



Betsy Gilliland <betsygilliland@gmail.com>

02/01/2016 08:02 AM

To boe_hawaii@notes.k12.hi.us

cc

Subject Testimony on Board Policy 105.14,
Language in Education
(ELL/Bilingual), BOE Policy 105.14,
Multilingualism for Equitable
Education

To: BOE Student Achievement Committee Meeting (February 2, 2016)

Agenda Item: VB. Committee Action on new Board Policy 105.14, Language in Education
(ELL/Bilingual)

Dear Hawaii State Board of Education Committee Members,

My name is Betsy Gilliland and I am a professor in the Department of Second Language
Studies at the University of Hawai'i Manoa.

I support the proposed BOE policy 105.14 on Multilingualism for Equitable Education because
Hawai'i is long overdue for a comprehensive plan to support immigrant multilingual youth in the
schools.

* In my research on immigrant English language learners in American schools, I have
documented how explicit, focused instruction in language (both academic and conversational) is
a key factor in their success. While it is possible for children and adolescents to "pick up" fluent
speech without instruction, in order for them to use English for academic purposes, they need to
learn how linguistic structures (words, sentences, and texts) work. This process works best
through explicit instruction grounded in the real texts that students read and write, not in isolated
grammar exercises.

* Just as young people do not automatically pick up language, teachers do not automatically
know how to teach language. Many have had no professional preparation related to second
language learning and development. Hawai'i needs to set standards for what all teachers should
know and be able to do with respect to teaching language, since all teachers will work at some
time with young people still learning English.

* Furthermore, Hawai'i also needs to prepare teachers in all complex areas to work as
multilingual specialists who can support classroom teachers and other specialists in developing
child-appropriate instructional practices that allow English language learners and other
multilingual youth to access the full curriculum and perform at their best.

Thank you for your time and consideration on this issue.

Sincerely,

Elizabeth (Betsy) Gilliland

--

Betsy Gilliland, PhD
Assistant Professor

Department of Second Language Studies

University of Hawai'i Mānoa

403 Moore Hall

egillila@hawaii.edu

<http://www.hawaii.edu/sls/people/graduate-faculty/gilliland/>

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**



Markus Speidel/NANAKULIHI/HIDOE

02/01/2016 08:21 AM

To boe_hawaii@notes.k12.hi.us

cc

Subject Testimony: NGSS

Aloha,

I am writing in support of the State's adoption of the Next Generation Science Standards (NGSS), which the Student Achievement Committee is considering. I am the science department head and instructional coach at Nanakuli High & Intermediate.

It is my professional opinion that the NGSS are a set of standards much more full and complete than the current Hawaii Content Performance Standards. The NGSS emphasizes that science is much more than content knowledge, it also emphasizes ways of thinking and doing. These are the concepts and practices of science which make it three dimensional. Not only do the standards provide a much fuller and complete picture of science, they would make it much easier for science teachers and students in the State to converse and share lesson materials.

The NGSS emphasizes the need to make science accessible and engaging to all students. It incorporates standards for engineering together with science. Rather than being a long list of content to be memorized, it is a complete vision about how science can and should be taught.

Again, I urge the adoption of the NGSS science standards by Hawaii.

Mahalo,

Markus G. Speidel, M.Ed

Date: January 31, 2016
To: BOE Student Achievement Committee Meeting (February 2, 2016)
Agenda Item: VB. Committee Action on new Board Policy 105.14,
Language in Education (ELL/Bilingual)

Dear Hawaii State Board of Education Committee Members,

My name is Clement Bautista, and I am a board member of the Filipino-American Historical Society of Hawaii.

I support the proposed BOE policy 105.14 on Multilingualism for Equitable Education because it is a step in a direction that can educate our students and, therefore, our society to be more inclusive and better prepared to engage in a global marketplace of ideas, interests and issues.

Since the second half of the twentieth century and to the present, individuals and families from the Philippines have contributed the largest proportion of immigrants coming from the Asia-Pacific region to Hawaii. Even though Philippine culture and languages are historically related to many of the other Asian-Pacific cultures we now find in Hawaii, include that of the Kanaka Maoli, Filipinos and our culture and history are much less appreciated by the larger population. This lack of awareness and appreciation has often resulted in a diminished recognition in Hawaii of the historical contributions and influence of Filipinos in Hawaii and in the Asia-Pacific region.

Beyond helping to correct the pervasive neglect of Philippine culture and history in our society, the new policy will open up opportunities to promote an awareness of the unique position – both geographic and cultural – that Hawaii presents to the world. This position is the often mentioned but only superficially operationalized sentiment that Hawaii is a world center of pluralistic knowledge, appreciation and exchange. To honestly accomplish this we must go beyond the tourist brochures promoting “aloha” and “paradise.” We must inculcate in our youth and, through them, the rest of society to to know others by knowing our selves. To appreciate others by appreciating our selves. And, by doing this, to utilize and engage and acknowledge our differences to better understand the roots of and solutions to our social problems. By creating a pluralistic understanding of our own society, we can expand that perspective to include the rest of the global community.

Hawaii's “exceptionalism” has always been in our belief that we are live in a harmonious multicultural society. We must go beyond this multicultural myth to engage our differences in a true pluralist society. Contrary to our myth, we must acknowledge that our exceptionalism is in our belief that we a harmonious pluralist society is possible – but getting there is an on-going struggle that has yet to be won.

Thank you for your time and consideration on this issue.

Sincerely,



Clement Bautista
744 Elepaio Street
Honolulu, Hawaii 96816



Dominic Inocelda
<dinocelda@susannahwesley.org>
02/01/2016 08:44 AM

To "boe_hawaii@notes.k12.hi.us"
<boe_hawaii@notes.k12.hi.us>
cc
Subject Testimony: Board Policy 105.14,
Language in Education

Dear Hawaii State Board of Education Committee Members,

My name is Dominic Inocelda and I am a community member as well as a social worker who supervises bilingual staff in providing mental health services to limited and non-English speaking person with a mental illness. I am also a member of the State's advisory committee on language access that supports the Dept. of Health's Office of Language Access.

I support the proposed BOE policy 105.14 on Multilingualism for Equitable Education because:

1. I agree fully that English proficiency is a goal for all students as English is the primary language used in commerce, social interaction, and ones vocation and provides one with the ability to compete equally in our competitive world especially in the United States. However, I also feel that English by itself limits one's ability to see the world from other perspectives. Knowing or learning other languages broadens one's ability to interact with other's on a more global scale and expands one's cultural understanding of others.
2. This policy encourages students who have a primary language other than English to maintain the value and use of that language while developing English proficiency. The use and promotion of a student's primary language to increase English language learning is a great strategy as what is already known is used to learn something new. This would encourage the goal of language learning for more students.
3. I fully support the goal of "providing outreach supports to families to become actively engaged in their children's education". This provides a more welcoming approach for parents and family members who feel that they can't offer anything in support of their children's education in school. It acknowledges that they have something to offer in the educational process and provides a route for them to participate in the school setting.

For these reasons I am in support of Board Policy 105.14, Language in Education.

Thank you for the opportunity to provide testimony.

Sincerely,
Dominic Inocelda

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Date: January 31, 2016
To: BOE Student Achievement Committee Meeting (February 2, 2016)
Re: Agenda Item VB. Committee Action on new Board Policy 105.14,
Language in Education (ELL/Bilingual)

Dear Hawaii State Board of Education Committee Members,

The Hawaii Filipino Lawyers Association (HFLA) appreciates the opportunity to submit this testimony in strong support of proposed BOE policy 105.14 on Multilingualism for Equitable Education.

Among some of the purposes of the HFLA are to advocate for the interests of the Filipino community in Hawaii; and to broaden professional opportunities for Filipino lawyers and law students.

Adoption and effective implementation of this policy will advance many of the goals of the HFLA and its membership. This policy celebrates the linguistic and cultural diversity among the youth in our schools, to which Hawaii's Filipino community contributes greatly as students, parents, teachers, advocates and other professionals.

HFLA has benefited greatly from our multilingual membership. The path to law school and the practice of law requires a strong foundation in primary education. As the literature attached to this policy explains, multilingualism as a school policy will lead to significant gains in academics, social, and personal growth. We hope that the leaders that emerge as a result will fill our ranks in the Filipino bar, as well as those of other ethnic and linguistic groups.

The purposes of the HFLA are: to promote participation in the legal community by Filipino lawyers; to represent and to advocate the interests of Filipino lawyers and their communities; to foster the exchange of ideas and information among and between HFLA members and other members of the legal profession, the Judiciary and the legal community; to encourage and promote the professional growth of the HFLA membership; to facilitate client referrals and to broaden professional opportunities for Filipino lawyers and law students.

Date: 02/01/2016

To: BOE Student Achievement Committee Meeting (February 2, 2016)

Agenda Item: VB, Committee Action on New Board Policy 105.14, Language in Education (ELL/Bilingual)

Dear Hawai'i Board of Education Committee Members,

My name is Nadezna Ortega and I am Lecturer at the University of Hawai'i at Mānoa in the Ilokano Language and Culture Program under the Department of Indo-Pacific Languages and Literatures. I am also a third year law student at the William S. Richardson School of Law.

I support the proposed BOE policy 105.14 on Multilingualism for Equitable Education because it is about time that the BOE/DOE incorporates the students' home languages in their education instead of continuing an assimilatory education that privileges the English language and culture. As a product of public school education and as a teacher, I have felt and seen the repercussions of this style of education. At one point in my life, I was ashamed of my identity, language, and culture. I see this same trauma in the lives of my students and how it has affected their education and achievements.

While I support the intent and purpose of the proposed BOE policy 105.14, I believe that it can be made stronger. There is nothing in the policy that binds the BOE to implement the policy and it reads more like a series of recommendations. I urge the BOE to implement a bilingual education program that would allow the students to use their native languages while they are learning the English language. I would also urge the BOE to allocate money to this program and train teachers in each school in bilingual education and other languages.

Thank you for your time and consideration on this issue.

Sincerely,

Nadezna "Nadine" Ortega



"Emily W. Lee" <emilywslee@gmail.com>

02/01/2016 08:59 AM

To boe_hawaii@notes.k12.hi.us
cc
Subject Testimony

Date: February 1, 2016

To: BOE Student Achievement Committee Meeting (February 2, 2016)

Agenda Item: VB. Committee Action on new Board Policy 105.14, Language in Education (ELL/Bilingual)

Dear Hawaii State Board of Education Committee Members,

My name is Emily Lee and I am a community member, former ELL teacher in a Honolulu District elementary school, previous coordinator of a dual language program, and former student identified as ELL over 20 years ago.

I support the proposed BOE policy 105.14 on Multilingualism for Equitable Education because it is not only grounded in research demonstrating best practices, but the recommendations also show a depth that is only possible through the important process of listening and speaking with community stakeholders in this issue through a grass-roots effort.

Every word in the proposed BOE Policy 105.14, Multilingualism for Equitable Education is necessary. Such a policy is key to showing our students that the linguistic and cultural diversity of our State is truly valued. When terms such as "translanguaging" are added to our vocabulary in the educational context, students and teachers learn to recognize the assets they already possess.

As with any policy, implementation can take myriad forms. I would like to humbly suggest the Department of Education review the various models of language support available to us. Many states implement the pull-out ELL program due to small numbers of ELL students (e.g., 1-2 students in a school of 500). In our unique state where many students arrive in school with the asset of an additional home language, sometimes making up to 50% or more of a single class, the use of a pull-out program seems to take away from instructional time just by the mere logistics of having 10-15 elementary school students, for example, move from one classroom to another for a short period. To best serve our students, all teachers need to have a strong understanding of how students learn to learn in an additional language.

Thank you for your time and consideration on this issue.

Sincerely,

Emily Lee

MA in Second Language Studies, with specialization in Language Education

**In Support of Agenda Item VB.: Committee Action on new Board Policy 105.14
Board of Education Student Achievement Committee Meeting, February 16, 2016**

Dear Members of the Student Achievement Committee,

My name is Angela Haeusler, a doctoral candidate in the Department of Second Language Studies at UH Mānoa. I teach and have developed college courses on multilingualism in education and have worked for a local initiative that advocated for the introduction of the Seal of Biliteracy in Hawai'i. Over the past year, I also actively participated in the community meetings organized to provide input on Board Policy 105. 14.

The proposed policy is a critical move forward to recognize the growing opportunities and expectations for our students to engage with local and global realities shaped by multilingualism and cultural diversity. Only 25 percent of students in the United States self-identify as learning a language well in the classroom.¹ High school graduation rates in Hawai'i for students currently identified as English Language Learners have dwindled to an alerting 53 percent. Clearly, it is time to increase the odds of success for our students whose multilingual and multicultural skills can help improve their own life chances and career readiness as well as the well-being of our linguistically diverse island communities.

Hawai'i can in fact be among the leading states in developing students' already existing linguistic and cultural capacities. Just recently, the White House received a petition from students in Massachusetts to retire the term "English Language Learner" due to its deficit perspective on abilities that learners bring to the classroom environment.² Undoubtedly, our students envision a new reality of learning and using multilingual skills in today's world and we need to assume responsibility to create this present and future with them. Can we be as visionary about a multilingual world as they already are?

I welcome the proposed advisory committee of stakeholders to support the implementation of this policy. It may be advisable to include representatives from the student body as well as on this committee to send a sign of direct empowerment to our multilingual learners, which seems a driving force behind the proposed policy.

Angela Haeusler
PhD Candidate, Department of Second Language Studies
University of Hawai'i at Mānoa
1890 East-West Road
Honolulu, HI 96822

¹ U.S. Department of Education, 2010.

² Boston Herald, January 30, 2016. Worcester students petition White House to change ELL

² Boston Herald, January 30, 2016. Worcester students petition White House to change ELL label.



Diana Warren <dwarren@pltw.org>

02/01/2016 09:19 AM

To "boe_hawaii@notes.k12.hi.us"

<boe_hawaii@notes.k12.hi.us>

cc

Subject Testimony

- Diana Papini Warren
Executive Director, Learning Endeavors &
Director of School Engagement, Project Lead The Way
- Meeting – Feb. 2 Student Achievement Committee
- Agenda item: NGSS Adoption
- Position – Support Adoption of NGSS

Comment:

I would like to state my support for the Hawai'i to officially adopt the NGSS.

I am a current resident of Hawaii. I am a parent of two children in two different public schools. I have also been a professional in the field of STEM Education here in Hawai'i for 16 years. I have a Master of Science in Education Degree and hold a Secondary Science Teaching Certificate in the state of Hawaii.

I have spent my career developing, managing, and promoting innovative science and technology education programs, inside and outside of the DOE. I have often aligned programs to the Hawaii Content and Performance Standards (multiple versions) to support teachers and schools with their efforts to help students achieve standard benchmarks. I absolutely realize the value of standards, and I can very clearly envision the profound improvements should the new and improved NGSS be adopted and implemented by schools.

While in my former position as a STEM Resource Teacher with Race To The Top, I worked with Dr. Lauren Kaupp while serving on the Science Content Panel she convened to review the NGSS and to contribute feedback on initial plans for a slow, incremental, intentional roll out. I have great confidence in Dr. Kaupp's abilities and in the very competent members of her science content team to continue to lead this effort and to coordinate the necessary support.

The NGSS will be a huge improvement upon the current HCPS III Science Standards. There are three key reasons why I believe this:

1. Engineering is barely even mentioned in the HCPS III Science, while the NGSS calls out the Science and Engineering Practices explicitly and provides resources to scaffold these skills K-12. The NGSS strongly emphasizes "doing" science, rather than just passively learning science content through memorization
2. The emphasis on students achieving mastery through performance tasks that integrate all three dimensions of the NGSS means that students will be truly engaging in scientific inquiry or engineering design, conceptualizing cross cutting themes that are repeatedly embedded in science, and acquiring relevant, rigorous content (disciplinary core ideas).
3. NGSS adoption will quickly open up the opportunities for schools and the DOE to leverage existing, vetted curricula and resources already aligned to NGSS without having to reinvent the wheel. There are benefits to being a later adopter of the NGSS, and this is one of them. This said, I strongly believe the time is now. We should not delay adoption of the NGSS one minute longer.

Science should be rigorous but also fun, and students should know very clearly that the world does not have all of the answers nor all of the solutions. In fact, the opposite is true. We are in desperate need

for more scientists and engineers to better our societies and our world by learning more and developing new solutions! It is truly a win win if we can help students love the learning process in an improved, engaging science education environment, and, at the same time, inspire them to become scientists and engineers to solve the future challenges Hawaii and the world will undoubtedly face!

Thank you for your consideration of my testimony. I strongly believe the NGSS will have a positive impact on science education in Hawaii and on the future decision makers and community leaders of the Hawaiian Islands.

Mahalo,
Diana

--

Diana Papini Warren M.S.Ed.

Director of School Engagement, Hawai'i and the Pacific
Project Lead The Way, Inc.
PO Box 692
Wailuku, HI 96793
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**



Allison Henward <henward@hawaii.edu>

02/01/2016 09:36 AM

To boe_hawaii@notes.k12.hi.us

cc

Subject testimony

Agenda Item: VB. Committee Action on new Board Policy 105.14, Language in Education (ELL/Bilingual)

Dear Hawaii State Board of Education Committee Members,

My name is **Dr. Allison Henward** and I am an assistant professor of early childhood education at the University of Hawaii at Manoa. I am also a former early childhood teacher for Preschool-3rd grade. I taught in Arizona, an area with many children who are emergent bilingual status. I served as a SEI (Structured English Immersion) teacher where a large percentage of my children spoke Spanish as their mother tongue. Additionally, a large component of my coursework for my master's degree was centered on ELL theory and methods.

I enthusiastically support the proposed BOE policy 105.14 on Multilingualism for Equitable Education because all children have a right to education which is equitable which can maximize learning in their schools. Providing teachers, administrators and other school officials with knowledge on language and multicultural education is essential to the educational success for all children. Hawaii has high populations of children who do not always receive strategies and pedagogy to draw upon the strengths. Connecting better to the home language, home culture and customs could go far in enhancing equity for all of Hawaii's Keiki. I strongly support this bill! Thank you for the opportunity to testify. I am grateful to be able to write about this subject.

