Agenda

- Why
- Stages of Policy Development
- Journey of the Policy
- Role of Multilingualism
- Understanding the Policy
Hawaii’s Multicultural students
Multilingualism all around
What is Multilingualism?

The act of using or promoting the use of multiple languages by an individual speaker or a community of speakers creates a learning environment where linguistic and cultural diversity is valued and fostered.
Top 12 Most Used Languages

Most Used Languages with 200+ Students

Source, 2011 ELL “Most Used” Languages.
(Note, approximately 33% of ELLs, indicate English is their most used language)
<table>
<thead>
<tr>
<th></th>
<th>All Students</th>
<th>English Learners (includes recently exited students)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students (K-12)</td>
<td>180,895</td>
<td><strong>13,501</strong> (7% of all students) (5 yr. avg= 10%)</td>
</tr>
<tr>
<td>English Proficiency</td>
<td>48%</td>
<td>32%</td>
</tr>
<tr>
<td>Math Proficiency</td>
<td>41%</td>
<td>30%</td>
</tr>
<tr>
<td>Graduation Rate</td>
<td>82%</td>
<td>53%</td>
</tr>
</tbody>
</table>

Hawaii’s Multilingual/English Learners are far less likely than their native English-speaking peers to be proficient in English Language Arts and Mathematics, and to graduate.
Stages of Policy Development

2014
Listening

• With feedback from focused stakeholder meetings and community input, the desire was to develop a language in education policy that viewed student linguistic and cultural diversity as assets in order to promote equity.

2014-2015
Learning

• To develop language in education policy evidenced in theory and research, several stakeholders, including national leading experts in policy, planning and multilingualism, provided feedback and guidance.

2015-2016
Policy Formulation

• To develop the language in education policy, BOE Stakeholder Committees were formed, which consisted of community and school representatives, who facilitated policy formation, and then incorporated feedback and revisions from multiple stakeholders.
1. **Listening**
   - Forum on Immigration & EL in Public Schools (Jan 2014)
   - BOE Audit committee recommends need for Language in Education Policy
   - Maui BOE Community Meeting (Oct 2014)

2. **Learning**
   - Active Policy Research (Oct - Dec 2014)
   - Policy Expert (Jan 2015)

3. **Policy Formation & Feedback**
   - BOE Stakeholder meetings (March 2015 & April 2015)
   - Planning expert (May 2015)
   - SAC Presentation (May 2015)
   - CAS & Principal feedback (May 2015)
   - Seal of Biliteracy passes (June 2015)
   - BOE approves DOE request for WSF $10 million EL increase (Oct 2015)

4. **Revised Policy Formation & Feedback**
   - Multilingual/ELL Core Committee Meetings (Oct & Nov 2015 – 5 meetings)
   - DOE EL advisory (Nov 2015)
   - BOE stakeholder Meeting (Dec 2015)
   - Legislator meetings (Dec 2015 & Jan 2016)
   - Office of Hawaiian Education (Dec 2015)
   - Governor includes WSF $10 million EL request in state budget (Jan 2016)
   - Superintendent & Deputy Meeting (Jan 2016)
   - CAS Leadership and CENDO Principal Meetings (Jan 2016)
   - Feedback from DOE Field (Jan 2016)

5. **Policy Adoption**
   - BOE SAC Presentation & Action (Goal: Feb. 2, 2016)
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- Multiple feedback loops
- Multiple revisions
Organizing Principles/Criteria

What would your ideal policy look like? What would be the effect?

- Visionary & inspirational
- Student-focused
- Considers implementation
- Attached to resources
- Evidenced in theory and Research
- Aligned with federal & state law
- Inclusive, promote partnerships
- Considers core values: identity, equity, accountability
Policy Journey

EL → ML → EL/ML → ML

EL

ML
Culturally Responsive HI BOE Policies

**Hawaiian/Indigenous Languages**
- Hawaiian Education
  - (BOE Policy 105.7)
- Ka Papahana Kaiapuni
  - (BOE Policy 105.8)

**Heritage/ World Language Learners**
- Seal of Biliteracy
  - (BOE Policy 105.15)

**Multilingual/ ELL and Immigrant Learners**
- Multilingualism for Equitable Education
  - (Proposed BOE Policy 105.14)

**Students & Families**

**Family & Community Engagement/ Partnership**
- “Embracing the diverse cultures, languages, strengths and needs of all families”
  - (BOE 101.14)
Multilingualism for Equitable Education
Vision

All cultures and languages are valuable resources to learn and live in Hawai‘i and our global community. Multilingualism creates learning environments that draw from the rich linguistic diversity and cultural strengths of Hawaii’s students.

