socially, emotionally, and academically by the DOE's current practices. It is time for the BOE to adopt a policy that makes Hawaii a leader in multilingual education. Our state is unique in that we already have two official languages, as well as a strong language access law. Adding a policy that reflects current knowledge on multilingual education, as well as reflects the population of our proudly diverse state, the BOE will take an active step in providing the policy backing that the DOE needs in order to implement the very best educational models for our keiki.

We support the 6-pronged approach of the Multilingualism for Equitable Education policy, especially the establishment of a Multilingual Learner Advisory Committee that will be composed of a diverse representation of our community. We highly encourage you to invite members who represent the diverse cultures of Micronesia for inclusion on this committee.

Sincerely,

Natalie Nimmer
Vidalino Raatior
Jerelyn Watanabe
Ed Noh
Kaleihōkū Kala'i

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TESTIMONY IN STRONG SUPPORT OF
MULTILINGUALISM FOR EQUITABLE EDUCATION
5 May 2015

This is in strong support of the proposed public policy, “Multilingualism for Equitable Education”.

I am Aurelio Solver Agcaoili, current president of the Guild of Ilokano Writers Global, and associate professor of public policy and research of the University of Hawaii at Manoa Honors Program & the UH Manoa Ilokano Language, Literature, and Culture Program. I am testifying in my capacity as advocate of diversity and as a cultural worker involved in heritage language education and community language preservation and promotion.

I am currently involved in a community initiative, the iLAING 2015 (Ilokano Language Acquisition and Immersion for the New Generation), to promote the Ilokano language among professionals and students and community members at large in the State of Hawaii. I designed the program, prepared the instructional materials, and serve as lead instructor. Aside from this, I have been involved in a variety of community language programs in the state, including one at the UH Maui College. I have helped in many ways in the continuing promotion of multilingualism in at least two public high schools in the state.

In all these activities, I have seen what it takes to recast a bit our vision of equitable education, and the need to recognize that multilingual students in the classroom are bringing in public resources in the form of their language and culture skills that are otherwise not recognized at all in the mainstream curriculum. It is high that we make sense with real public education: this is the only way to prepare our young for civics and citizenship.

In the case of students of Ilokano ancestry, the numbers are quite clear: between 85-90 percent of students of Philippine ancestry are Ilokanos. We need to recognize this fact and we need to start with this fact in order for us to respond justly and fairly to the needs of our students. Let me reiterate that these are not mere Filipinos; the label is political and not linguistic, and thus fails to account the other huge Philippine ethnic groups in the state such as the Visayans.

Aurelio Solver Agcaoili
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94-390 Hoaeae Street
Waipahu, HI 96797



kalehuakrug@gmail.com
Sent by: kalehuakrug@gmail.com
05/05/2015 09:29 AM

To boe_hawaii@notes.k12.hi.us
cc
Subject SAC: Testimony in Support for Policy
on Bi-literacy

Aloha mai e nā Luna Ho‘omalua o ka ‘Aha Ho‘ona‘auao,

I would like to support the concept of bi-literacy and MLL policies in Hawai‘i. There are many languages that exist in Hawai‘i and the BOE has recently supported the Hawaiian language through policy redrafts 2104 and 2105. This particular bi-literacy policy can help to improve the language philosophies currently embraced by the majority of the State Educational Agency in Hawai‘i. Philosophical shifts cost no money, and they encourage tolerance and aloha within Hawai‘i's educational system towards languages other than English. Mahalo.

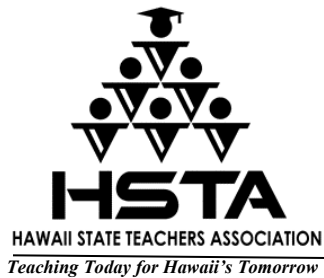
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G. Kalehua Krug, Ph.D.
Ke Kula Nui o Hawai‘i ma Mānoa
Ke Ke‘ena Ho‘ona‘auao

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TESTIMONY BEFORE THE BOARD OF EDUCATION
STUDENT ACHIEVEMENT COMMITTEE

Wil Okabe
President
Joan Kamila Lewis
Vice President
Colleen Pasco
Secretary-Treasurer
Wilbert Holck
Executive Director

DATE: TUESDAY, MAY 5, 2015

RELATING TO: BOARD POLICY 105.14, LANGUAGE IN EDUCATION
(ELL/BILINGUAL)

PERSON TESTIFYING: JOAN LEWIS, VICE PRESIDENT
HAWAII STATE TEACHERS ASSOCIATION

The Honorable Chair Cheryl Ka'uhane Lupenui and Members of the Board of Education,

On behalf of Hawai'i's Public and Public Charter Schools, and particularly those teachers that work with multilingual students, the Hawai'i State Teachers' Association **strongly supports proposed BOE policy 105.14.**

The recommended policy speaks to a powerful shift in the value of multilingualism/multiculturalism. More importantly, passage of these recommendations and the actions they require would allow our multilingual students to be treated as the community assets that they are.