Sincerely,

Allison Henward, Ph.D

Assistant Professor of Early Childhood

Institute for Teacher Education

Curriculum Studies

University of Hawaii at Manoa

Everly Hall 224A

1776 University Avenue

Honolulu, HI 96822

Office: 808-956-3977

<https://coe.hawaii.edu/directory/?person=henward>

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February 1, 2016

Aloha Chair Halagao and members of the Student Achievement Committee:

My name is Kathy Kawaguchi and I am the Project Director and Principal Investigator of three Office of Naval Research projects over the past 5 years that have focused on the implementation of engineering education from Grades K-12. This initiative started with infusing engineering education in Grades K-5 at Palolo Elementary and Anuenue. This was then followed by working with teachers at Jarrett Middle and Kaimuki High School. At Kaimuki, the ONR project created the curriculum for Kaimuki High's STEM Academy. This year, I am working with CTE, math and science teachers from 6 high schools (Castle High, Leilehua High, Kaimuki High, Kealahou High, Moanalua High and Pearl City High) to have them experience the Engineering Technology I and Engineering Technology II courses which have been developed as part of ONR's focus on the "E" in STEM.

The reason for mentioning the projects in the paragraph above is because all of the projects have had teachers use the Next Generation Science Standards (NGSS) in the development of their instructional units. I need to point out that initially, we had to use the draft versions of the NGSS. We have found that by focusing on the NGSS standards, the focus of instruction does not stop with assessing students' knowledge of discrete concepts in mathematics and science, rather, it requires students to apply their knowledge to develop innovative and creative solutions to a variety of engineering design challenges. By requiring students to apply what they have learned into new contexts to problem solve real problems, students naturally apply higher level thinking skills, learn how to ask probing questions, and develop a deep conceptual understanding of the math and science concepts.

I need to mention that prior to working at Chaminade, I was the Assistance Superintendent of the Office of Curriculum, Instruction and Student Support. I initiated the development of the Hawaii Content and Performance Standards III. For the past 10 years, the HCPS III standards served their purpose in spiraling the development of concept and skills from Grades K-12. However, the science standards were discrete and did not overtly promote the need to have students apply what they have learned into problem solving real world problems. The NGSS is the next step in the evolution of standards as a way to provide coherency in Grades K-12 education.

Based on the experiences I have had with the ONR projects, I have seen the positive impact on student achievement which result from focusing on the engineering design process and the NGSS. However, simply adopting the NGSS will not result immediately in improved student achievement. I have spent a minimum of two years working with the teachers in each school to enable them to develop their understanding of engineering

education and the NGSS, while coaching them on how instruction will need to change to achieve the outcomes identified in the NGSS. For the majority of our teachers, engineering education was not part of their pre-service experience. Therefore, please ensure that elementary and secondary science teachers across the state are provided in-depth professional development and coaching to implement the NGSS with fidelity.

As evident from my testimony, I strongly encourage the adoption of the Next Generation Science Standards.

Sincerely,

A handwritten signature in cursive script, reading "Katherine T. Kawaguchi". The signature is written in black ink and is positioned below the word "Sincerely,".

Katherine T. Kawaguchi
Chaminade University of Honolulu
Director, Office of Naval Research Project



Business Advocacy & Development
<ba@cochawaii.org>

02/01/2016 10:46 AM

To "boe_hawaii@notes.k12.hi.us"
<boe_hawaii@notes.k12.hi.us>
cc Pono Chong
<pchong@cochawaii.org>, Jenny Lee
<jlee@cochawaii.org>
Subject NGSS Testimony

1 attachment



NGSS Testimony COCH.pdf

Aloha,

Submitting testimony on behalf of Sherry Menor-McNamara, Chamber of Commerce Hawaii.

Student Achievement Meeting

Agenda item: Next Generation Science Standards (NGSS)

Position: Support

The testimony is attached.

Mahalo,

Connor McKenzie



Connor McKenzie | Business Advocacy & Development Intern
1132 Bishop Street, Suite 2105 | Honolulu, Hawaii | 96813
Main Phone: (808) 545-4300 | Direct Line: (808) 380-2606
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Chamber of Commerce HAWAII
The Voice of Business

January 31, 2016

Dr. Patricia Halagao, Chair
Student Achievement Committee
State of Hawaii Board of Education
P.O. Box 2360
Honolulu, HI 96804

Dear Chair Halagao,

I am writing in strong support of the recommended adoption of the Next Generation Science Standards (NGSS) at the BOE Student Achievement Committee meeting on Tuesday, February 2, 2016 at 10:30 am. The NGSS, which are research-based and internationally benchmarked performance expectations in science, promote coherent and rigorous education for all K-12 students and will get them prepared for college and career success.

The Hawaii Chamber of Commerce works closely with local and national companies which have identified state employment needs in Science Technology, Engineering and Mathematics (STEM) areas. Hawaii needs more graduates who are highly skilled, creative and prepared for future STEM careers. Dozens of companies, including IBM, Intel, Chevron and Merck, which demand strong science education and skills from their employees, have supported the NGSS. By doing so, they are signaling their strong commitment to science and technology literacy for our students.

I urge you to adopt the NGSS to give Hawaii's graduates every opportunity to be prepared for high-demand STEM jobs across our state, nation and the world. Thank you for this opportunity to testify.

Mahalo,

Sherry Menor-McNamara
President and CEO



Marcela Montalto de Reemelin
<marcela@bishopmuseum.org>

02/01/2016 11:59 AM

To "boe_hawaii@notes.k12.hi.us"
<boe_hawaii@notes.k12.hi.us>

cc

Subject TESTIMONY

To: BOE Student Achievement Committee Meeting (February 2, 2016)

Agenda Item: VB. Committee Action on new Board Policy 105.14, Language in Education (ELL/Bilingual)

Dear Hawaii State Board of Education Committee Members,

My name is Marcela Montalto and I am a parent.

I support the proposed BOE policy 105.14 on Multilingualism for Equitable Education because I am from Argentina and my daughter was born here in Hawaii, she is currently bilingual and even though this should be valued in a child's education I have encountered obstacles in trying to continue to educate her bilingually. School and community don't provide any real tools to do this possible and at moments I even felt guilty for trying to pass my native language and culture to Luna when she started to learn to read and write and she was a little delayed in learning.

I wish for my child and all those in the same situation to be able to nurture both languages and cultures with effective and scientific based strategies placed in schools in a daily basis.

I wish for our community to see the enormous value in raising multilingual kids has for the their future and the future of the community they live in.

Children that are raised bilingually should be given the opportunity to keep developing all the languages they speak not only at home but at school. This support from the education system specially needed in a society where kids spent many hours at school while parents work all day and the time left for family to be together is reduced to a couple of hours during the week, not even considering that during those hours parents need to cook, clean, pay bills, give a bath and put their children to sleep and prepare for the next day.

The way the world is chancing pushes us to start moving public education towards the goal of languages being a part of the curriculum from the early age of preschool and be consistent throught all the formal education of a child.

Just like me I know many people in the community that are willing to colaborate in making this dream of public multilingual schools posible.

You can count on me.

Thank you for your time and consideration on this issue.

Sincerely,

Marcela Montalto

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www.thepaf.org

February 1, 2016

Dr. Patricia Halagao, Chair

Board of Education

State of Hawaii

Student Achievement Committee

Testimony on:

Agenda item: Next Generation Science Standards (NGSS)

Aloha, Mahalo for the opportunity to submit this testimony in **SUPPORT** of the passage of Next Generation Science Standards for Hawaii Schools.

My name is Herb Lee, Jr. and I am writing on behalf of the Pacific American Foundation. Established in 1993, the Pacific American Foundation (PAF) is a national 501c (3) nonprofit, tax-exempt organization with the mission to "improve the lives of Pacific Americans through service with dignity, courage, humility, and competence." PAF's goal is to influence systemic change in the educational system that preserve and perpetuate traditional indigenous ways of knowing for emerging Pacific Century leaders, college career readiness, culturally responsive research, evaluation and assessment, economic and community partnership development.

For 20 years PAF has been involved with the Hawaii Department of Education's culture-based education professional development, curriculum and instructional design, culture and project-based education, and culturally responsive evaluation and assessment working as a lead partner in the Castle Complex Redesign initiative and many other schools throughout the State of Hawaii.

PAF has designed its curricula since the NGSS standards were first introduced in the country as a guide in which to benchmark scientific method and inquiry. We have experienced great success with teachers that have been trained in our curricula and more importantly how it has helped to advance place and project based learning in our schools.

Response from teachers have been enthusiastic and reflective of the aspiration of many who find comfort in the NGSS framework that is alive and well in our education system already. We have been successful in incorporating it in creative ways that reflect Hawaii's unique qualities while also helping to advance science achievement levels for all students.

I hope that the passage of the NGSS standards in Hawaii will help to bring an increased sense of purpose and stability to the learning environment and can now be properly integrated with the other core areas of study.

Please give this your highest consideration for passage.

Me Ke Aloha,



Herb Lee, Jr.
Executive Director



February 1st, 2016

State Board of Education
PO Box 2360
Honolulu, Hawaii 96813

Dear Members of the Hawaii State Board of Education:

Project Lead The Way (PLTW) is a national non-profit organization which empowers students to thrive in an evolving world and provides a transformative learning experience for K-12 students and teachers across the United States in high skill, high demand pathways of computer science, engineering, and biomedical science. In Hawaii, we serve approximately 7,000 students and 250 teachers in 31 schools.

PLTW applauds your commitment to the success of every student in Hawaii. There is still much to be done to ensure every student graduates prepared and your implementation of the Common Core State Standards in Math and English Language Arts and your commitment to adopt the Next Generation Science Standards are important steps in the right direction.

Hawaii students no longer compete with their peers across the classroom or islands—they compete with students from across the globe. This means that every single student must be held to high standards and receive rigorous preparation. Our keiki need a strong foundation in Math, English and Science in order to compete in fast-growing, continuously evolving information-based fields.

The NGSS are an improvement over the current HCPS standards. The set of standards provides a framework for what students should know at each grade level. Local schools will continue to have control over instructional resources and other local decisions such as how the standards are taught.

NGSS have the power to transform science education and give all students the skills and knowledge they need to be successful in the 21st century. These standards can inspire the next generation of keiki to reach new heights in the STEM fields.

STEM jobs in Hawaii are predicted to grow faster than non-STEM jobs in the next decade. Hawaii is invested in making progress in the [innovation economy](#) and the adoption of the NGSS will assist in that effort. Timely implementation of the Next Generation Science Standards, will help our students compete for the quality jobs our state has to offer and become participants in our state's democracy.

Mahalo nui loa for your consideration of our position.

Respectfully,

Ed Dennis,

Director of Policy Project Lead The Way

DATE: January 31, 2016

TO: BOE Student Achievement Committee Meeting (February 2, 2016)

AGENDA ITEM: VB. Committee Action on new Board Policy 105.14, Language in Education (ELL/Bilingual)

Dear Hawaii State Board of Education Committee Members,

My name is **Sena Belgard** and I am a **Teacher** at Leihoku Elementary School.

I strongly support the proposed BOE Policy 105.14 on Multilingualism for Equitable Education for the following reasons:

Multilingual, EL, and immigrant 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.

Hawai'i should not model its public education solely on theories and practices based on a single language competency. Rather, Hawaii should take advantage of its existing population, history and location to meet the global challenges of the future by adopting a multilingual approach to delivering an excellent education to all of our students. We need to take advantage of our inherent diversity rather than subordinating it to misguided images of a monolithic, monolingual populace.

Moreover, our country needs multilingual and multicultural 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, this multilingual policy 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. Multilingualism for Equitable Education 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.

Thank you for your time and consideration on this issue.

Sincerely,

Sena Belgard

TO: BOE Student Achievement Committee (Feb. 2, 2016)
AGENDA ITEM: Committee Action on new Board Policy 105.14, Language in Education
DATE: January 31, 2016

Dear BOE Committee Members,

My name is Natalie Nimmer and I'm a former teacher and administrator and current independent consultant working with 17 public schools, spread across every county. I am also the child of bilingual parents and have basic proficiency in Marshallese, a language from the Micronesian region.

I support the proposed BOE policy 105.14 on Multilingualism for Equitable Education because it honors the assets immigrant and other bilingual students bring to the classroom, rather than looking at their home language as a deficit.

There are stacks and stacks of research papers demonstrating the long-term educational benefits that come from supporting multilingualism in students. Hawai'i is one of only two states without a multilingual education policy, and that has put the students we seek to serve at a disadvantage socially, emotionally and academically. 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 the DOE needs in order to implement the very best educational models for our keiki.

I am especially enthusiastic about the establishment of a Multilingual Learner Advisory Committee that will be composed of a diverse representative of our community. I highly recommend this committee include representation from the diverse community of Micronesian families in Hawai'i.

Thank you, mahalo, and komol tata for considering this support for BOE policy 105.14.

Sincerely,

Natalie Nimmer

DATE: January 30, 2016

TO: BOE Student Achievement Committee Meeting (February 2, 2016)

AGENDA ITEM: VB. Committee Action on new Board Policy 105.14, Language in Education (ELL/Bilingual)

Dear Hawaii State Board of Education Committee Members,

My name is Corey Huihui and I am a proud Grandparent of children in the Hawai'i public school system as well as a **Community Member** in Kailua.

I strongly support the proposed BOE Policy 105.14 on Multilingualism for Equitable Education for the following reasons:

Multilingual, EL, and immigrant 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.

Hawai'i should not model its public education solely on theories and practices based on a single language competency. Rather, Hawaii should take advantage of its existing population, history and location to meet the global challenges of the future by adopting a multilingual approach to delivering an excellent education to all of our students. We need to take advantage of our inherent diversity rather than subordinating it to misguided images of a monolithic, monolingual populace.

Moreover, our country needs multilingual and multicultural 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, this multilingual policy 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. Multilingualism for Equitable Education 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.

Thank you for your time and consideration on this issue.

Sincerely,

Corey Huihui

DATE: January 30, 2016

TO: BOE Student Achievement Committee Meeting (February 2, 2016)

AGENDA ITEM: VB. Committee Action on new Board Policy 105.14, Language in Education (ELL/Bilingual)

Dear Hawaii State Board of Education Committee Members,

My name is Maressa Huihui-White and I am a proud Parent of children in the Hawai'i public school system as well as a **Community Member** in Kailua.

I strongly support the proposed BOE Policy 105.14 on Multilingualism for Equitable Education for the following reasons:

Multilingual, EL, and immigrant 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.

Hawai'i should not model its public education solely on theories and practices based on a single language competency. Rather, Hawaii should take advantage of its existing population, history and location to meet the global challenges of the future by adopting a multilingual approach to delivering an excellent education to all of our students. We need to take advantage of our inherent diversity rather than subordinating it to misguided images of a monolithic, monolingual populace.

Moreover, our country needs multilingual and multicultural 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, this multilingual policy 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. Multilingualism for Equitable Education 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.

Thank you for your time and consideration on this issue.

Sincerely,

Maressa Huihui-White

DATE: January 30, 2016

TO: BOE Student Achievement Committee Meeting (February 2, 2016)

AGENDA ITEM: VB. Committee Action on new Board Policy 105.14, Language in Education (ELL/Bilingual)

Dear Hawaii State Board of Education Committee Members,

My name is Kathleen Cavaco and I am a proud great grandparent of children in the Hawai'i public school system as well as a **Community Member** in Kailua.

I strongly support the proposed BOE Policy 105.14 on Multilingualism for Equitable Education for the following reasons:

Multilingual, EL, and immigrant 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.

Hawai'i should not model its public education solely on theories and practices based on a single language competency. Rather, Hawaii should take advantage of its existing population, history and location to meet the global challenges of the future by adopting a multilingual approach to delivering an excellent education to all of our students. We need to take advantage of our inherent diversity rather than subordinating it to misguided images of a monolithic, monolingual populace.

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Thank you for your time and consideration on this issue.

Sincerely,

Kathleen Cavaco

DATE: January 30, 2016

TO: BOE Student Achievement Committee Meeting (February 2, 2016)

AGENDA ITEM: VB. Committee Action on new Board Policy 105.14, Language in Education (ELL/Bilingual)

Dear Hawaii State Board of Education Committee Members,

My name is Clarence Huihui and I am a proud Grandparent of children in the Hawai'i public school system as well as a **Community Member** in Kailua.

I strongly support the proposed BOE Policy 105.14 on Multilingualism for Equitable Education for the following reasons:

Multilingual, EL, and immigrant 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.

Hawai'i should not model its public education solely on theories and practices based on a single language competency. Rather, Hawaii should take advantage of its existing population, history and location to meet the global challenges of the future by adopting a multilingual approach to delivering an excellent education to all of our students. We need to take advantage of our inherent diversity rather than subordinating it to misguided images of a monolithic, monolingual populace.

Moreover, our country needs multilingual and multicultural 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, this multilingual policy 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. Multilingualism for Equitable Education 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.

Thank you for your time and consideration on this issue.

Sincerely,

Clarence Huihui

DATE: January 30, 2016

TO: BOE Student Achievement Committee Meeting (February 2, 2016)

AGENDA ITEM: VB. Committee Action on new Board Policy 105.14, Language in Education (ELL/Bilingual)

Dear Hawaii State Board of Education Committee Members,

My name is Chelsea Miller and I am a proud educator of children in the Hawai'i public school system.

I strongly support the proposed BOE Policy 105.14 on Multilingualism for Equitable Education for the following reasons:

Multilingual, EL, and immigrant 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.

Hawai'i should not model its public education solely on theories and practices based on a single language competency. Rather, Hawaii should take advantage of its existing population, history and location to meet the global challenges of the future by adopting a multilingual approach to delivering an excellent education to all of our students. We need to take advantage of our inherent diversity rather than subordinating it to misguided images of a monolithic, monolingual populace.

Moreover, our country needs multilingual and multicultural 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, this multilingual policy 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. Multilingualism for Equitable Education 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.

Thank you for your time and consideration on this issue.

Sincerely,

Kathleen Cavaco



Date: January 29th, 2016

To: BOE Student Achievement Committee Meeting (February 2, 2016)

Agenda Item: VB. Committee Action on new Board Policy 105.14, Language in Education (ELL/Bilingual)

Dear Hawaii State Board of Education Committee Members,

My name is Mani Sehgal and I am the Director for the School of Education at Hawaii Pacific University. Our School delivers 3 initial licensure programs; A Bachelors in Elementary Education, Master's in Elementary Education, and a Master's in Secondary Education.