The Board of Education recognizes the important role of multilingualism in providing a meaningful and equitable education for student achievement.

“I feel my child is safe in school when his cultural identity is honored and validated.”
~ Chuukese Parent

“Equality means everyone gets exactly the same; Equity means everyone gets what they need.”
Rationale

Research shows when students’ identities, histories, cultures, and languages are included in a *meaningful* and *equitable* education, they are better able to learn academic content and the official language medium of education.
Benefits of Multilingualism

**LINGUISTIC**
Better awareness and perception of language

**ACADEMIC**
Develop wider vocabulary size

**COGNITIVE**
Better problem solving and critical thinking skills

**SOCIAL**
Appreciation of own and other cultures and languages
Integration of home language results in gains in academic outcomes on par with or surpassing outcomes in English-only programs. (Fu, 2009; Genesee & Lindholm-Leary, 2014)

Children learning to read in a second language use their first language to facilitate their acquisition of reading skills in the second language. (August & Shanahan, 2006)

Dual-language models, including heritage language programs, enhance student outcomes and have been shown to close the achievement gap. (Collier & Thomas, 2004)
Goals

1. To provide a range of language education program(s) for multilingual students, which includes EL students and students who want to learn an additional language

2. To provide effective educators with appropriate knowledge, skills, and instructional materials

3. To provide outreach supports to families to become actively engaged in their children’s education
Goal 1: Range of Language Programs

- According to Federal Law, language services or programs for EL students must be educationally sound and adequately supported with effective staff and resources.

- Hawaiʻi examples: ESL, heritage language, and Hawaiian dual language immersion.

- Desire is to provide more opportunities for a range of language programs.
Range of EL Programs

Monolingual

- Submersion (Sink or swim)
- ESL
- Heritage Language
- Bilingual Education

Multilingual
Goal 2: Effective Educators

- What do educators need to know and do?
- Strategies
What works?

good instruction
+

good targeted language support
General Educator (English-medium)

- Integrates language instruction into all content areas
- Applies scaffolding and differentiation strategies
- Allows children to use their languages as a tool and recognizes assets children bring to class
- Don’t need to know all languages

Language Specialist (ESL & Bilingual)

- Background in Bilingual Education, Second Language Acquisition and Sociolinguistics
- Specialized understanding of curriculum design and assessment
- Provide targeted instruction and support based on students’ level of English language development

Team
Bilingual/ multilingual strategies

• Encouraging the use of bilingual dictionaries
• Providing books in students native language
• Writing assignment in students native language, then translating it to English to tell to other students
• Pair students so that more fluent English speakers could help multilingual learners
• Have students work in pairs or groups with same native language
When I am allowed to use Urdu in class it helps me to read and write English. When I have to learn new English words I remember them faster if I study the words in Urdu like this.

<table>
<thead>
<tr>
<th>New words</th>
<th>English</th>
<th>Urdu</th>
<th>Picture</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lungs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kidneys</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Heart</td>
<td></td>
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Goal 3: Provide Outreach Supports to Families

- Access to meaningful communication in a language they can understand
- Bilingual School Home Assistance (BSHA) programs

“ELL students benefit from a statewide culture encouraging clear parent communication and engagement.” ~ Education Commission of States
Mechanisms of Support & Accountability

- Advisory Committee of Diverse Stakeholders
- BOE Annual Report
- Funding - BOE/DOE/Governor’s Request to Legislature for $10 million increase of WSF for EL students
- Federal and State Law
“The call for thoughtful change from educators and families has been absolutely clear. Let’s hear them and take action. It will only happen because we, as a nation, make a deliberate choice for equity. A deliberate choice to insist on excellence for all of our nation’s students.”

--U.S. Secretary of Education, Arne Duncan (January 12, 2016)