Our current policy and the implementation in our schools have tended to address our multilingual students from a deficit model. English proficiency has been the benchmark, often to the exclusion of our children's home languages. This conflict between home and school, compounded by the lack of trained professional staff and appropriate funding, has long left our multilingual students vulnerable.

If the current Federal education policies (which on the one hand aspire to success for all students, but uses a limited assessment [standardized testing] model) are to continue, we must move our multilingual/multicultural policy to a place that will truly address this population in a manner that will help them succeed.

Fidelity to this recommendation will have the added bonus of providing monolingual students opportunities for academic, social, cultural, and intellectual stretching and growth as well.

Our state is a model for multiculturalism. One only needs to consider how many of our local customs have their roots in the different ethnic groups that make up our state

population. This policy recommendation would help us approach our multilingualism in that same manner. Given our location in the world, our welcoming state nature and our diverse population, we should be a model for multilingualism as well.

HSTA believes this proposed policy would help us become that model, and adds our **strong support for its passage.**



Kathryn Davis
<davis.kathrynanne@gmail.com>

05/05/2015 07:40 PM

To boe_hawaii@notes.k12.hi.us
cc
Subject Testimony for Policy 105.14

Kathryn A. Davis, Professor, Department of Second Language Studies, University of Hawai'i at Manoa. Specialization: Language Policy and Planning.

Hawaii State Board of Education Meeting May 5, 9-11am.

Hawaii State Board of Education Policy 105.14

Multilingualism for Equitable Education

This initiative promises to realize the first efforts in Hawaii's history to provide effective education for speakers of languages other than English through training and hiring highly qualified teachers certified in bilingual/ multilingual education. The policy also suggests the need for recruiting community experts in home languages and cultures to provide crucial culturally relevant content learning across subject areas, including math, history, and language arts. Thus, the Board of Education recognizes the important role of multilingualism in achieving academic success and promoting self-esteem among all Hawai'i public school students.

In sum, this policy has the potential to insure equitable education for children from culturally and linguistically diverse backgrounds through opening the possibilities of providing:

1. Cultural and language education theory and practices promoted by highly recognized multilingual education scholars;
2. Adequate and effective staff and resources;
3. Inclusive family, school and community partnerships that encourage collaboration and communication;
- 4.. Formative assessment that promotes teacher innovation, student learning and community collaboration towards academic success.
5. Locally situated and ongoing collaborative (teacher/student/parent/community) program evaluation and revision of curriculum content and practices

The policy further suggests planning for implementation as soon as possible through drawing on

bilingual/multilingual experts and programs in other states as well as the Hawaiian language revitalization model. While the DOE and COE are ultimately the agents for growing a state wide pre-school-12 multilingual/bilingual program, this policy can provide direction and support.

In sum, this is a long over-due policy that at last promises to meet student needs for state needs for bilingual education and state needs for multilingualism. I'd further like to recognize here Charlene (Charlie) Sato, William Hoshijo, and Amy Agbayani for providing crucial support to the principles underlying this policy over a number of years I too look forward to having my own hope for and work towards equitable and effective language education for Hawaii's children realized.^[1]

Mahalo

^[1] This testimony draws from the policy document that Profs. Ofelia Garcia and Kathryn Davis drafted.

**

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STATE OF HAWAII
DEPARTMENT OF HEALTH
OFFICE OF LANGUAGE ACCESS

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To: Board of Education (BOE) Student Achievement Committee

From: Helena Manzano
Executive Director, Office of Language Access

Date: May 4, 2015

Re: BOE Student Achievement Committee Meeting, May 5, 2015, 9 a.m.
Testimony on Agenda item V.A, Seal of Biliteracy

The Office of Language Access (“OLA”) appreciates the opportunity to provide testimony relating to the proposed creation of a task force to develop and implement a Seal of Biliteracy within the Department of Education.