I support the proposed BOE policy 105.14 on Multilingualism for Equitable Education because it will promote and enrich English development of our immigrant students in Hawaii's DOE schools. The policy will not only promote and recognize the diverse backgrounds of our students, but it will allow for greater enrichment for all students in general. In my current capacity, and within our Teacher Education Program (TEP), I see first-hand how our global world is impacting our classrooms. This policy will allow our ELL students to be better prepared, and it will also help our DOE teachers provide a more equitable education for our states immigrant ELL students.

Thank you for your time and consideration on this issue.

Sincerely,

Mani Sehgal

Mani Sehgal, M.B.A, M.Ed.
Director, School of Education
College of Extended and Interdisciplinary Education
Hawaii Pacific University
1188 Fort Street, Suite 254
Honolulu, HI 96813
Phone: (808) 543-8046



January 29, 2016

Dr. Patricia Halagao, Chair
Student Achievement Committee
State of Hawaii Board of Education
P.O. Box 2360
Honolulu, HI 96804

Re: Student Achievement Committee; Tuesday, February 2, 2016; Agenda V. A. Committee Action on the adoption of Next Generation Science Standards; Testimony in Support.

Dear Chair Halagao:

I am writing in strong support of the recommended adoption of the Next Generation Science Standards (NGSS), which would establish rigorous, research-based, internationally benchmarked performance expectations in science for the Hawaii Department of Education schools. They are designed to prepare *all* students who complete a HIDOE high school diploma for college-level science courses in postsecondary education and for entry-level career expectations.

Together with the Hawaii Common Core Standards, the NGSS will contribute to Hawaii's statewide "55 by '25" goal that by the year 2025, 55% of working age adults will have a 2- or 4-year college degree. These science standards are more closely aligned to science requirements in college so that more students will be prepared for majors in science, technology, engineering and mathematics (STEM). Furthermore, it advances the state's aspiration that all working age adults would have the skills to earn a living wage job, particularly in high-demand science and technology job areas.

In 2012, the Program for International Student Assessment (PISA) scores ranked the United States as 23rd in science and 30th in math out of 65 OECD education systems. In order for the United States to be more competitive in our global economy, our current science standards must be current, rigorous and relevant to students. By adopting the NGSS as our state science standards, Hawaii would address those needs, joining over a dozen other states in increasing the rigor of science graduation standards for future graduating classes, and we urge you to approve this proposed committee action.

Thank you for this opportunity to testify.

Sincerely,

Karen C. Lee
Executive Director



Shawn Ford <shawnmford@gmail.com>

01/31/2016 10:09 PM

To boe_hawaii@notes.k12.hi.us
cc
Subject Testimony

1 attachment



HITESOL_testimony_BOE105.14.docx

Please find our testimony for the proposed Language in Education Policy (ELL/Bilingual), pasted below and attached.

Thank you,
Shawn Ford
Hawaii TESOL
Socio-political Chair

Date: (January 29, 2016)

To: BOE Student Achievement Committee Meeting (February 2, 2016)

Agenda Item: VB. Committee Action on new Board Policy 105.14, Language in Education (ELL/Bilingual)

Dear Hawaii State Board of Education Committee Members,

Hawai'i TESOL is the largest state-wide organization representing teachers of English to speakers of other languages (TESOL) – commonly referred to as “ESL teachers” – most of whom support the English language development of immigrant students in Hawaii's DOE schools.

Hawai'i TESOL is writing the BOE today to express support for the proposed Language in Education Policy (ELL/Bilingual). The policy will help teachers, programs, and schools draw on research and best practices for building systems of support necessary to facilitate the academic success of ELL students. Hawai'i TESOL respectfully

requests the Student Achievement Committee to adopt this proposed policy.

Hawai'i TESOL believes that the Language in Education Policy is an important step in a more positive direction to provide comprehensive linguistic support for our state's immigrant ELL students. Such a policy will help the entire DOE system provide a more equitable education for our state's immigrant ELL students. It will promote the professional development of teachers who will better prepare our ELL students for the academic and career demands of the 21st century, which will better position these students and the state for the economic and cross-cultural needs of our globalized world. It will promote the development and maintenance of two or more languages and recognize the rich and diverse language assets of Hawaii's DOE students, which will also help to promote cultural awareness and acceptance of all immigrant ELL students in our diverse multicultural society. Furthermore, it will strengthen outreach efforts to families of ELL students and promote their active involvement in the education system. All of these policy goals are recognized by the Hawai'i TESOL membership as necessary components of a comprehensive support system to address the needs of immigrant ELL students.

Hawai'i TESOL is looking forward to continue to work with the BOE and all other interested stakeholders in an advisory capacity as indicated in the Language in Education Policy to support our immigrant ELL students to become productive, successful adults within our multilingual and multicultural community.

Sincerely,

Hawai'i TESOL Board

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Date: (January 29, 2016)

To: BOE Student Achievement Committee Meeting (February 2, 2016)

Agenda Item: VB. Committee Action on new Board Policy 105.14, Language in Education (ELL/Bilingual)

Dear Hawaii State Board of Education Committee Members,

Hawai'i TESOL is the largest state-wide organization representing teachers of English to speakers of other languages (TESOL) – commonly referred to as “ESL teachers” – most of whom support the English language development of immigrant students in Hawaii's DOE schools.

Hawai'i TESOL is writing the BOE today to express support for the proposed Language in Education Policy (ELL/Bilingual). The policy will help teachers, programs, and schools draw on research and best practices for building systems of support necessary to facilitate the academic success of ELL students. Hawai'i TESOL respectfully requests the Student Achievement Committee to adopt this proposed policy.

Hawai'i TESOL believes that the Language in Education Policy is an important step in a more positive direction to provide comprehensive linguistic support for our state's immigrant ELL students. Such a policy will help the entire DOE system provide a more equitable education for our state's immigrant ELL students. It will promote the professional development of teachers who will better prepare our ELL students for the academic and career demands of the 21st century, which will better position these students and the state for the economic and cross-cultural needs of our globalized world. It will promote the development and maintenance of two or more languages and recognize the rich and diverse language assets of Hawaii's DOE students, which will also help to promote cultural awareness and acceptance of all immigrant ELL students in our diverse multicultural society. Furthermore, it will strengthen outreach efforts to families of ELL students and promote their active involvement in the education system. All of these policy goals are recognized by the Hawai'i TESOL membership as necessary components of a comprehensive support system to address the needs of immigrant ELL students.

Hawai'i TESOL is looking forward to continue working with the BOE and all other interested stakeholders in an advisory capacity as indicated in the Language in Education Policy to support our immigrant ELL students to become productive, successful adults within our multilingual and multicultural community.

Sincerely,
Hawai'i TESOL Board

Written testimony should be **Submitted by Monday, February 1, 2016 at 9AM**
EMAIL: boe_hawaii@notes.k12.hi.us (include "Testimony" in the subject line)

Date: January 31, 2016

To: BOE Student Achievement Committee Meeting (February 2, 2016)

Agenda Item: Proposed BOE Multilingualism Policy (Policy 105.14)

Dear Hawaii State Board of Education Committee Members,

Hello, my name is Katherine Ratliffe and I am an associate professor in the Department of Educational Psychology in the College of Education at the University of Hawaii at Manoa.

I support the proposed policy on Multilingualism for Equitable Education (Policy 105.14) because I believe that children who are learning English are not currently well served by the Hawaii Department of Education. Hawaii has the third largest percentage of English-language learners in our schools of all the U.S. states. Through a shift from a deficit perspective, where we see children as lacking the English language to an asset-based perspective of seeing children as bringing language and cultural resources with them to benefit all students, we can enrich all children and families in our public schools. In addition, research has clearly shown that when children have the opportunity to become literate in their own language either before or while they are learning English, they learn English and academic content better and faster.

This shift will take a comprehensive approach. We need to ensure that all teachers learn strategies to teach multilingual learners, as well as hiring teachers who are certified in multilingual teaching who can support teachers and students. We need to provide choices to families of the kinds of multilingual opportunities that will fit them such as dual language and bilingual opportunities and enriched multilingual classrooms for all children. We need to ensure that assessments, both classroom and standardized, are in languages that children understand as much as possible so that they can learn and demonstrate what they know.

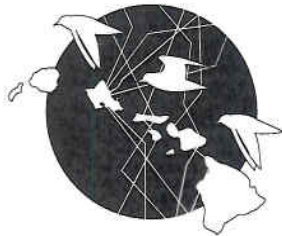
With the emphasis primarily on English language in the schools, we are currently creating a separate group of language learners who do not feel that they have a place in the classroom, and who are hampered in their learning of academic content because of the length of time to learn academic English skills. Children who move to Hawaii from other places, and those who grow up in the islands in households where languages other than English are spoken need to feel that they belong. They need an opportunity to form their identities through their own cultures and languages, as well as a chance to learn the languages and cultures of Hawaii.

This will take redirecting resources, many of which already exist as well as training of educators and working with community agencies- a comprehensive approach. The HDOE will need a vision and a plan, and the Board of Education can provide the guidance with this policy.

Mahalo for your time and consideration on this issue.

Sincerely,

Katherine Ratliffe



**HAWAI'I COALITION FOR
IMMIGRANT RIGHTS**

To: BOE Student Achievement Committee
From: Khara Jabola-Carolus, Hawai'i Coalition for Immigrant Rights
Date: February 1, 2016
Re: Board Policy 105.14, Language in Education (ELL/Bilingual)

To the Honorable Hawai'i State Board of Education Committee Members,

On behalf of the Hawai'i Coalition for Immigrant Rights, I strongly support the BOE policy 105.14 on Multilingualism for Equitable Education. This inclusive policy was forged through the unique multicultural & multilingual needs of this State. The policy focuses on creating learning environments that value linguistic and cultural diversity. It supports research showing that when students' identities, languages, and cultures are used as resources in their learning, they are better able to learn academic content and the language medium of instruction.

Thank you for the opportunity to testify.

Sincerely,

Khara Jabola-Carolus



Jerelyn Watanabe <jerelynw@hawaii.edu>

01/31/2016 10:32 PM

To boe_hawaii@notes.k12.hi.us

cc

Subject Testimony in support of Proposed
Policy 105.14, Multilingualism for
Equitable Education

1 attachment



JW Written Testimony BOE105.14.pdf

Date: January 31, 2016

To: BOE Student Achievement Committee Meeting (February 2, 2016)

Agenda Item: VB. Committee Action on new Board Policy 105.14, Language in
Education (ELL/Bilingual)

Dear Hawaii State Board of Education Committee Members,

My name is Jerelyn Watanabe and I am a student in the Doctor of Education in Professional
Practice at the University of Hawai'i at Mānoa.

I support the proposed BOE policy 105.14 on Multilingualism for Equitable Education because
embracing multilingualism in our public schools will honor the linguistic and cultural diversity of
our students and provide an equitable opportunity for every child to reach their full potential.

Multilingualism allows children to more effectively communicate at school and therefore,
addresses the academic failure that may result when schools require students to learn in
English, a language that they don't understand. The positive effect of multilingualism can be
explained by the concept of translanguaging, defined as "the act performed by bilinguals of
accessing different linguistic features or various models of what are described as autonomous
languages, in order to maximize communicative potential" (Garica, 2009, p. 140).

Speaking more than one language in school is appropriate for English Learners. For example,
English Learners in Houston Independent School District (HISD) two-way bilingual immersion
programs earned the highest scores in English reading. Spending several years in any kind of
bilingual program also had a positive impact on achievement. Students who remained in the
same program for three or four years had the highest English reading achievement. (Alvear,
2015).

Adopting Policy 105.14 means that Hawai'i will join 48 other states in having a formal board or district level English Learner policy to fully implement provisions of legal decisions and federal laws regarding English Learners, as found in Lau v. Nichols (1974), The Equal Educational Opportunities Act of 1974 (EEOA), and Title VI of the Civil Rights Act of 1964.

To better meet the needs of English Learners, Proposed Policy 105.14 would include a statement that early childhood education is essential for English Learners. Providing early intervention to young English Learners as an extremely effective way to increase student achievement. A study on the benefits of language acquisition programs offered by the HISD found that teaching basic English to students identified as English Learners before they enter Kindergarten "has a significant, persistent impact on Spanish and English reading outcomes in later grades" (Alvear, 2015, p. 3).

Thank you for your time and consideration devoted to this important issue.

Sincerely,

Jerelyn Watanabe

**

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**

Date: January 31, 2016

To: BOE Student Achievement Committee Meeting (February 2, 2016)

Agenda Item: VB. Committee Action on new Board Policy 105.14, Language in Education (ELL/Bilingual)

Dear Hawaii State Board of Education Committee Members,

My name is Jerelyn Watanabe and I am a student in the Doctor of Education in Professional Practice at the University of Hawai'i at Mānoa.

I support the proposed BOE policy 105.14 on Multilingualism for Equitable Education because embracing multilingualism in our public schools will honor the linguistic and cultural diversity of our students and provide an equitable opportunity for every child to reach their full potential.

Multilingualism allows children to more effectively communicate at school and therefore, addresses the academic failure that may result when schools require students to learn in English, a language that they don't understand. The positive effect of multilingualism can be explained by the concept of translanguaging, defined as "the act performed by bilinguals of accessing different linguistic features or various models of what are described as autonomous languages, in order to maximize communicative potential" (Garica, 2009, p. 140).

Speaking more than one language in school is appropriate for English Learners. For example, English Learners in Houston Independent School District (HISD) two-way bilingual immersion programs earned the highest scores in English reading. Spending several years in any kind of bilingual program also had a positive impact on achievement. Students who remained in the same program for three or four years had the highest English reading achievement. (Alvear, 2015).

Adopting Policy 105.14 means that Hawai'i will join 48 other states in having a formal board or district level English Learner policy to fully implement provisions of legal decisions and federal laws regarding English Learners, as found in Lau v. Nichols (1974), The Equal Educational Opportunities Act of 1974 (EEOA), and Title VI of the Civil Rights Act of 1964.

To better meet the needs of English Learners, Proposed Policy 105.14 would include a statement that early childhood education is essential for English Learners. Providing early intervention to young English Learners as an extremely effective way to increase student achievement. A study on the benefits of language acquisition programs offered by the HISD found that teaching basic English to students identified as English Learners before they enter Kindergarten "has a significant, persistent impact on Spanish and English reading outcomes in later grades" (Alvear, 2015, p. 3).

Thank you for your time and consideration devoted to this important issue.

Sincerely,

Jerelyn Watanabe



Emily Lam WORK <general.elam@gmail.com>

01/31/2016 10:45 PM

To boe_hawaii@notes.k12.hi.us

cc

Subject Testimony for new Board Policy
105.14, Language in Education
(ELL/Bilingual)

Dear Hawai'i State Board of Education Committee Members,

Our names are Emily Lam and Greg Nakai, and we are parents living and working on the island of O'ahu, raising a bilingual child.

We support the proposed BOE policy 105.14 on Multilingualism for Equitable Education because Hawai'i is well-known for its diversity, yet the rich cultural and linguistic heritage of students, especially that of students identified as English language learners (ELLs), are not well-promoted or incorporated as part of K-12 curriculum. The only bilingual education program currently offered by the Hawai'i DOE (HI DOE) is the Hawaiian immersion program, which is a first step toward recognizing the cultural and linguistic roots of the people of the state.

Research findings have consistently pointed to the academic, linguistic, and social benefits of allowing ELLs to continue developing their home languages while learning English. Examples of such benefits include: gaining content knowledge in familiar languages, which positively impacts cognitive development; greater proficiency in multiple languages; and affirmation of students' identities, which positively impacts achievement. Research findings have also pointed to various benefits of bi/multilingualism for young people who are not identified as ELLs. These benefits include improved multi-tasking skills, deeper awareness and appreciation of different cultures, and increased cultural competence. With ELLs consistently comprising nearly 10% of the statewide student population, it is imperative the HI DOE adopts a long-overdue, forward-looking policy that reflects the findings of these research studies, and that builds on the long history of multiculturalism and multilingualism in Hawai'i.

As our world is becoming increasingly diverse due to globalization and migration, Hawai'i is uniquely poised to be at the forefront of designing state-of-the-art educational opportunities that nurture cultural and linguistic diversity as assets, not deficits, to support learning in the 21st century, and to promote understanding and collaboration amongst students of different backgrounds.

Thank you for your time and consideration on this issue.

Sincerely,

Date: February 1, 2016

To: BOE Student Achievement Committee Meeting (February 2, 2016)

Agenda Item: VB. Committee Action on new Board Policy 105.14, Language in Education (ELL/Bilingual)

Dear Hawaii State Board of Education Committee Members,

My name is Kendi Ho and I am the Language Arts Teacher and Coordinator for Individualized Career Achievement Network (iCAN) program at McKinley Community School for Adults (MCSA). I am also a PhD student in the Second Language Studies Department at the University of Hawai'i at Manoa.

I support the proposed BOE policy 105.14 on Multilingualism for Equitable Education because the core features were developed with stakeholder input and educational best practices supported by research in multilingual education. Most importantly, these features address the needs of my adult immigrant students who are community members, workers, and parents or grandparents of current K-12 students. I would like to elaborate with an example from my classroom then discuss the implications for teacher education within program development and conclude with the potential impact of this policy.

First, my class has a mix of local native speakers and adult immigrant students who want to attend a Community College for a degree or training for a better career. I work with the Math teacher and the Coach, who also teach in the same classroom, to establish the language and culture that students have as a resource for them to learn the academic language they need for college or the workplace skills to start a new career. The class is rigorous and fast-paced and after graduation, students remark how much they have learned and the new confidence that they have. The local students are then even more impressed that the immigrant students have learned the same content in a second or third language.

From my experience, I have learned that teachers need to be skilled in supporting second language development for English Learners (ELs). Teachers need to know the skills and strategies ELs need for reading and listening comprehension as well as meeting social expectations in speaking and writing. Because learning English, as an additional language, is different from learning English as a first language, content teachers need to understand the principles underlying second language acquisition as well as classroom approaches, methods, and techniques to support this language learning. BOE policy 105.14 addresses this need.

Finally, program development is necessary to support the infusion of multilingualism in our schools. Teaching, materials, assessments, goals and objectives, and all staff interaction need to be transformed for student, teacher, and staff success. This comprehensive re-working within our schools is vital for giving immigrant families the needed support to fully participate in Hawai'i as productive community members.

Thank you for your time and consideration on this issue.

Sincerely,

Kendi Ho



"E. Brook Chapman de Sousa"
<ebsousa@hawaii.edu>

02/01/2016 12:53 AM

To boe_hawaii@notes.k12.hi.us
cc
Subject testimony

Date: January 31, 2016

To: BOE Student Achievement Committee Meeting (February 2, 2016)

Agenda Item: VB. Committee Action on new Board Policy 105.14 Language in Education (ELL/Bilingual)

Dear Committee Members of the Hawai'i State Board of Education,

My name is Dr. Brook Chapman de Sousa and I am an assistant professor in the College of Education at the University of Hawai'i, Mānoa. I am writing as a parent of bilingual children, former Hawai'i DOE classroom teacher, and assistant professor whose work focuses on multilingualism, to express my strong support of Policy 105.14.

As a parent of bilingual children, I support this policy because it is based on a perspective shift that recognizes the value of knowing more than one language and views multilingualism as an asset to be used and cultivated in schools. Currently many children, including my own, get the message that speaking a language other than English is something to be embarrassed about or ignored. Schools can counteract that message by adopting an asset-based approach to working with multilingual learners.

As a teacher and assistant professor, I recognize that Policy 105.14 will bring about systematic improvements statewide to help us do a better job of preparing multilingual learners for college, career and community success. Principally, the goal of insuring that all teachers and support staff working with multilingual learners are qualified and provided with adequate resources is essential to closing the alarming gap in achievement and graduation rates between multilingual and English-only learners in Hawai'i.

The College of Education is currently developing systems to insure graduates are qualified and ready to fulfill the mission of this policy. We are developing coursework and licensure programs to promote teachers' preparedness to work effectively with multilingual learners. The College is also establishing partnerships with Community Colleges to create expanded pathways for

potential teachers from various communities and linguistic backgrounds to join the profession.

I recognize the goals of this policy will be fulfilled through partnerships between teacher preparation programs, the community, the Department of Education and other stakeholders. It will require long-term planning. I personally am committed to supporting the implementation of Policy 105.14 in whatever way possible because it is clearly in the best interest of our multilingual children and the teachers who serve them.

Sincerely,

Dr. E. Brook Chapman de Sousa

--

E. Brook Chapman de Sousa
Assistant Professor, Multilingual Learning
University of Hawai'i at Mānoa
College of Education
Institute for Teacher Education, Elementary Program
Everly Hall, Room 223
1776 University Avenue
Honolulu, Hawaii 96822-2463
Office: 808-956-0802
Fax: 808-956-7191
eb Sousa@hawaii.edu

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**

January 31, 2016

To: BOE Student Achievement Committee Meeting (February 2, 2016)

Agenda Item: VB. Committee Action on new Board Policy 105.14, Language in Education (ELL/Bilingual)

Dear Hawai'i State Board of Education Committee Members,

My name is Nainoa Thompson.

I am in strong support of proposed BOE policy 105.14, Multilingualism for Equitable Education.

As I am sailing on our Mālama Honua Worldwide voyage, I have had the privilege and opportunity to travel to many places. I see firsthand the value of multilingualism to be able to communicate and connect with diverse people around the world.

Hawai'i is a multilingual and multicultural community that we need to treasure. We need to value the cultural strengths and sustain the linguistic assets that our multilingual and immigrant children bring into our schools. Our schools need to provide diverse language programs and opportunities where our students' home languages can thrive. I am convinced that we need these cultural and linguistic policies that set the direction to maintain Hawai'i as a peaceful and safe place that respects all people. For the wellbeing of our home, we must aloha and respect all languages and cultures.

Aloha,

A handwritten signature in cursive script, appearing to read "Nainoa Thompson".

Nainoa Thompson

DATE: January 31, 2016
TO: BOE Student Achievement Committee Meeting (February 2, 2016)
AGENDA ITEM: VB. Committee Action on new Board Policy 105.14, Language in Education (ELL/Bilingual)

Dear Hawaii State Board of Education Committee Members,

My name is **Deborah Oh** and I am a Teacher at Campbell High School.

I strongly support the proposed BOE Policy 105.14 on Multilingualism for Equitable Education for the following reasons:

Multilingual, EL, and immigrant 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.

Hawai'i should not model its public education solely on theories and practices based on a single language competency. Rather, Hawaii should take advantage of its existing population, history and location to meet the global challenges of the future by adopting a multilingual approach to delivering an excellent education to all of our students. We need to take advantage of our inherent diversity rather than subordinating it to misguided images of a monolithic, monolingual populace.

Moreover, our country needs multilingual and multicultural 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, this multilingual policy 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. Multilingualism for Equitable Education 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.

Thank you for your time and consideration on this issue.

Sincerely,

Deborah Oh

Physical Sciences	Physical Sciences (PS)
Life Sciences	Biological Sciences (BS)
Earth and Space Science	Physical Science (PS)
Engineering, technology and applications of science	Engineering (ENG), Information and Communications Technology (ICT)

The adoption and implementation of NGSS in Hawaii is a vitally important initiative to allow the natural extension of the pathways model into K-12 in Hawai'i. The NGSS embraces quintessential framework of what it means to be proficient in science.

--

John Rand, PhD
 Director of STEM Education
 University of Hawaii
 (808) 956-6872

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**



Graham DeVey <graham@medb.org>

01/31/2016 09:19 AM

To "boe_hawaii@notes.k12.hi.us"
<boe_hawaii@notes.k12.hi.us>

cc

Subject Testimony in favor of NGSS Next
Generation Science Standards

1 attachment



NGSS SUPPORT.docx

This testimony is forwarded to the Hawaii Board Of Education regarding testimony in support of Next Generation Science Standards.

- Name with position/title and organization: **Graham R. DeVey, Program Manager, Maui Economic Development Board**
- Meeting (Student Achievement, Finance and Infrastructure, Human Resources, Audit, or General Business Meeting (full Board)): **Student Achievement Committee (SAC), meeting 10:30 Feb 2 at Queen Liliuokalani Bldg Board Room)**
- Agenda item: **Recommendation to General Board regarding NGSS**
Position (support, oppose, or comment): **Support NGSS Adoption**

Testimony supporting Next Generation Science Standards (NGSS) and statewide adoption.

Our organization, the Women In Technology (WIT) project of Maui Economic Development Board (MEDB), supports the adoption and implementation of Next Generation Science Standards (NGSS) statewide.

As a member of WIT, I manage our teacher professional development course, Island Energy Inquiry™. This course offers DOE PDE3 credits to teachers who successfully implement IEI lessons in science inquiry learning within their classrooms and share their experiences online with other course graduates in a series of webinar events.

Hawaii Science Education Specialist Lauren Kaupp has been very pro-active in helping curriculum developers embrace and introduce NGSS to our DOE teachers. I attended training with Ms. Kaupp in August 2014 and committed to rolling out NGSS during IEI training events. Since then, we've exposed 112 science teachers representing over 10,400 students of Hawaii to NGSS through a series of eight IEI workshops.

I was a 9th-grade physical science teacher at Baldwin High School on Maui for 17 years and before that, an engineering executive for 18 years with United Technologies. So I am both an employer and a developer of young scientists. I have been a 'customer' of the education systems, and from that perspective I feel the Next Generation Science Standards, if broadly and enthusiastically used by

teachers, will help prepare young people to take part in technical careers here in Hawaii.

NGSS standards are both more rigorous and better-planned than HCPS III standards, and will benefit our state.

Regarding implementation, Hawaii needs to recall some advice from Machiavelli in *The Prince*. He advises his king that a new proclamation, even if it benefits everyone in the kingdom, will not be adopted. Everyone will nod yes in support but no one will change, because no one likes changes. Unless the king is willing to quickly and visibly reward his subjects, in support of the proclamation, it is sure to fail.

Adopting NGSS requires us to implement it in rewarding ways for our schools, teachers, and students—in spite of natural human avoidance of change. This means that resources will need to be planned in support of implementation.

Our teacher success rate in implementing IEI lessons hovers at 85 %. National success rates for similar workshops are around 15 %. We can offer some suggestions to help plan the resources needed to ensure teachers implement NGSS lessons in Hawaii.

As you implement NGSS through the ranks of Hawaii's teachers, remember to focus on the teachers—and on teaching and learning—foremost, instead of just emphasizing how important standards are by themselves. Teachers want to be recognized as professionals and to build on their past successes while learning and sharing ideas to try new teaching and learning methods based around NGSS.

Help teachers to develop, under a guided and supportive atmosphere, their first two or more class lessons based on NGSS. Reward them with stipends or PDE3 professional development credits for successfully implementing those lessons with their students.

The Hawaii Department of Education will need to set aside resources to help teachers implement—instructors, mentor teachers, and project assistants—who can convene teachers for training sessions and for success feedback sessions together.

Develop the funding to maintain an implementation effort for five or more years.

Our MEDB team encourages Hawaii to adopt Next Generation Science Standards and to plan the statewide resources needed to implement through rewarding and far-reaching programs.

Best regards,
Graham R. DeVey
Graham R. DeVey

Graham DeVey, Maui Economic Development Board

Graham DeVey is a Project Manager with the Maui Economic Development Board's Women in Technology Program in Hawaii. He directs the statewide program Island Energy Inquiry™, a place-based, inquiry learning curriculum for STEM teachers in grades 5-12. He holds a Master of Arts in Teaching degree (Physics) and a Bachelor of Science in Mechanical Engineering and Aeronautical Science, with 18 years of experience in engineering management and 20 years as an educator, curriculum developer, and professional development specialist.

January 28, 2016

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As you implement NGSS through the ranks of Hawaii's teachers, remember to focus on the teachers—and on teaching and learning—foremost, instead of just emphasizing how important standards are by themselves. Teachers want to be recognized as professionals and to build on their past successes while learning and sharing ideas to try new teaching and learning methods based around NGSS.

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The Hawaii Department of Education will need to set aside resources to help teachers implement—instructors, mentor teachers, and project assistants—who can convene teachers for training sessions and for success feedback sessions together.

Develop the funding to maintain an implementation effort for five or more years.

Our MEDB team encourages Hawaii to adopt Next Generation Science Standards and to plan the statewide resources needed to implement through rewarding and far-reaching programs.

Best regards,

Graham R. DeVey

Graham R. DeVey

Graham DeVey, Maui Economic Development Board

Graham DeVey is a Project Manager with the Maui Economic Development Board's Women in Technology Program in Hawaii. He directs the statewide program Island Energy Inquiry™, a place-based, inquiry learning curriculum for STEM teachers in grades 5-12. He holds a Master of Arts in Teaching degree (Physics) and a Bachelor of Science in Mechanical Engineering and Aeronautical Science, with 18 years of experience in engineering management and 20 years as an educator, curriculum developer, and professional development specialist.





Jason Jestice/WAIPAHH/HIDOE
01/31/2016 10:18 AM

To boe_hawaii@notes.k12.hi.us
cc
Subject Testimony

DATE: February 1, 2016

TO: BOE Student Achievement Committee Meeting (February 2, 2016)

AGENDA ITEM: VB. Committee Action on new Board Policy 105.14, Language in Education (ELL/Bilingual)

Dear Hawaii State Board of Education Committee Members,

My name is **Jason Jestice** and I am a **Teacher** at Waipahu High School.

I **support** the proposed **BOE policy 105.14 on Multilingualism for Equitable Education** for the following reasons:

Multilingual, EL, and immigrant 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.

Neither I nor my colleagues have yet acquired professional developments to best cater to my struggling multilingual learners. We have very limited EL resources. That means students in any given classroom around the island are not benefitting from the best practices in language education other teachers across the nation have already begun implementing. This is not fair for over 10% of the population of students in Hawaii who are multilingual learners.

Multilingualism is also good for society. A multilingual, multicultural Hawai'i is stronger and better able to meet challenges than an English-only Hawai'i. The recognition and added value on our students' languages and cultures will promote good practices in educational and labor settings, including more accurate placements in classes and job descriptions that take account of workers' use on the job of more than one language to serve client populations. By greatly expanding and strengthening existing services for multilingual students, we will support the full use of talents in our society that currently do not receive adequate recognition.

Thank you for your time and consideration on this issue.

Sincerely,

Jason Jestice

Jason Jestice

SPED Resource/Inclusion ELA
Waipahu High School
808-307-9419

DATE: January 30, 2016

TO: BOE Student Achievement Committee Meeting (February 2, 2016)

AGENDA ITEM: VB. Committee Action on new Board Policy 105.14, Language in Education (ELL/Bilingual)

Dear Hawaii State Board of Education Committee Members,

My name is Annie Wynters and I am a Social Studies **Teacher** at Waianae High School.

I strongly support the proposed BOE Policy 105.14 on Multilingualism for Equitable Education for the following reasons:

Multilingual, EL, and immigrant 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.

Hawai'i should not model its public education solely on theories and practices based on a single language competency. Rather, Hawaii should take advantage of its existing population, history and location to meet the global challenges of the future by adopting a multilingual approach to delivering an excellent education to all of our students. We need to take advantage of our inherent diversity rather than subordinating it to misguided images of a monolithic, monolingual populace.

Moreover, our country needs multilingual and multicultural 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, this multilingual policy 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. Multilingualism for Equitable Education 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.

Thank you for your time and consideration on this issue.

Sincerely,
Annie Wynters



Bruce Leal/WAIPAHH/HIDOE
01/31/2016 10:36 AM

To BOE Hawaii/BOE/HIDOE@HIDOE
cc
Subject TESTIMONY for BOE PROPOSED
POLICY 105.14 MULTILINGUALISM
FOR EQUITABLE EDUCATION

Dear Hawaii State Board of Education Committee Members,

My name is **Bruce Leal** and I am a U.S. History and Government **Teacher** in a Special Education resource and inclusion setting at Waipahu High School.

I strongly support the proposed **BOE Policy 105.14 on Multilingualism for Equitable Education** for the following reasons:

Multilingual, EL, and immigrant 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.

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Thank you for your time and consideration on this issue.

Sincerely,
Bruce Leal



LEAL_TESTIMONY BOE POLICY 105.14.pdf

DATE: January 31, 2016

TO: BOE Student Achievement Committee Meeting (February 2, 2016)

AGENDA ITEM: VB. Committee Action on new Board Policy 105.14, Language in Education (ELL/Bilingual)

Dear Hawaii State Board of Education Committee Members,

My name is **Bruce Leal** and I am a U.S. History and Government **Teacher** in a Special Education resource and inclusion setting at Waipahu High School.

I strongly support the proposed BOE Policy 105.14 on Multilingualism for Equitable Education for the following reasons:

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Thank you for your time and consideration on this issue.

Sincerely,

Bruce Leal

DATE: January 31, 2016

TO: BOE Student Achievement Committee Meeting (February 2, 2016)

AGENDA ITEM: VB. Committee Action on new Board Policy 105.14, Language in Education (ELL/Bilingual)

Dear Hawaii State Board of Education Committee Members,

My name is **Scott Hamilton** and I am a **Teacher** at Wheeler Middle School.

I strongly support the proposed BOE Policy 105.14 on Multilingualism for Equitable Education for the following reasons:

Multilingual, EL, and immigrant 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.

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Thank you for your time and consideration on this issue.

Sincerely,

Scott Hamilton

Date: January 31, 2016

To: BOE Student Achievement Committee Meeting (February 2, 2016)

Agenda Item: VB. Committee Action on new Board Policy 105.14, Language in Education (ELL/Bilingual)

Dear Hawaii State Board of Education Committee Members:

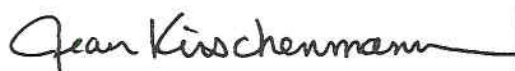
My name is Jean Kirschenmann, and I am a long-time ESL teacher and teacher educator at Hawai'i Pacific University.

I support the proposed BOE policy 105.14 on Multilingualism for Equitable Education because

- it affirms the social, cognitive, and workplace value of bi- and/or multilingualism. It would make Hawaii a leader among states in public recognition of this value.
- it views English language learners as possessing assets that enrich our community and state rather than being deficient in English. The immigrant child of today is the highly-valued bilingual job applicant of tomorrow.
- it signals support for programs and people in our community who are engaged in the everyday work of language learning and teaching. They can be found in programs including, but not limited to, Hawaiian immersion schools, adult community schools, world language programs K-20, afterschool and weekend heritage language schools, and numerous programs for English language learners (ELL) at all ages and stages of language proficiency.

Thank you for your time and consideration of this issue.

Sincerely,

A handwritten signature in black ink that reads "Jean Kirschenmann". The signature is written in a cursive style and is followed by a vertical line.

Jean Kirschenmann

DATE: January 31, 2016

TO: BOE Student Achievement Committee Meeting (February 2, 2016)

AGENDA ITEM: VB. Committee Action on new Board Policy 105.14, Language in Education (ELL/Bilingual)

Dear Hawaii State Board of Education Committee Members,

My name is **Lisa Matsukata** and I am an Eighth Grade Mathematics Teacher at Waianae Intermediate School.

I strongly support the proposed BOE Policy 105.14 on Multilingualism for Equitable Education for the following reasons:

Multilingual, EL, and immigrant 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.

Hawai'i should not model its public education solely on theories and practices based on a single language competency. Rather, Hawaii should take advantage of its existing population, history and location to meet the global challenges of the future by adopting a multilingual approach to delivering an excellent education to all of our students. We need to take advantage of our inherent diversity rather than subordinating it to misguided images of a monolithic, monolingual populace.

Moreover, our country needs multilingual and multicultural 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, this multilingual policy 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. Multilingualism for Equitable Education 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.

Thank you for your time and consideration on this issue.

Sincerely,

Lisa Matsukata

DATE: January 30, 2016

TO: BOE Student Achievement Committee Meeting (February 2, 2016)

AGENDA ITEM: VB. Committee Action on new Board Policy 105.14, Language in Education (ELL/Bilingual)

Dear Hawaii State Board of Education Committee Members,

My name is **Maryann Velasco** and I am an English Teacher at Campbell High School

I strongly support the proposed BOE Policy 105.14 on Multilingualism for Equitable Education for the following reasons:

Multilingual, EL, and immigrant 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.

Hawai'i should not model its public education solely on theories and practices based on a single language competency. Rather, Hawaii should take advantage of its existing population, history and location to meet the global challenges of the future by adopting a multilingual approach to delivering an excellent education to all of our students. We need to take advantage of our inherent diversity rather than subordinating it to misguided images of a monolithic, monolingual populace.

Moreover, our country needs multilingual and multicultural 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, this multilingual policy 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. Multilingualism for Equitable Education 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.

Thank you for your time and consideration on this issue.