My name is Helena Manzano, Executive Director of the Office of Language Access (OLA) at the Department of Health. OLA **strongly** supports this effort to establish a Seal of Biliteracy, which would recognize high school graduates with proficiency in both English and at least one other language. The objectives of this proposal strongly comport with OLA’s mission.

The purpose of OLA is to address the language access needs of limited English proficient (LEP) persons 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 Seal of Biliteracy within our state education system would greatly contribute to the attainment of OLA’s goals. 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.

Moreover, such a program would recognize that multilingualism is important in addressing the needs of Hawaii's diverse citizenry and visitor population. The demand for employees to be fluent in more than one language is increasing in Hawaii and throughout the world. A Seal of Biliteracy would strengthen intergroup relationships, affirm the value of diversity, and honor the multiple cultures and languages of a community. A workforce proficient in multiple languages is critical to Hawaii's effective global participation politically, socially, and economically; and the extent to which our educational system can help develop a multilingual workforce, our state government will be better enabled to ensure fair and meaningful language access to our LEP population.

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



Testimony Presented Before the
Board of Education
Student Achievement Committee
Tuesday, May 5, 2014 at 9:00 am
By
Robert Bley-Vroman, Chancellor
And
Dina R. Yoshimi, Ph.D, Director
Hawai'i Language Roadmap Initiative
University of Hawai'i at Mānoa

BOE Action Item A. New Board Policy, unnumbered, Seal of Biliteracy **revised
04/30/2015**

Chairperson Lupenui, Vice Chairperson Halagao and members of the committee:

The University of Hawai'i at Mānoa supports the proposed new policy to establish a Seal of Biliteracy, to be awarded upon graduation to students who demonstrate a high proficiency in their abilities to speak, listen, read and write in English and an additional language, including American Sign Language.

Eight states have already established a Seal of Biliteracy; more than a dozen others are in the process of preparing or hearing legislation on one. The American Council for Teachers of Foreign Languages (ACTFL), the national umbrella organization for foreign language teachers, strongly supports the Seal, and has published national guidelines which have guided the development of this policy. There is movement nationwide to recognize that proficiency in languages in addition to English will be a critical skill for our 21st century graduates.

The value of the Seal of Biliteracy for students:

1. Reflects a level of proficiency that is eligible for college credit;
2. Provides students with a valuable credential that gives them an advantage in the job search process;
3. Demonstrates that a student has intellectual capacity and skills that are valuable in today's workplace:
 - a. Bilinguals demonstrate enhanced cognitive skills, including enhanced problem solving, and the ability to see things in more than one way.

- b. Biliteracy is grounded in cultural knowledge, essential for students to become global citizens; moreover, cultural knowledge is a critical skill in most workplaces now – employers PAY for this training.
 - c. Biliteracy reflects a student's outstanding communicative capacity; oral and written skills in today's workplace are highly valued.
- 4. Validates the ethnic, cultural, and linguistic diversity of the students in our public school system.

This policy makes a statement that social, cultural, and academic endeavors are valued by our state, regardless of the language in which they are conducted.



THE ANNIE E. CASEY FOUNDATION

May 5, 2015

State of Hawaii
Board of Education
Student Achievement Commission

RE: Proposed Policy 101.7

To Whom It May Concern:

For more than thirty years, the Annie E. Casey Foundation has worked in jurisdictions throughout the United States to strengthen juvenile justice systems so that youth have better odds of making successful transitions to adulthood and communities are safer. Through that work, we have learned that keeping kids with their families and in school are among the most important influences we can rely upon to achieve those goals.

For the past two decades, juvenile courts and detention centers have been increasingly and inappropriately relied upon as responses to (often minor) misbehavior on school campuses. So-called “zero tolerance” policies have resulted in high rates of suspension and formal referrals to courts. These policies, however well-intentioned when first conceived, have led to serious unintended consequences. Suspension has proven to be a slippery slope to complete disconnection with education, leaving thousands of youth without the academic tools necessary to flourish in our society. Delinquency records have handicapped youth in their efforts to find employment. And the trauma of confinement and the stigma of incarceration have undermined the self-esteem of many of our already vulnerable children.

Our Foundation has worked with system officials in more than 300 jurisdictions, many of whom have had to wrestle with the question of how to best address misbehavior in schools. The lessons from those sites are clear: schools are better venues for altering behavior and teaching new lessons than criminal courts; “zero tolerance” policies are too inflexible to improve school climates; and, the best ways to enhance safety and the learning environment is through positive behavioral supports, conflict resolution skills and strengthened connections between staff, students and law enforcement officers deployed to solve problems rather than put youth in custody.