Sincerely,

Maryann Velasco

DATE: January 31, 2016
TO: BOE Student Achievement Committee Meeting (February 2, 2016)
AGENDA ITEM: VB. Committee Action on new Board Policy 105.14, Language in Education (ELL/Bilingual)

Dear Hawaii State Board of Education Committee Members,

My name is **Alyson Tsui** and I am a Teacher at Wheeler Middle School.

I strongly support the proposed BOE Policy 105.14 on Multilingualism for Equitable Education for the following reasons:

Multilingual, EL, and immigrant 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.

Hawai'i should not model its public education solely on theories and practices based on a single language competency. Rather, Hawaii should take advantage of its existing population, history and location to meet the global challenges of the future by adopting a multilingual approach to delivering an excellent education to all of our students. We need to take advantage of our inherent diversity rather than subordinating it to misguided images of a monolithic, monolingual populace.

Moreover, our country needs multilingual and multicultural 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, this multilingual policy 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. Multilingualism for Equitable Education 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.

Thank you for your time and consideration on this issue.


Sincerely,

Alyson Tsui



STATE OF HAWAII
DEPARTMENT OF HEALTH
OFFICE OF LANGUAGE ACCESS
830 PUNCHBOWL STREET, ROOM 322
HONOLULU, HAWAII 96813
www.hawaii.gov/labor/ola
Phone: (808) 586-8730 / Fax: (808) 586-8733

To: Board of Education (BOE) Student Achievement Committee

From: Helena Manzano 
Executive Director, Office of Language Access

Date: February 1, 2016

Re: BOE Student Achievement Committee Meeting, February 2, 2016, 10:30 a.m.
Testimony on BOE Policy 105.14, Multilingualism for Equitable Education

The Office of Language Access ("OLA") appreciates the opportunity to provide testimony supporting proposed BOE policy 105.14 on Multilingualism for Equitable 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 use multilingualism in educating Hawaii's youth. The objectives of this policy strongly comport with relevant language access law and 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.

Effective implementation of Board Policy 105.14 would greatly contribute to the Department of Education's compliance with its civil rights obligation to provide language access to its students. Hawaii's language access law, under HRS chapter 321C-3, provides that "[e]ach state agency . . . shall take reasonable steps to ensure meaningful access to services, programs, and activities by limited English proficient persons[.]" (Underlining added.) Hawaii's Department of Education is also mandated to provide language access under Title VI of the Civil

Rights Act (Title VI); Executive Order 13166 which interprets Title VI; and the implementing regulations relating to these federal laws.

It is worth noting that the seminal 'language access' case, decided by the Supreme Court in 1974, involved a class action suit brought by non-English speaking students against the San Francisco Unified School District for the school's failure to provide linguistically appropriate accommodations. The Court found that the school, having received substantial federal financial assistance, had violated Title VI of the Civil Rights Act. Under the law, they were obligated to assure that students were not denied the same educational opportunities on account of their race, color, or national origin. Thus, Board Policy 105.14 would not only help avoid this type of discrimination against students; it would also contribute to the provision of language access to LEP parents who seek to be involved in their children's education.

Moreover, such a program would make multilingualism a part of our state's institutional fabric. If any place can do this well, it should be the State of Hawaii.

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



HOUSE OF REPRESENTATIVES

STATE OF HAWAII
STATE CAPITOL
HONOLULU, HAWAII 96813

TESTIMONY FOR THE HAWAII STATE BOARD OF EDUCATION STUDENT ACHIEVEMENT COMMITTEE

RE: BOE Policy 105.14, Multilingualism for Equitable Education

February 2, 2016, 10:30 a.m.

Representative Takashi Ohno
Hawaii State House of Representatives
Vice Chair, House Committee on Education

Chair Halagao, Vice Chair Williams and members of the committee:

I am writing in **support** of implementing Board Policy 105.14 to incorporate multilingualism into the Department of Education's Strategic Plan. Hawaii has a long history of bringing many different cultures together and this is an ideal opportunity to embrace this sentiment to strengthen our schools. I urge the committee to support our English learners in the classroom by passing this policy.



Sena Pierce <senap@hawaii.edu>

01/30/2016 10:35 AM

To boe_hawaii@notes.k12.hi.us

cc

Subject Testimony: Committee Action on new
Board Policy 105.14

Date: January 30, 2016

To: BOE Student Achievement Committee Meeting (February 2, 2016)

Agenda Item: VB. Committee Action on new Board Policy 105.14, Language in Education
(ELL/Bilingual)

Dear Hawaii State Board of Education Committee Members,

My name is Sena Pierce and I am an educational evaluator/researcher and former English language teacher. I have a masters degree in Second Language Studies and a completing a PhD in Educational Psychology.

I support the proposed BOE policy 105.14 on Multilingualism for Equitable Education because studies over the last 15 years on English Language Learners (ELLs) have consistently found that valuing students home language and culture improves educational outcomes. Nationally, we're one of 18 states where ELL students make up between 6%-8% of the total student population (USDOE, *The Condition of Education 2015*, Retrieved from <https://nces.ed.gov>). Teachers in the state of Hawaii will encounter ELLs in their classroom and it's up to the state to ensure they have the resources they need to teach and engage students from different language backgrounds.

In 2011 I conducted a case study of an ELL teacher and a second grade teacher at two different elementary schools that served large populations of ELL students (average 46% of enrolled students were ELL). I observed and interviewed the second grade teacher first and she was frustrated because she felt the parents of her ELL students, all from the island of Chuuk, didn't care about education and weren't engaged in the school. I observed and interviewed the ELL teacher at a different school next and she was frustrated because she felt that she was the only teacher at the school that had knowledge of her students' home culture. In the five years since that time I've visited other elementary, middle, and high schools in the state and the story has been similar. Not surprisingly, and as prior research predicted, students from minority language cultures in Hawaii are not improving at pace in academic outcomes (

<http://growthmodel.hawaiipublicschools.org/>).

Hawaii is a multicultural state and requires a multilingual approach to education to ensure that all students have an equal opportunity to succeed in school. Even more important, all students will benefit from multilingual practices in the classroom.

Thank you for your time and consideration on this issue.

Sincerely,

Sena Pierce

--

Sena Pierce
Evaluation Specialist
Hawaii's P-20 Partnerships for Education
University of Hawaii
Sinclair Library, Rm 504
2425 Campus Road
Honolulu, HI 96822

Tel: 808-956-6923
Fax: 808-956-8037
Email: senap@hawaii.edu
Web: www.p20hawaii.org
gearup.hawaii.edu

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DATE: January 30, 2016

TO: BOE Student Achievement Committee Meeting (February 2, 2016)

AGENDA ITEM: VB. Committee Action on new Board Policy 105.14, Language in Education (ELL/Bilingual)

Dear Hawaii State Board of Education Committee Members,

My name is **Angelina Collazp** and I am a 8th grade Computing and Yearbook **teacher** at **Wai'anae Intermediate**

I strongly support the proposed **BOE Policy 105.14 on Multilingualism for Equitable Education** for the following reasons:

Multilingual, EL, and immigrant 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.

Hawai'i should not model its public education solely on theories and practices based on a single language competency. Rather, Hawaii should take advantage of its existing population, history and location to meet the global challenges of the future by adopting a multilingual approach to delivering an excellent education to all of our students. We need to take advantage of our inherent diversity rather than subordinating it to misguided images of a monolithic, monolingual populace.

Moreover, our country needs multilingual and multicultural 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, this multilingual policy 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. Multilingualism for Equitable Education 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.

Thank you for your time and consideration on this issue.

Sincerely,

Angelina Collazo

DATE: January 30, 2016

TO: BOE Student Achievement Committee Meeting (February 2, 2016)

AGENDA ITEM: VB. Committee Action on new Board Policy 105.14, Language in Education (ELL/Bilingual)

Dear Hawaii State Board of Education Committee Members,

My name is **Chiara Colicino** and I am a 9th grade English Teacher at Waianae High School

I strongly support the proposed BOE Policy 105.14 on Multilingualism for Equitable Education for the following reasons:

Multilingual, EL, and immigrant 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.

Hawai'i should not model its public education solely on theories and practices based on a single language competency. Rather, Hawaii should take advantage of its existing population, history and location to meet the global challenges of the future by adopting a multilingual approach to delivering an excellent education to all of our students. We need to take advantage of our inherent diversity rather than subordinating it to misguided images of a monolithic, monolingual populace.

Moreover, our country needs multilingual and multicultural 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, this multilingual policy 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. Multilingualism for Equitable Education 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.

Thank you for your time and consideration on this issue.

Sincerely,

Chiara Colicino

DATE: January 30, 2016

TO: BOE Student Achievement Committee Meeting (February 2, 2016)

AGENDA ITEM: VB. Committee Action on new Board Policy 105.14, Language in Education (ELL/Bilingual)

Dear Hawaii State Board of Education Committee Members,

My name is Quyen Anderson and I am a Social Studies **Teacher** at Aiea High School.

I strongly support the proposed BOE Policy 105.14 on Multilingualism for Equitable Education for the following reasons:

Multilingual, EL, and immigrant 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.

Hawai'i should not model its public education solely on theories and practices based on a single language competency. Rather, Hawaii should take advantage of its existing population, history and location to meet the global challenges of the future by adopting a multilingual approach to delivering an excellent education to all of our students. We need to take advantage of our inherent diversity rather than subordinating it to misguided images of a monolithic, monolingual populace.

Moreover, our country needs multilingual and multicultural 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, this multilingual policy 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. Multilingualism for Equitable Education 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.

Thank you for your time and consideration on this issue.

Sincerely,
Quyen Anderson

DATE: January 30, 2016

TO: BOE Student Achievement Committee Meeting (February 2, 2016)

AGENDA ITEM: VB. Committee Action on new Board Policy 105.14, Language in Education (ELL/Bilingual)

Dear Hawaii State Board of Education Committee Members,

My name is Bao Ying Chen and I am a Science **Teacher** at Waipahu High School.

I strongly support the proposed **BOE Policy 105.14 on Multilingualism for Equitable Education** for the following reasons:

Multilingual, EL, and immigrant 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.

Hawai'i should not model its public education solely on theories and practices based on a single language competency. Rather, Hawaii should take advantage of its existing population, history and location to meet the global challenges of the future by adopting a multilingual approach to delivering an excellent education to all of our students. We need to take advantage of our inherent diversity rather than subordinating it to misguided images of a monolithic, monolingual populace.

Moreover, our country needs multilingual and multicultural 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, this multilingual policy 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. Multilingualism for Equitable Education 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.

Thank you for your time and consideration on this issue.

Sincerely,
Bao Ying Chen

Date: January 30, 2016

To: BOE Student Achievement Committee Meeting (February 2, 2016)

Agenda Item: VB. Committee Action on new Board Policy 105.14, Language in Education (ELL/Bilingual)

Dear Hawaii State Board of Education Committee Members,

My name is **Tankia Woods** and I am an English as a Second/Foreign Language Teacher.

I support the proposed BOE policy 105.14 on Multilingualism for Equitable Education because Hawai'i's culturally and linguistically diverse population will continue to grow and it's important to embrace and support our students with a "personalized learning framework" (Blankstein & Noguera, 2015, p. 137). Additionally, students would benefit from a teacher who knows how to provide differentiated support for our emergent bilinguals (Blankstein & Noguera, 2015). Lastly, Freeman and Freeman (2011) stated, "Many immigrant children get lost in our school system and we can find ways to get to know them as individuals, show an interest in them, and meet their specific needs" which can give them their optimal chance for future success in school (p. 7). Part of meeting their specific needs also means ensuring that students have first language support and expanding services within their education in order to fully support equity in education for all children.

Thank you for your time and consideration on this issue.

Sincerely,

Tankia Woods

References

- Blankstein, A.M. & Noguera, P. (2015). *Excellence through equity: Five principles of courageous leadership to guide achievement for every student*. Thousand Oaks, CA: Corwin.
- Freeman, D. E. & Freeman, Y. S. (2011). *Between worlds: Access to second language acquisition* (3rd ed.). Portsmouth, NH: Heinemann.

DATE: January 30, 2016

TO: BOE Student Achievement Committee Meeting (February 2, 2016)

AGENDA ITEM: VB. Committee Action on new Board Policy 105.14, Language in Education (ELL/Bilingual)

Dear Hawaii State Board of Education Committee Members,

My name is Karena Escalante and I am a **Teacher** at Nānākuli High & Intermediate School.

I strongly support the proposed BOE Policy 105.14 on Multilingualism for Equitable Education for the following reasons:

Multilingual, EL, and immigrant 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.

Hawai'i should not model its public education solely on theories and practices based on a single language competency. Rather, Hawaii should take advantage of its existing population, history and location to meet the global challenges of the future by adopting a multilingual approach to delivering an excellent education to all of our students. We need to take advantage of our inherent diversity rather than subordinating it to misguided images of a monolithic, monolingual populace.

Moreover, our country needs multilingual and multicultural 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, this multilingual policy 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. Multilingualism for Equitable Education 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.

Thank you for your time and consideration on this issue.

Sincerely,
Karena Escalante

DATE: January 30, 2016

TO: BOE Student Achievement Committee Meeting (February 2, 2016)

AGENDA ITEM: VB. Committee Action on new Board Policy 105.14, Language in Education (ELL/Bilingual)

Dear Hawaii State Board of Education Committee Members,

My name is **Danielle Jupiter** and I am a Social Studies **Teacher** at Waianae Intermediate School.

I strongly support the proposed **BOE Policy 105.14 on Multilingualism for Equitable Education** for the following reasons:

Multilingual, EL, and immigrant 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.

Hawai'i should not model its public education solely on theories and practices based on a single language competency. Rather, Hawaii should take advantage of its existing population, history and location to meet the global challenges of the future by adopting a multilingual approach to delivering an excellent education to all of our students. We need to take advantage of our inherent diversity rather than subordinating it to misguided images of a monolithic, monolingual populace.

Moreover, our country needs multilingual and multicultural 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, this multilingual policy 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. Multilingualism for Equitable Education 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.

Thank you for your time and consideration on this issue.

Sincerely,
Danielle Jupiter

any given classroom around the island are not benefitting from the best practices in language education other teachers across the nation have already begun implementing. This is not fair for over 10% of the population of students in Hawaii who are multilingual learners.

Multilingualism is also good for society. A multilingual, multicultural Hawai'i is stronger and better able to meet challenges than an English-only Hawai'i. The recognition and added value on our students' languages and cultures will promote good practices in educational and labor settings, including more accurate placements in classes and job descriptions that take account of workers' use on the job of more than one language to serve client populations. By greatly expanding and strengthening existing services for multilingual students, we will support the full use of talents in our society that currently do not receive adequate recognition.

Thank you for your time and consideration on this issue.

Sincerely,

Kevin Sledge

**

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**

DATE: January 29, 2016

TO: BOE Student Achievement Committee Meeting (February 2, 2016)

AGENDA ITEM: VB. Committee Action on new Board Policy 105.14, Language in Education (ELL/Bilingual)

Dear Hawaii State Board of Education Committee Members,

My name is **Kevin Sledge** and I am a **Teacher** at Waipahu High School.

I **support** the proposed **BOE policy 105.14 on Multilingualism for Equitable Education** for the following reasons:

Multilingual, EL, and immigrant 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.

Neither I nor my colleagues have yet acquired professional developments to best cater to my struggling multilingual learners. We have very limited EL resources. That means students in any given classroom around the island are not benefitting from the best practices in language education other teachers across the nation have already begun implementing. This is not fair for over 10% of the population of students in Hawaii who are multilingual learners.

Multilingualism is also good for society. A multilingual, multicultural Hawai'i is stronger and better able to meet challenges than an English-only Hawai'i. The recognition and added value on our students' languages and cultures will promote good practices in educational and labor settings, including more accurate placements in classes and job descriptions that take account of workers' use on the job of more than one language to serve client populations. By greatly expanding and strengthening existing services for multilingual students, we will support the full use of talents in our society that currently do not receive adequate recognition.

Thank you for your time and consideration on this issue.

Sincerely,

Kevin Sledge

DATE: January 30, 2016

TO: BOE Student Achievement Committee Meeting (February 2, 2016)

AGENDA ITEM: VB. Committee Action on new Board Policy 105.14, Language in Education (ELL/Bilingual)

Dear Hawaii State Board of Education Committee Members,

My name is **Haley Gintis** and I am a Social Studies **Teacher** at Waianae High School.

I strongly support the proposed BOE Policy 105.14 on Multilingualism for Equitable Education for the following reasons:

Multilingual, EL, and immigrant 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.

Hawai'i should not model its public education solely on theories and practices based on a single language competency. Rather, Hawaii should take advantage of its existing population, history and location to meet the global challenges of the future by adopting a multilingual approach to delivering an excellent education to all of our students. We need to take advantage of our inherent diversity rather than subordinating it to misguided images of a monolithic, monolingual populace.

Moreover, our country needs multilingual and multicultural 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, this multilingual policy 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. Multilingualism for Equitable Education 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.

Thank you for your time and consideration on this issue.

Sincerely,
Haley Gintis

DATE: January 30, 2016

TO: BOE Student Achievement Committee Meeting (February 2, 2016)

AGENDA ITEM: VB. Committee Action on new Board Policy 105.14, Language in Education (ELL/Bilingual)

Dear Hawaii State Board of Education Committee Members,

My name is Joanna Barnett and I am a **Teacher** at Waianae High School.

I strongly support the proposed **BOE Policy 105.14 on Multilingualism for Equitable Education** for the following reasons:

Multilingual, EL, and immigrant 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.

Hawai'i should not model its public education solely on theories and practices based on a single language competency. Rather, Hawaii should take advantage of its existing population, history and location to meet the global challenges of the future by adopting a multilingual approach to delivering an excellent education to all of our students. We need to take advantage of our inherent diversity rather than subordinating it to misguided images of a monolithic, monolingual populace.

Moreover, our country needs multilingual and multicultural 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, this multilingual policy 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. Multilingualism for Equitable Education 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.

Thank you for your time and consideration on this issue.

Sincerely,
Joanna Barnett



John Rand <jrand@hawaii.edu>
01/31/2016 07:30 AM

To boe_hawaii@notes.k12.hi.us
cc
Subject Testimony

Testimony to the State of Hawai'i Board of Education

Next Generation Science Standards

February 2, 2016

Presented by John Rand, Ph.D.

Director, University of Hawai'i, Office of STEM Education

On behalf of the University of Hawai'i Office of STEM Education, I would like to thank you for the opportunity to provide testimony in support of the adoption of NGSS in Hawai'i. My name is John Rand, and I am the Director of the University of Hawai'i Office of STEM Education (OSE). OSE is a newly formed UH System office focused on providing leadership and support for STEM (Science, Technology, Engineering and Mathematics) activities at UH and in Hawaii. The OSE partners with campus, state, and national agencies to develop and support initiatives designed to improve the quality of STEM education and increase the diversity of talented students pursuing STEM careers. The OSE reports to the Office of the Executive Vice President of Academic Affairs at UH. It is an honor to be here today with my distinguished colleagues who I am certain join me in strongly encouraging Hawai'i to adopt the Next Generation Science Standards.

Simply put, the University of Hawai'i believes that the adoption of NGSS in Hawai'i will positively alter the way science is taught, and learned in Hawai'i classrooms, create a more cognizant citizenship in Hawaii and will better prepare students for college and the Hawai'i workforce.

The University of Hawai'i has embarked on an ambitious journey to design, develop, introduce and navigate comprehensive, articulated and purposeful academic pathways to promote STEM students' success in Hawai'i. The STEM pathways will incorporate specifically designed student learning outcomes at all critical junctures of the students' progress and embrace the same Framework that is at the core of NGSS.

That framework is best described by the National Research Council as "*A vision of what it means to be proficient in science rests on a view as both a body of knowledge and an evidence-based, model and theory building enterprise that continually extends, refines and revises knowledge,*"

The NGSS discipline core idea domains map directly to the STEM concentrated areas.

NGSS Domain	UH STEM Concentration
-------------	-----------------------

Written Testimony Supporting the Adoption of The Next Generation Science Standards (NGSS)
Presented to:

The Hawaii Department of Education
Board of Education
Student Activities Committee

My name is Karen Umeda. I am formerly a State Science and STEM Resource Teacher and currently a STEM Coordinator for Momilani Elementary School. I am also an NGSS Curator for the National Science Teachers Association. The purpose of this testimony is to support the adoption of the Next Generation Science Standards.

Being on the committee that developed the current Hawaii Content and Performance Standards and a curator of resources for the Next Generation Science Standards, it is easy for me to make comparisons between the two sets of standards and advocate for why the adoption of the Next Generation Science Standards is so important.

The Next Generation Science Standards represent a significant departure from the Hawaii Content and Performance Standards in terms of coherence, articulation, and rigor. The standards are expressed as performance expectations of what students are expected to know and be able to do. Each performance expectation integrates scientific processes, which are expressed as practices, big ideas or crosscutting concepts, and the core ideas of science. It enables students to experience science as it is practiced in the real world through active investigation and the application of science to engineering challenges. It makes connections to the Common Core State Standards for Language Arts and Mathematics. The Scientific and Engineering Practices are strongly aligned to the Mathematical Practices, and argumentation based on evidence and reasoning at the core of both the NGSS and the CCSS for Language Arts.

Most importantly is that the Next Generation Science Standards embodies represents the type of instruction that students value most, namely, active, student-driven hands-on investigations immersed in real world relevancy. The long and the short of it is that the Next Generation Science Standards simply represents how science should be taught.

In closing, it is my fervent hope that you will give strong consideration to the testimony just presented, and unanimously adopt the Next Generation Science Standards. My contact information is below should you require further information or clarification.

Respectfully Submitted,

Karen Umeda
STEM Coordinator
NGSS@NSTA Curator
Mauna Kea Scholars Program Coordinator

Email: karen.umed@notes.k12.hi.us
Cell: (808) 223-3949



Paul Chandler <cpaul@hawaii.edu>

01/28/2016 09:34 AM

To boe_hawaii@notes.k12.hi.us

cc

Subject Testimony

Dear Board of Education,

I am writing in support of the BOE Policy 105.14, Multilingualism for Equitable Education. Please support this proposal. Hawaii is truly one of the great melting pots on this planet. With so many learners from so many different backgrounds, we must engage them thoughtfully and use all of the language resources available to help the learners excel. Students who are monolingual English speakers also reap huge benefits from shared, multilingual learning opportunities.

Many thanks for your consideration.

Aloha,

Dr. Paul M. Chandler

Professor of Spanish and Portuguese

Department Chair, LLEA, UH MANOA

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**



Nanea Lo <naneaclo@hawaii.edu>

01/28/2016 04:13 PM

To boe_hawaii@notes.k12.hi.us
cc
Subject Testimony

1/28/16

To: BOE Student Achievement Committee Meeting

Agenda Item: VB. Committee Action on new Board Policy 105.14, Language in Education (ELL/Bilingual)

Dear Hawaii State Board of Education Committee Members,

My name is (first and last name) and I am a student.

I support the proposed BOE policy 105.14 on Multilingualism for Equitable Education because it should be supported and it is important to have within our Education system.

Thank you for your time and consideration on this issue.

Sincerely,

Nanea Lo

Phone: (808)454-3504

Email: naneaclo@hawaii.edu

He lawai'a no ke kai pāpa'u, he pōkole ke aho; he lawai'a no ke kai hohonu he loa ke aho.
(Olelo No'eau -- You will reach only as far as you aim and prepare yourself to reach.)

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**



January 28, 2016

Aloha Chair Halagao and members of the Student Achievement Committee:

Thank you for the opportunity to testify. **The Harold K.L. Castle Foundation supports a thoughtful transition towards Next Generation Science Standards.**

Hawaii has already taken an important step forward in adopting Common Core State Standards in English Language Arts and Mathematics that are internationally benchmarked and better reflect collegiate and workplace expectations. Unfortunately, student performance on Hawaii's science assessment has historically been quite low which suggests a new approach to how science is taught.

This is especially pressing given that Science, Technology, Engineering and Mathematics (STEM) skills are becoming an important prerequisite for jobs in the new economy. By 2017, STEM-related jobs across all industries in Hawaii are estimated to increase to 63,000 which means the state needs approximately 16,500 more workers with STEM skills each year (Hawaii Community Foundation, 2015).

For Hawaii to compete and lead in the global economy and if our students are to be able to pursue expanding employment opportunities in science-related fields, all students must have a solid K-12 science education that prepares them for college and careers.

Development of the Next Generation Science Standards was led by Achieve, Inc. and drew on a host of well-respected experts, leading educators and state policymakers. The Standards are evidence-based and describe the behaviors that scientists engage in, the cross-cutting concepts that link various disciplines, and the core ideas that focus science education. Local feedback from focus groups hosted by the Hawaii State Teacher Fellows shows a high degree of teacher support for the Standards and offers us all important lessons for how best to implement NGSS over the next several years.

The Harold K.L. Castle Foundation is increasingly investing in STEM education opportunities given the economic imperative. These investments range from a new K-12 Engineering by Design pathway in the Castle Complex to early college courses at the Hawaii Institute of Marine Biology and numerous "citizen science" opportunities for students to restore the health of our streams and fishponds led by partners such as the Pacific American Foundation and Paepae o He'eia. These learning opportunities are strengthened with the passage of Next Generation Science Standards, as participating students will develop critical foundations in science content and practice.

We strongly encourage the State Board of Education to support Next Generation Science Standards in Hawaii.

Sincerely,

A handwritten signature in blue ink, appearing to read "Alex Harris".

Alex Harris

Senior Program Officer for Education

Date: May 4, 2015

To: BOE Student Achievement Committee Meeting (May 5, 2015)
Agenda Item: Proposed BOE Multilingualism Policy (Policy 105.14)

Hello, my name is Amy Berkhoudt and I am a middle school teacher at Voyager Public Charter School in Honolulu. I was also an ELL student myself, growing up in Hawaii with parents who immigrated from South Korea and Indonesia and had limited English language skills. Lastly, I represent the PTSO at my school who support my beliefs.

I believe multilingual/ELL education is important because the disparity between how low my multilingual learners score on standardized tests compared to my native English speakers is staggering. I do not believe it is fair that my group of newcomer students are expected to score as highly on these tests in their first years of coming to America. These students are bright and capable, but we do not have the resources to catch these students up within one year in an inclusion-only classroom.

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.

Neither I nor my colleagues have yet acquired professional developments to best cater to my struggling multilingual learners. We have zero ELL resources. That means 1 of 10 students in any given classroom around the island are not benefitting from the best practices other teachers across the nation have already begun implementing. This is not fair for over 10% of the population of students in Hawaii who are multilingual learners.

Thank you for your time and consideration on this issue. Sincerely,
Amy Berkhoudt

Send your testimony using *ONE* of these methods:

PAPER: One copy to the Board of Education office at P.O. Box 2360, Honolulu, Hawaii 96813;

FAX: (808) 586-3433

EMAIL: boe_hawaii@notes.k12.hi.us

Date: January 28, 2016

To: BOE Student Achievement Committee Meeting (February 2, 2016)

Agenda Item: VB. Committee Action on new Board Policy 105.14, Language in Education (ELL/Bilingual)

Dear Hawaii State Board of Education Committee Members,

My name is **Amy Perruso** and I am a parent and a teacher in the public school system.

I support the proposed BOE policy 105.14 on Multilingualism for Equitable Education because according to the now outdated 2010 U.S. Census survey, almost 25% of the population in Hawai'i speak a language other than English at home. The majority of people immigrating to Hawai'i, with children who enter the public school system, come from Asia and the Pacific Islands. The top five foreign languages spoken by Hawai'i public school students are Ilokano, Chuukese, Marshallese, Tagalog, and Spanish. Hawai'i public school educators have been struggling with inadequate support and the impossible challenge of asking their English Learners to be prepared for high-stakes testing. This issue requires the attention of policy makers.

Federal law requires programs that educate children with limited English proficiency be 1) based on a sound educational theory; 2) adequately supported, with adequate and effective staff and resources so that the program has a realistic chance of success; and 3) periodically evaluated and, if necessary, revised. I think that movement towards multilingualism could strengthen the educational methods used with English Learners. This work is based on the premise that there is strength in the diverse multicultural and multilingual students we serve in Hawaii, inasmuch as students who are English Learners are potentially multilingual learners who may have first languages other than or in addition to English, capacities which should be used as resources for their educational success.

This approach effectively seeks to fulfill the mandates of federal law by "providing program guidance to promote academic achievement, English language development, and personal growth for multilingual learners, which supports preparation for college, career and community contribution," building upon the pedagogical "advantages of multilingualism for equitable and quality education" by using the home language for content learning while developing English language abilities. This shift in education policy to one better grounded in educational theory still requires substantial additional funding so that it is adequately supported with adequate and effective staff and resources for a realistic chance of success. This approach is already being explored by some of Hawaii's most transformational teachers and can be used to help students explore their diverse backgrounds and different ways of making meaning.

It is also critical that this movement be connected to a more holistic analysis of the current state of public education in Hawaii coupled with a vision based on *cooperation, creativity, trust-based responsibility, professionalism, and equity*.

Thank you for your time and consideration on this issue.

Sincerely,

Dr. Amy Perruso

Written testimony should be **Submitted by Monday, February 1, 2016 at 9AM**

EMAIL: boe_hawaii@notes.k12.hi.us (include "Testimony" in the subject line)

PAPER: Board of Education Office

P.O. Box 2360

Honolulu, Hawaii 96813

FAX: (808) 586-3433



"Larry Rhodes"
<lrhodes@academiaschool.com>

01/29/2016 11:00 AM

To <boe_hawaii@notes.k12.hi.us>
cc
Subject Testimony regarding Committee
Action on new Board Policy 105.14,
Language in Education (ELL/Bilingual)

1 attachment



testimony.docx

Date: January 29, 2016

To: BOE Student Achievement Committee Meeting (February 2, 2016)

Agenda Item: VB. [Committee Action on new Board Policy 105.14, Language in Education \(ELL/Bilingual\)](#)

Dear Hawaii State Board of Education Committee Members,

My name is Larry Rhodes. I am the Director of Language Programs at Academia Language School, here in Honolulu.

I support the proposed BOE policy 105.14 on Multilingualism for Equitable Education because I believe in the research that supports the position that when students' identities, languages, and cultures are used as resources in their learning, they are better able to learn academic content and the language medium of instruction.

Thank you for your time and consideration on this issue.

Sincerely,

Larry N. Rhodes
Director of Language Programs
Academia Language School
1600 Kapiolani Blvd, Suite 1215
Honolulu, Hawaii 96814
(808) 946-5599

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**



William Wilson <wilsonwi@hawaii.edu>

01/29/2016 12:33 PM

To boe_hawaii@notes.k12.hi.us

cc

Subject testimony 105.14

1 attachment



Wilson testimony Policy 105.14

Aloha,

Attached is my testimony for Policy 105.14 scheduled for the BOE Student Achievement Committee Meeting (February 2, 2016).

Mahalo

Dr. William H. Wilson

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**



UNIVERSITY
of HAWAII
MĀNOA

February 2, 2016

Student Achievement Committee Hawai'i State Board of Education

Subject: Support for Board Policy 105.14, Language in Education (ELL/Bilingual)

I am writing in support of Board approval for Board Policy 105.14, Language in Education (ELL/Bilingual). This policy provides guidance for the educational system in Hawai'i, including the College of Education (COE) at the University of Hawai'i at Manoa, to prepare teachers to work with multilingual and multicultural learners at all grade levels. There is clearly a need for system wide improvements as evidenced by the high rates of multilingual students dropping out of school and the achievement gap between learners labeled as language learners and their peers. Hawai'i, with its diverse languages and cultures, and rich history of research and program development in the area of multiculturalism and multilingualism, could become a leader for the nation by modeling effective and inclusive language programs such as the ones supported in this policy.

College of Education faculty are developing programs and coursework to insure graduates are ready to fulfill the intent of this policy. For example, our College recently hired faculty in the area of multilingualism. We partner with the Department of Second Language Studies in the College of Language, Linguistics, and Literature (LLL) to infuse concepts related to teaching multilingual students into COE courses. We are developing new courses in support of multilingual education. We have also identified and are developing pathways to licensure for teaching English to speakers of other languages.

Our faculty are also interested in partnering with the Department of Education to develop and evaluate programs for multilingual learners and to provide comprehensive and sustained professional development for teachers. Our collective energy and commitment will promote more equitable and just education for multilingual learners and will ultimately prove beneficial to the community as a whole.

I plan to be present at the meeting of the Student Achievement Committee on February 2 should you have any questions.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Donald B. Young'.

Donald B. Young, Dean

1776 University Avenue
Every Hall, Room 128
Honolulu, Hawai'i 96822
Fax: (808) 956-3106

An Equal Opportunity/Affirmative Action Institution



UNIVERSITY
of HAWAII
MĀNOA

February 2, 2016

Student Achievement Committee Hawai'i State Board of Education

Subject: Support for Adoption of Next Generation Science Standards

I am writing in support of Board approval for the Next Generation Science Standards (NGSS) to replace Hawaii Content and Performance Standards III Science.

Much of my career has been in developing inquiry based science programs for K-12 students and providing the associated professional development for their successful use. I am very familiar with the iterations of Hawaii Content and Performance Standards, the National Science Education Standards of 1995 developed by the National Research Council, and the NGSS released in 2013. NGSS is far superior to the science standards they replace.


NGSS are well researched and documented and represent consensus of what K-12 students should know and be able to do. They emphasize the practices of science, engaging students in doing science in community with other students and their teacher. Teaching and learning focus on core content of the science disciplines and cross cutting concepts that reveal deeper meaning of the nature of science. NGSS calls for student engagement in inquiry, problem solving, and application that develop students' critical thinking. NGSS brings new focus to the earth sciences and issues of climate change impacting Hawai'i and the Pacific disproportionately and of which our students are inadequately informed.

The College is primed to support the Department of Education in implementing NGSS. For the past three years the College of Education faculty have emphasized NGSS in our teacher preparation programs. As a result, our elementary and secondary science graduates are already familiar with NGSS and its implications for classrooms and schools. We have developed leadership programs at the master level, such as the STEMS2 (Science, Technology, Engineering, Mathematics, Social Studies and Sustainability) that incorporate NGSS and connect them to Hawai'i. We have other professional development programs serving secondary school science teachers in aquatic and marine science that are aligned with NGSS.

Our faculty are interested in partnering with the Department of Education to develop and evaluate programs that build on these efforts to provide additional opportunities for professional development supporting the intent of NGSS.

I urge the Department to move quickly to full implementation without the confusion of the traditional transition period. Adopting NGSS is the right thing to do. We cannot delay in its implementation. I plan to be present at the meeting of the Student Achievement Committee on February 2 should you have any questions.

Sincerely,


Donald B. Young, Dean

1776 University Avenue
Everly Hall, Room 128
Honolulu, Hawai'i 96822
Fax: (808) 956-3106

Date: 1/29/2015

To: BOE Student Achievement Committee Meeting (February 2, 2016)

Agenda Item: VB. Committee Action on new Board Policy 105.14, Language in Education (ELL/Bilingual)

Dear Hawaii State Board of Education Committee Members,

My name is **Donna Grace** and I am the Director of the Elementary Education Program in the UHM College of Education.

I support the proposed BOE policy 105.14 on Multilingualism for Equitable Education because

- Hawaii has one of the largest, and rapidly growing, population of multilingual learners in the nation. We are failing to adequately meet the needs of these students in our schools.
- Research shows us that when students' identities, languages, and cultures are used as resources in their learning, they are better able to learn academic content and the language medium of instruction.

Thank you for your time and consideration on this issue.

Sincerely,

Donna Grace



cheryl burghardt <wgcb16@aol.com>

01/29/2016 02:18 PM

To boe_hawaii@notes.k12.hi.us

cc

Subject Policy 105.14, Language in Education

Aloha, I will be at the BOE meeting on 2/22/2016 but wish to submit in writing my testimony.

It can not be said enough, Hawai'i is unique. This gives us the chance to provide unique opportunities to all our students. The committee has worked diligently and given great thought to our students who speak more than one language. It is time to give those students the respect and chances that they deserve. Please accept this policy 105.14, into our BOE policies.

Giving students who speak more than one language credit for their language fits in with our new General Learning Objectives as well. Understanding one's sense of place, who we are is essential to success in school. It creates a sense of pride and contributes to success. In addition, I note one study: **Academic achievement, underachievement and bilingual/multilingual education: What the university can contribute by Dr. Moyra Sweetnam Evans, New Zealand** as well as our own local Pacific Policy Research Center. 2010. *Successful Bilingual and Immersion Education Models/Programs*. Honolulu: Kamehameha Schools, Research & Evaluation Division.