The proposed new policy would create opportunities to re-consider how schools respond to student misconduct while lessening the chances that hasty, one-size-fits-all rules result in unnecessary disruptions of education. All the research on delinquency indicates that positive school connections and academic achievement are among the strongest influences on positive adolescent development. Hence, any new policy that inhibits suspensions and promotes positive in-school citizenship should contribute to better youth outcomes and improved educational environments. We have seen these interconnections play out in numerous sites nationally and we hope that Hawaii will join the growing list of places that modify their approach to student misbehavior.

Sincerely,



Nathaniel R. Balis, Director
Juvenile Justice Strategy Group



THE W. HAYWOOD BURNS INSTITUTE

For Juvenile Justice Fairness and Equity

475 14th St. • Suite 800 • Oakland, CA 94612

Tel (415) 321-4100 • Fax (415) 321-4140 • www.burnsinstitute.org

May 4, 2015

State of Hawaii
Board of Education
Student Achievement Commission
RE: Board of Education Proposed Policy 101.7

To Whom It May Concern:

The W. Haywood Burns Institute (BI) works to reduce racial and ethnic disparities in youth serving systems throughout the United States. In that regard, we have worked in over 100 jurisdictions and experienced first-hand how important the relationship between school climate and discipline is to entry and penetration into the youth justice system.

Despite efforts in recent years to reform disciplinary policy and practice in U.S. public schools, the number of students issued out-of-school suspensions continues to be extremely high, resulting in thousands of students missing school every day (Losen, et al, 2015). Simultaneously, disparities in suspension rates continue to worsen, indicating that students in some groups are missing school more often and disproportionately. These disparities are also true of referrals to law enforcement and school-based arrests nationwide (Krezmien, Leone, Zablocki, & Wells, 2010; US Department of Education, 2014).

New knowledge on school discipline shows that even a single suspension or a single referral to the youth court system increases the odds of low achievement and school dropout (Kirk & Sampson, 2013). Effective school discipline is important in building school climates that are both safe and productive. This makes intervention to improve disciplinary conflicts and suspensions all the more important for school systems to address.

An article in the January 15th, 2015 issue of *USA Today* reported that studies have conflicted on the efficacy of school resource officers in crime reduction in schools, however, the research is clear that SRO's do not improve school climate unless they see their mission as larger than custody, control and surveillance.

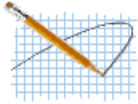
The BI supports Board of Education Policy 101.7 provisions which seek to ensure that SRO's roles and responsibilities are clearly defined and that all opportunities for all alternatives to referrals to the youth justice system are explored prior to referral.

Thank you for your consideration in this matter.

Sincerely,

James Bell

Executive Director, W. Haywood Burns Institute



"LaVerne Bishop" <lbishop@haleopio.org>

05/12/2015 03:22 PM

To <boe_hawaii@notes.k12.hi.us>
cc
Subject School Climate and Discipline Policy
101.7

My name is LaVerne Bishop and I am the Executive Director of Hale `Opio Kaua`i, Inc.

I am submitting testimony for the Student Achievement Committee meeting at 9 am on May 5, 2015.

The agenda item reference is School Climate and Discipline Policy 101.7

I have worked with high risk students in Hale `Opio's residential treatment services on Kaua`i for 39 years. Hale `Opio has worked directly in the schools with our students all these years.

Hale `Opio is currently one of ten grantees being evaluated by the funding collaborative established by the Hawaii Community Foundation and the Department of Education's (DOE) Hawaii P-20. Using the DOE's Hawaii Early Warning System and IResults data, and in partnership with Waimea Canyon Middle School on Kaua`i, we are working with "off track" youth to strengthen their connection to school.

The majority of the student absences in this cohort are due to being suspended from school, and those missed instructional days are directly negatively impacting their academic standing and further eroding their connection to school. This practice marginalizes student opportunities for positive adult and peer connections on campus and as is nationally known is the basis for the school to prison pipeline.

Attachment to school is well-recognized as a critical protective factor; youth who are connected to school live longer, work productively, and are healthier physically and emotionally.

I urge you to adopt the proposed School Climate and Discipline Policy 101.7 and take every step possible to assure the policy of inclusion leads to procedures and actions that permeate the culture of the Department of Education so that every youth is provided equal instructional time and the behavioral supports required at the earliest point of identification.

We all benefit from such action.

Mahalo,

LaVerne Bishop
Executive Director
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