Addressing a part of this issue which will become even more relevant under the ESSA: Multi-lingual students are often looked at differently due to the current "standardized test" mania. Often their scores do not reflect their intelligence, they just reflect their inability to understand "test" English. ALL research shows that in order to master a language it takes from 5-7 years. To use their scores for data starting in the second year is not only wrong but puts a stigma on students which we should not. Yet, that is what the new ESSA states. WE HAVE the chance to set the pace for us and our children, let's do that!

This policy can not solve all of our issues for ELL and multi-lingual students but it is my hope that it has opened the dialogue and we will continue to move forward. We are losing too many students. In our schools, students continue to feel bullied and left out due to their language. We have so many people within Hawai'i to help us self-direct and continue the process begun in this policy. There are experts in the Hawaiian immersion schools, our own students who speak many different languages who can add their viewpoints and educators who have the experience and success working with students who can lead us into success for all students. It's a way to try to find some equity for all students.

As I ask always, pehea na keiki? Right now, in the DOE many are not doing so well but I believe in the good things coming.

Mahalo.

Cheryl Burghardt

Retired DOE educator

40 years experience on continent, in Japan and Hawai'i

Multi-lingual English/Japanese Studying 'olelo Hawai'i

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DATE: January 29, 2016

TO: BOE Student Achievement Committee Meeting (February 2, 2016)

AGENDA ITEM: VB. Committee Action on new Board Policy 105.14, Language in Education (ELL/Bilingual)

Dear Hawaii State Board of Education Committee Members,

My name is **Katheryne Huihui** and I am a **Teacher** at Waipahu High School.

I support the proposed BOE policy 105.14 on Multilingualism for Equitable Education for the following reasons:

Multilingual, EL, and immigrant 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.

Neither I nor my colleagues have yet acquired professional developments to best cater to my struggling multilingual learners. We have very limited EL resources. That means students in any given classroom around the island are not benefitting from the best practices in language education other teachers across the nation have already begun implementing. This is not fair for over 10% of the population of students in Hawaii who are multilingual learners.

Multilingualism is also good for society. A multilingual, multicultural Hawai'i is stronger and better able to meet challenges than an English-only Hawai'i. The recognition and added value on our students' languages and cultures will promote good practices in educational and labor settings, including more accurate placements in classes and job descriptions that take account of workers' use on the job of more than one language to serve client populations. By greatly expanding and strengthening existing services for multilingual students, we will support the full use of talents in our society that currently do not receive adequate recognition.

Thank you for your time and consideration on this issue.

Sincerely,

Katheryne K. Huihui

Friday February 29th 2016

Dear Hawaii State Board of Education Committee Members,

My name is Aovai Cole and I am a student at the University of Hawaii at Manoa. I support the BOE policy 105.14 on Multilingualism for Equitable Education because every student has the right to a fair learning environment. Students that are English language learners are often at a disadvantage in the academic environment and this is reflected in their grades. These students should be provided a service that is aimed to enhance their learning experience and ultimately benefit them in the long term even after they have graduated from school.

Multilingual learners have a great deal to contribute to the education system because of their diverse backgrounds. This policy can go on to showcase their strengths and eradicate the stereotype that these students are just incompetent. Our words are our most powerful tool, and if we take this away from anyone, even indirectly, then we are truly crippling them.

Thank you for your time.

Aovai Cole



Vidalino Raatior <raatior@hawaii.edu>

01/29/2016 04:49 PM

To boe_hawaii@notes.k12.hi.us
cc Vid Raatior <vid@raatior.com>,
Vidalino Raatior
<raatior@hawaii.edu>

Subject Testimony

1 attachment



Testimony - BOE Policy 105-14.pdf

January 29, 2016

TO: BOE Student Achievement Committee Meeting (February 2, 2016)

Agenda Item: VB. Committee Action on new Board Policy 105.14, Language in Education (ELL/Bilingual)

Dear Hawaii State Board of Education Committee Members,

Aloha! Alii! Bula! Hafa Adai! Iakwe! Kaselehlie! Malo e Lelei! Mogethin! Paing Kom! Fairo! Olomwaay! Ran Karea! Talofa! Wenimomoto...from all of us at the Pacific Islander Student Center at University of Hawai'i at Hilo

My name is Vidalino Raatior and I am the Director of the Pacific Islander Student Center at University of Hawai'i at Hilo. I am also a doctoral student in the College of Education at UH Manoa.

I support the proposed BOE policy 105.14 on Multilingualism for Equitable Education because of the potentially impactful message to the many indigenous Pacific Islander youth attending schools in the State of Hawai'i. That message is one of positive re-enforcement of their roots and heritage as constitutive elements of their educational journey. As a native Chuukese Micronesian I am proud to have been raised speaking Chuukese. Every day at work I witness the pride in our Pacific Islanders at UH Hilo who speak their native languages. Our languages keep us rooted and tied to our cultural heritage. I worry about the thousands of Micronesian children growing up in an already difficult discriminatory environment. Schools should be THE place where young people can proudly express themselves in their native tongues and be recognized for it by way of a certificate or stamp. The BOE has the best chance of making this bold statement of support for our diverse Pacific Island languages.

Perhaps the Department of Education can utilize the linguistic expertise of the many multilingual college students in the local colleges such as UH Hilo. Let the college students who are fluent in their respective native languages serve as tutors for their younger counterparts in the local elementary and secondary schools. Doing so would provide peer mentorship, encourage mutually beneficial collaborations, and instill pride among both the younger and older.

students.

Sincerely,

Vid

Vidalino Staley Raatior
Director, Pacific Islander Student Center & AANAPISI Project
University of Hawaii at Hilo
200 W. Kawili St., Campus Center 307
Hilo, HI 96720-4091

Phone: (808) 932-7795 | Fax: 808-932-7375

Website: <http://hilo.hawaii.edu/pisc/> | Facebook: www.facebook.com/pisc.hawaii

Blog: <http://www.pacificstudents.org>

Aloha! Alii! Bula! Hafa Adai! Iakwe! Kaselehlie! Malo e Lelei! Mogethin! Paing Kom! Fairo! Olomwaai! Ran
Karea! Talofa! Wenimomoto!

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**



UNIVERSITY
of HAWAII
HILO

Division of Student Affairs
Pacific Islander Student Center (PISC)

January 29, 2016

TO: BOE Student Achievement Committee Meeting (February 2, 2016)

Agenda Item: VB. Committee Action on new Board Policy 105.14, Language in Education (ELL/Bilingual)

Dear Hawaii State Board of Education Committee Members,

Aloha! Alii! Bula! Hafa Adai! Iakwe! Kaselehlle! Malo e Lelei! Mogethin! Paing Kom! Fairo! Olomwaay! Ran Karea! Talofa! Wenimomoto...from all of us at the Pacific Islander Student Center at University of Hawai'i at Hilo.

My name is Vidalino Raatior and I am the Director of the Pacific Islander Student Center at University of Hawai'i at Hilo. I am also a doctoral student in the College of Education at UH Manoa.

I support the proposed BOE policy 105.14 on Multilingualism for Equitable Education because of the potentially impactful message to the many indigenous Pacific Islander youth attending schools in the State of Hawai'i. That message is one of positive re-enforcement of their roots and heritage as constitutive elements of their educational journey. As a native Chuukese Micronesian I am proud to have been raised speaking Chuukese. I witness the pride in our Pacific Islanders at UH Hilo who speak their native languages. Our languages keep us rooted and tied to our cultural heritage. I worry about the thousands of Micronesian children growing up in an already difficult discriminatory environment. Schools should be THE place where young people can proudly express themselves in their native tongues and be recognized for it by way of a certificate or stamp. The BOE has the best chance of making this bold statement of support for our diverse Micronesian languages.

Perhaps the Department of Education can utilize the linguistic expertise of the many multilingual college students in the local colleges such as UH Hilo. Let the college students who are fluent in the native languages serve as tutors for their younger counterparts in the local elementary and secondary schools. Doing so would provide peer mentorship, encourage mutually beneficial collaborations, and instill pride among both the younger and older students.

Sincerely,

Vidalino S. Raatior
Director, Pacific Islander Student Center
808.932.7795 | raatior@hawaii.edu

200 W. Kāwili St.
Hilo, Hawai'i 96720-4
Telephone: (808) 933-3857 | TTY: (808) 933-2
Email: pisc@hawaii.edu Web: hilo.hawaii.edu
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An Asian American & Native American Pacific Islander Serving Institution (AANA)
An Equal Opportunity/Affirmative Action Institution

Date: January 29, 2016
To: BOE Student Achievement Committee Meeting (February 2, 2016)
Agenda Item: VB. Committee Action on new Board Policy 105.14, Language in Education (ELL/Bilingual)

Dear Hawai'i State Board of Education Committee Members,

My name is Dr. William H. Wilson. I am the Chair of the Academic Programs Division of the Hawaiian language college established by the state legislature through HRS 304A 1301-1302. One of the legally mandated programs under my purview is the College's P-12 Hawaiian language medium laboratory school. That school includes federally designated language minority students being educated through Hawaiian rather than English. Its program also includes six years required study of Japanese as a community heritage language of sugar plantation immigrant ancestors and eight years required study of English as a world language. Language in education is therefore of particular concern for our College.

I wish to testify in support of new Board Policy 105.14, but with an amendment at the last sentence at the very bottom, as follows in red:

*... **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, **be it Hawaiian or English.***

The above-suggested amendment would further highlight that Policy 105.14 applies to language minority students taught through Hawaiian. Furthermore, direct inclusion of reference to Hawaiian language medium education would draw the attention of DOE administrators and staff to distinctive federal Title III legislation uniquely applicable to our state's Hawaiian language medium schools. Such federal legislation provides for a language minority support and assessment pathway different from that provided for minority language student support in state English medium schools.

Federal ESSA provisions for Hawaiian language medium schools are directly parallel to distinctive support and assessments of language minority students, such as Haitian Creole speakers, taught through Spanish in the Spanish medium public schools of the United States territory of Puerto Rico. The Hawaiian language medium support and medium of education assessment provisions of the ESSA are also aligned with the Native American Languages Act of 1990 (NALA.) NALA identifies Hawaiian as a Native American language and Native Hawaiian children as Native American students with rights to use of Hawaiian in federally supported public education, which includes use for assessments.

In closing, I want to indicate that I served on the advisory committee that developed Policy 105.14 and that an earlier version of the policy specifically listed the state's two official languages, Hawaiian and English. Because of that specific wording in that earlier draft, I assumed that the final draft would include the same wording. I therefore did not sufficiently emphasize in our discussions why distinctive federal legislation make it crucial that official Hawaiian language medium education be specifically identified in Policy 105.14. In the past such legislation has been overlooked by the HDOE. Consequently language minority students in our laboratory school and other schools taught through Hawaiian have been denied services through Hawaiian as provided by federal law. I urge that the above amendment be adopted and that future HDOE committees, plans, and agreements with the federal government relative to multilingualism and the ESSA give careful attention to distinctive federal and state legislation relative to Hawaiian language medium education.



HOUSE OF REPRESENTATIVES

STATE OF HAWAII
STATE CAPITOL
HONOLULU, HAWAII 96813



Mark M. Nakashima

February 1, 2016

Ms. Patricia Halagao, Chair
Student Achievement Committee
Hawai'i State Board of Education
PO Box 2360
Honolulu, Hawaii 96804

RE: BOARD POLICY 105.14 LANGUAGE IN EDUCATION (ELL/BILINGUAL)

Dear Chair Halagao and Members of the Committee

Thank you for this opportunity to lend my support for the Board's efforts to increase student diversity and capacity in becoming multi-lingual citizens of the world. With the on-going immigration and migration of people to diverse areas of the world, it is becoming increasingly important for us to build the capacity to address their needs in their language.

An education on international languages and culture will provide a strong foundation for future studies and provide our students with a greater appreciation for the diverse world in which we live. This experience, especially at earlier ages, will help us address the growing need in Hawaii to meet these language needs as we conduct state business.

I look forward to the day when all students will have the opportunity to enter into language immersion programs learning a multitude of languages throughout their K-12 career that will prepare them academically to accept challenges, everywhere in the world.

Sincerely,

Mark Nakashima
State Representative, District 1

Mark M. Nakashima
First District
repnakashima@capitol.hawaii.gov



Twenty-Eight Legislature
415 South Beretania Street
Honolulu, Hawaii 96813

Telephone (808)586-6680

Chair
Committee on Labor & Public
Employment
Member
Committee on Consumer Protection &
Commerce
Committee on Judiciary
Committee on Transportation
Committee on Public Safety



Administrative Testimony
Testimony of Kamanaʻopono Crabbe, Ph.D.
Ka Pouhana, Chief Executive Officer

State of Hawaiʻi, Board of Education
Student Achievement Committee

AGENDA ITEM V.C: COMMITTEE ACTION ON DRAFT OF ADMINISTRATIVE RULES
FOR MULTIPLE CHARTER SCHOOL AUTHORIZERS

February 2, 2016

10:30 am

Queen Liliʻuokalani Building

The Administration of the Office of Hawaiian Affairs (OHA) **SUPPORTS** Agenda Item V.C., which would further efforts to establish multiple charter school authorizers through administrative rule-making.

The public charter school movement in Hawaiʻi began in 1994 with a law that enabled Waiʻalae Elementary and Lanikai Elementary to convert to “student-centered” schools. The number of public charter schools has grown since then, and now totals thirty-four public charter schools, consisting of DOE conversion charter schools and start-up charter schools. Seventeen of those thirty-four charter schools are Hawaiian-focused and Hawaiian language immersion charter schools, which OHA has invested over \$15,000,000 in since SY2005-2006. OHA has made this investment because research has found that Hawaiian students exposed to culturally-driven educational strategies have a stronger sense of socio-emotional well-being, deeper engagement with their schools, and a stronger commitment to civic activities in their community, which in turn are directly tied to academic achievement.

Through the years, Hawaiʻi’s charter school laws have undergone several reorganizations, most recently in 2012 through Act 130. Act 130 clearly envisioned multiple charter school authorizers in Hawaiʻi. Hawaiʻi Revised Statutes (“HRS”) §302D-4, which was part of Act 130, expressly provides for the establishment of multiple authorizers, but appears to prohibit the Hawaiʻi State Board of Education (“BOE”) from approving any applications for chartering authority until the BOE promulgates administrative rules. Since the BOE has not yet promulgated administrative rules, the Hawaiʻi State Public Charter School Commission (“Commission”) continues to be the sole charter school authorizer in the State. However, according to the National Association of Charter School Authorizers, a single authorizer may have a tendency to create unnecessarily bureaucratic and overly burdensome regulations over time, particularly as more charter schools are established and overseen by the authorizer. Such regulations and requirements may eventually result in the loss of charter schools’ intended freedom to

be innovative in their development of class curricula, instructional practices, and school administrative approaches.

OHA appreciates the work done by BOE staff in drafting administrative rules for multiple charter school authorizers. These draft rules are comprehensive, and appear consistent with the spirit and intent of HRS Chapter 302D, Hawai'i's Public Charter School law. OHA also appreciates the public hearing process under HRS Chapter 91 administrative rule-making, since this will provide OHA an opportunity to identify concerns that beneficiary stakeholders may have.

Mahalo nui for the opportunity to provide testimony in **SUPPORT** of Agenda Item V.C. Should you have any questions, please feel free to contact OHA Public Policy Advocate Monica Morris at (808) 594-0285 or by email at monicam@oha.org.

‘A‘ohe lua e like ai me ka ho‘ona‘auao ‘ana o ke kamali‘i. Nothing can compare in worth with the education of our children.



Kara Suzuka <klms@hawaii.edu>

02/02/2016 08:48 AM

To boe_hawaii@notes.k12.hi.us

cc

Subject Personal Testimony in SUPPORT of
the adoption of NGSS

Name: Kara Suzuka, STEM Liaison, University of Hawaii STEM Pre-Academy
Meeting: Student Achievement Committee Meeting
Agenda item: Committee Action on the adoption of Next Generation
Science Standards ("NGSS")

Position: Support

Personal testimony.

This adoption would connect Hawaii with national efforts already underway – enabling the state to use and contribute to the educational resources and opportunities being offered throughout the country. These standards can galvanize and focus the efforts of Hawaii's P-20 education professionals in all fields of science (including computer science), technology, engineering, and mathematics (STEM). Along with this, it can play a vital role in coordinating and leveraging the efforts of many diverse stakeholders who are invested in Hawaii's youth and the future of STEM careers in Hawaii.

The NGSS are well-designed to support deep engagement in core *disciplinary ideas*, the learning of foundational *practices of science and engineering*, and the ability to connect *concepts across disciplines*. NGSS builds upon and complements existing standards – such as the Common Core State Standards – and provides performance expectations that are designed to support the day-to-day planning, instruction, and assessment teachers need to do as part of their work. While it articulates rigorous standards for STEM education, it lays out critical learning for *all* students. It not only prepares students for the possibility of pursuing STEM careers but also prepares all students to become engaged and active participants in building and shaping life in the 21st century.

I believe the adoption of the Next Generation Science Standards will strengthen Hawaii's STEM education efforts.

Sincerely,

Kara Suzuka, Ph.D.

2800 Woodlawn Drive, Suite 163

Honolulu HI 96822

klms@hawaii.edu

808-956-7141

**

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Justin C Brown/KEALAKEHE/HIDOE

02/02/2016 09:27 AM

To boe_hawaii@notes.k12.hi.us
cc
Subject Testimony in support of NGSS

Chairman Mizumoto, Vice Chairman De Lima, Superintendent Matayoshi, and Members of the Board,

Thank you for your time and volunteer service to the Board of Education and to the students of Hawaii. I write in strong support of the BOE adoption of the Next Generation Science Standards. As a math teacher, the standards excite me for the opportunity to collaborate more with the science department and develop rigorous lessons and projects that develop critical thinking and workforce capable technical students. As a social studies teacher and Model UN/Debate advisor, the standards excite me for the inclusion of the scientific method and scientific processes into the humanities as the conduit for developing science literate citizens and a more dynamic public discourse about the critical scientific public policy issues our students will face. As a STEM teacher and robotics mentor, the standards excite me because they return science to its rightful place as a silo-busting, problem-based glue that connects, unifies, and motivates high quality educational experiences for students. As a CTE coordinator, the standards excite me as a way of connecting more the work the students do in the classroom with the labor needs of our local community.

I would urge the board to pass the standards and charge the department with developing a multi-year implementation plan that empowers teachers and tasks school level leaders with redefining how science education works within their schools. The standards--along with the new assessment freedoms allowed by ESSA--come at a time of high potential within the DOE for universal, high-quality STEM education opportunities. Through the standards, it is possible to create performance based assessments as well as problem research tasks (such as science fair) as the students' official federally reported assessment. I have advised over 30 student science fair projects and mentored over 100 student STEM competition teams. These opportunities that we have provided a handful of students are arguably the richest and most useful experiences they have in high school. I believe we are at a crucial decision point where we can spread out this opportunity set to the entire populous of Hawaii Public School Students. The future for science and STEM education in Hawaii is bright and is one that will track well with our state's overall economic and civic health/growth in the coming generations.

Mahalo again for your service and leadership and I look forward to working with the NGSS to create more rigorous, relevant, and exciting experiences for my students in West Hawaii.

Justin Brown

Kealakehe High School
CTE and Robotics Coordinator
2014 Hawaii State Hope Street Fellow

If you want to build a ship, don't drum up people to collect wood and don't assign them tasks and work, but rather teach them to long for the endless immensity of the sea.
Antoine de Saint-Exupery

DATE: January 30, 2016

TO: BOE Student Achievement Committee Meeting (February 2, 2016)

AGENDA ITEM: VB. Committee Action on new Board Policy 105.14, Language in Education (ELL/Bilingual)

Dear Hawaii State Board of Education Committee Members,

My name is **Chanel Kaeo-Fatokun** and I am a **Teacher at Nanakuli Intermediate School as well as a Parent of a child enrolled in the Hawai'i public school system.**

I strongly support the proposed BOE Policy 105.14 on Multilingualism for Equitable Education for the following reasons:

Multilingual, EL, and immigrant 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.

Hawai'i should not model its public education solely on theories and practices based on a single language competency. Rather, Hawaii should take advantage of its existing population, history and location to meet the global challenges of the future by adopting a multilingual approach to delivering education to all of our students. We need to take advantage of our inherent diversity rather than subordinating it to misguided images of a monolithic, monolingual populace. By greatly expanding and strengthening existing services for multilingual students, we will support the full use of talents in our society that currently do not receive adequate recognition.

Moreover, our country needs multilingual and multicultural 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, this multilingual policy 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. Multilingualism for Equitable Education 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.

Thank you for your time and consideration on this issue.

Sincerely,

Chanel Kaeo-Fatokun

Date: February 3, 2016

To: BOE Student Achievement Committee Meeting (February 2, 2016)

Agenda Item: VB. Committee Action on new Board Policy 105.14, Language in Education (ELL/Bilingual)

Dear Hawaii State Board of Education Committee Members,

My name is **Margarita Cholymay** and I am a parent, teacher, student, administrator, community member in the Chuukese community here in Honolulu, Hawaii.

I support the proposed BOE policy 105.14 on Multilingualism for Equitable Education because school populations in Hawaii as well as many other nations in the world are now mixed with speakers of different languages.

As a strong advocate on this topic of Multilingualism and someone from the Micronesian communities here in Hawaii, I truly speak on their behalf. To address their needs our education system is urged to be inclusive of what the students, parents and communities lack. For them to become involved in making decisions and to better served them to show case their own languages and cultures in their schools.

School administrators, teachers as well as the communities will become aware of their students and parents population who do not speak English but their own languages.

Thank you for your time and consideration on this issue.

Sincerely,

Margarita Cholymay

Written testimony should be **Submitted by Monday, February 1, 2016 at 9AM**

EMAIL: boe_hawaii@notes.k12.hi.us (include "Testimony" in the subject line)

PAPER: Board of Education Office

P.O. Box 2360

Honolulu, Hawaii 96813

FAX: (808) 586-3433

February 2, 2016

To: BOE Student Achievement Committee Meeting (February 2, 2016)
Agenda Item: VB. Committee Action on new Board Policy 105.14, Language in Education (ELL/Bilingual)

Dear Hawai'i State Board of Education Committee Members,

I am Dina Rudolph Yoshimi, a faculty member of the Department of East Asian Languages and Literatures at the University of Hawai'i-Mānoa (UHM) for the past 23 years, and Director of the Hawai'i Language Roadmap Initiative (housed in the College of Languages, Linguistics and Literature at UHM) since September 2013. Today I am submitting testimony as a private citizen in support of SB 900.

There is a growing awareness among educators, policy makers, and legislators across the country that a monolingual (English-speaking) America is ready to move into the new millennium as a nation of truly global citizens, a country where cultural awareness and linguistic proficiency in more than one language will be the norm, rather than the exception. It is evident in the proliferation of dual language immersion programs in virtually every state in the union, and it is evident here in Hawai'i from the Board's establishing the Seal of Biliteracy last year, a policy Hawai'i now shares with 15 other states and the District of Columbia, with another ten states currently working towards establishing the Seal. Your serious consideration of this policy initiative on multilingualism further is consonant with the sea change in attitudes towards the value of languages other than English that is taking place across the nation.

Much closer to home, I hear it in my children's stories. From my daughter, who, as an 8th grader at Kaimuki Middle School would often report: "Mama, today we got a new student in our class – she's from Japan (or Korea, or Iraq, or Nepal)...She's shy, but I'm making friends with her and trying to learn a little bit of her language." or from my son, now a Junior at Kalani and studying Spanish there, who works as a "guide" in a virtual reality game, "Mama, Can you help me answer this guy in Spanish? He's asking me to explain how to play the game?" OR "Mama, You don't speak Polish do you?" These are the next generation, the children of the 21st century: Speaking to others in a language other than English is "just what you do."

There are many reasons to support a bill to establish a Multilingual Learner Policy for Hawai'i. The three that come to mind are: inclusiveness, fairness, and value to the student. In Hawai'i, we have a longstanding tradition of inclusiveness, and pride ourselves on extending a warm welcome to all, regardless of their background culture and customs. Yet stories from the schools present a different picture: Students coming to school speaking another language, **even** those who are proficient in both English and that additional language, are often subjected to shaming for this display of difference. These children come to know that part of them is "not welcome" at school, a message that runs completely counter to the values we espouse and endeavor to pass on to our children.

For those children who come to school fluent only in a language other than English, the opportunity to be a fully participating member in classes and extracurricular activities is often greatly curtailed. The practice of pulling students out of class for ESL instruction not only deprives students of equal access to the classroom instruction and learning opportunities provided to their fellow classmates, but also deprives the classmates of an opportunity to learn from and learn with the student who is less proficient in English. It is widely recognized that children learn best from their peers, and, in these peer-to-peer interactions, it is now well-documented that BOTH participants gain from the exchange. Peer-partnered learning is a mutually-beneficial activity, regardless of “expertise”. Thus, pull out practices are unfair both to the student who is being pulled out, and to his/her classmates.

Finally, and expanding on the above point, we can see that there is value in fostering a multilingual classroom environment: Students must learn how to work together, including both how to teach each other, and how to learn from each other. The opportunity for all students to learn freely, openly, and cooperatively about how their classmates see the world, and the exchange of learning strategies, opinions, values, and beliefs, shaped variably by their respective cultural and linguistic backgrounds is not only a priceless component of their education, it is also a core value of our community.

The State of Hawai‘i can do this. It will be a meaningful investment in the future of our keiki that will reap benefits for them, and for our State’s commitment to fairness and inclusiveness in education, for years to come.

I thank you for your service to the State, and to all the people of Hawai‘i and for the opportunity to provide testimony in support of Board Policy 105.14, Language in Education (ELL/Bilingual).

Respectfully,

Dina Yoshimi

INLAND VALLEY Daily Bulletin

Inland Valley Daily Bulletin (Ontario, CA)

October 24, 2004
Section: News

Ontario man killed by hit-and-run driver

POMONA - A graffiti tagger was killed when he was struck by a hit-and-run driver just after spray-painting a freeway divider early Saturday. **Alonso Jimenez**, 23, of Ontario was hit by a white, late 1990s-model car while crossing the eastbound 10 Freeway just west of Fairplex at 4:53 a.m., according to the California Highway Patrol.

Jimenez became airborne upon impact, and paramedics pronounced him dead at the scene. Witnesses later reported seeing a white Nissan, Toyota or Honda, which was stopped on the freeway's right shoulder west of the Dudley Street off-ramp, that appeared to have front-end damage and a broken windshield. Three men were seen outside the car surveying the damage. Those responsible for the accident remain at large, and anyone with information is asked to call CHP officer Phil Gomez at (626) 338-1164, Jannise Johnson, (909) 483-9318.

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Elizabeth Jimenez Salinas CEO@gemasconsulting.com
909 489 4466



Is Equity the same as Equality?

Lau v. Nichols – In the 1974 opinion of the US Supreme Court, the court declared that, *"We know that those who do not understand English are certain to find their classroom experiences wholly incomprehensible and in no way meaningful."*

Elizabeth Jimenez Salinas CEO@gemasconsulting.com
909 489 4466



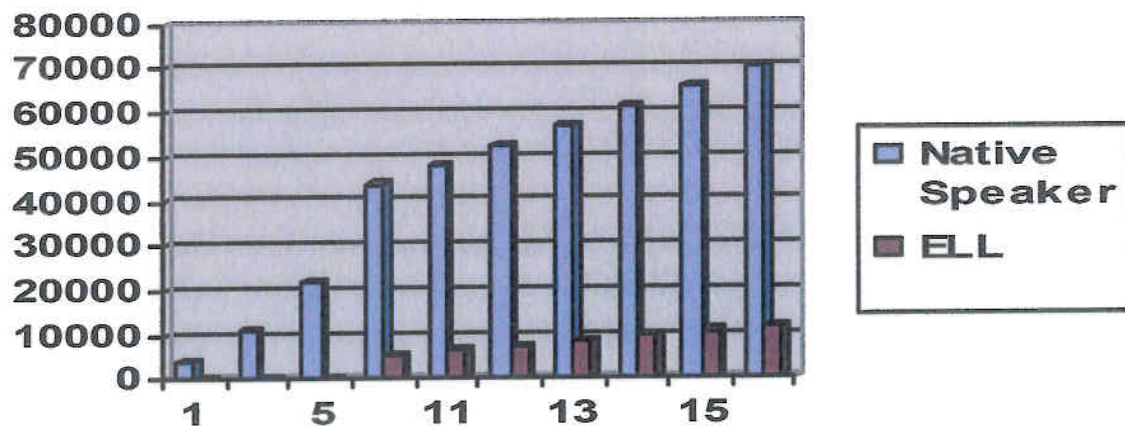
Is Equality the same as Equity?

Lau v. Nichols – In the 1974 opinion of the US Supreme Court, the court declared that, *"Under these state-imposed standards there is no equality of treatment merely by providing students with the same facilities, textbooks, teachers, and curriculum; for students who do not understand English are effectively foreclosed from any meaningful education."*

Elizabeth Jimenez Salinas CEO@gemasconsulting.com
909 489 4466



Comparison of English Exposure
without Primary Language Support in School



Elizabeth Jimenez Salinas CEO@gemasconsulting.com
909 489 4466



By underutilizing the primary language we...

- Have created a generation of Long Term English Learners (LTEL)
- Caused enormous gaps in achievement
- Created a sense of deficiency in speakers of other languages
- Created a divide between generations in families
- Augmented gang membership as young people search for a niche to belong

Elizabeth Jimenez Salinas CEO@gemasconsulting.com
909 489 4466



Support for this initiative...

- Brain research
- Achievement scores
- Student self-reported sense of success
- Boost in business hiring individuals from the community
- Global reach and expansion of economies

Elizabeth Jimenez Salinas CEO@gemasconsulting.com
909 489 4466



San Bernardino's Multiliteracy Initiative; Investing in Our Future Today

Managing Consultant, Elizabeth Jiménez Salinas

Heritage Language Defined

In order to begin to answer this question, we need a shared understanding of what are heritage languages. In the Center for Applied Linguistics 2010 brief, *What is a heritage language?*, (appendix E) author Ann Kelleher, University of California, Davis, explains that the term "heritage language" is used to identify languages other than the dominant language (or languages) in a given social context. In the United States, English is the de facto dominant language (not an "official" language, but the primary language used in government, education, and public communication); thus, any language other than English can be considered a "heritage language" for speakers of that language.

In his chapter *300-plus years of heritage language education in the United States* in J. K. Peyton, D. A. Ranard, & S. McGinnis (Eds.), *Heritage languages in America: Preserving a national resource* published by the Center for Applied Linguistics & Delta Systems, Dr. Joshua Fishman identifies three types of heritage languages in the United States (Fishman, 2001). These categories emphasize the historical and social conditions of other languages relative to English.

- **Immigrant heritage languages** are any of the languages spoken by immigrants arriving in the United States after it became an independent country. Immigrant heritage languages may overlap with colonial heritage languages; for instance, Spanish was a colonial heritage language, and it is now an immigrant heritage language of great importance in the United States.
- **Indigenous heritage languages** are the languages of the peoples native to the Americas. Many of these languages are now extinct, some are spoken by a very few elders and are at risk of being lost, and a very few are being maintained within communities of speakers through strong educational efforts. For a book-length account of educational efforts to maintain Navajo within a community on the Navajo Reservation, see McCarty (2002).
- **Colonial heritage languages** are the languages of the various European groups that first colonized what is now the United States and are still spoken here. These include such languages as Dutch, German, Finnish, French, Spanish, and Swedish.

Overview of Programs to Support Heritage Language



Four Parent focus groups in Garden Grove were held to have deeper conversations with a number of parents regarding the stated goal and to listen to their ideas and opinions regarding their children's future.

There are many options, and configurations of those options, to promote and preserve heritage languages in US schools. We have laid out a matrix of some of the research-based options, followed by more detail on each element named in the matrix. The program options are numbered 1-8. The rows are grouped together by grade span. Program options 1 through 6 are most commonly K-5 options. Options 7 and 8 are secondary level options. Every option has some budgetary impact and one should ask about the trade-offs when a new program is initiated.

Heritage Language Program Options Matrix

Program Model	Language Goals	Class Composition	Ratio of English: Heritage Language	Entry Level and Length of Program	Implementation Considerations
K-5 ENRICHMENT LANGUAGE COURSE 1. After-school or Community Enrichment Programs, Summer School Enrichment or Campus Club	Conversational and Cultural Understanding	Flexible, families who agree to extra hours	Varies – some programs are daily, others 2-3 times per week	Optional choice for students. Can be offered in K-12	This option addresses the widest possible number of students in the quickest timeframe. Students can enter and exit at any grade level and it can be conducted with certificated teachers in concert with community volunteers or aides. Ask: -Is there student interest? -Does the school already have an after school program in place? -Who will coordinate with Boys&Girls Clubs? -Do we have biliterate teacher capacity who would take a paid extra duty assignment? -Budget for materials? -Does curriculum exist for the language of instruction?
K-5 DUAL LANGUAGE 2. Two-Way Bilingual Immersion (TWBI)	Bilingualism; Academic Biliteracy, Multicultural Proficiency, Close the Achievement Gap	Minimum ratio of 1/3 each English-only and speakers of heritage language	90% max to 50% minimum	K or 1, lasts K-5, K-8 or K-12	This option is a 5-7 year commitment by parents. Ask: - Is there interest from English speaking students, heritage language speakers? -Do adequate instructional materials exist? Does the district now have them or would they need to be purchased, developed? -Are there funds for Professional Dev and planning? -Is there a site available, with biliterate staff? If not, would it mean reassigning teachers to this site? -If students at this site choose not to participate, will it squeeze them out of attending school at this site? -Will a lottery be needed?
K-5 DUAL LANGUAGE 3. Maintenance (Developmental) Bilingual Education (DBE)	Bilingualism and Biliteracy, Close Achievement Gap	Speakers of the heritage language; may or may not have English speakers	90% max to 50% minimum	K or Gr. 1, lasts K-5, K-8 or K-12	This option is a 5-7 year commitment by parents. It is for heritage language speakers and does not require English Language speakers to register. Ask: Do we have parent interest in this option? -Do adequate instructional materials exist? -Does the district now have them or would they need to be purchased, developed? -Are there funds for Professional Development and planning? -Is there a site available, with biliterate staff? What would it mean to the program to reassign teachers to this site? -If students at this site choose not to participate, will it squeeze them out of attending school at this site? -Do we have adequate district level support?

Details on the contents of the Heritage Language Program Matrix

The descriptions below provide more detail about each of the cells in the Heritage Language Program Matrix. The program models are numbered 1-8 to match the cells in the matrix. They are followed by a description of each of the program elements categories that head the matrix.

Program Model Definitions

1. After-School Enrichment, Foreign Language Programs

In the era of No Child Left Behind, many schools experienced a narrowed curriculum with reduced classes in art, music, even science and history. After school programs became an option for school districts to incorporate art, music, drama, and other enriching subjects. After school language programs are not a separate program model, but simply a time of day. After school language programs utilize the same approach as a FLES/FLEX program. An afterschool FLEX or FLES program could be offered based upon the research results for such programs, utilizing credentialed foreign language or bilingual teachers with volunteer assistance from community members. Enrichment programs can attract interest, solidify language and cultural foundations, to grow participation and success with secondary world language classes. Some language communities have community language schools held on Saturday's in order to promote and preserve their heritage language. See the example of Folsom Cordova school district offerings.

2. Two-Way Bilingual Immersion (TWBI)

Students in this program are a mix of approximately half native speakers of the heritage language and half native speakers of English. Instruction is provided in the heritage language through content for at least 50% of the day from kindergarten through at least the end of elementary school. Bilingualism, biliteracy and multiculturalism are the goals. Research clearly shows that this program can also close the achievement gap. Students serve as language models for one another. These are usually K-5 programs but can effectively continue through grades 7-12.

3. Maintenance/Developmental Bilingual Education (DBE)

Students in this program are native speakers of the heritage language. Instruction is provided in the heritage language through content for at least 50% of the day from kindergarten through at least the end of elementary school. Bilingualism, biliteracy and multiculturalism are the goals. This program can also close the achievement gap. These are usually K-5 programs.

4. Foreign/Heritage Language Immersion (FLI)

Students in this program are English speakers who may or may not have experience with the target/heritage language and culture. Instruction is provided in the foreign/heritage language through content for at least 50% of the day from kindergarten through at least the end of elementary school. Bilingualism, biliteracy and multiculturalism are the goals. These are usually K-5 programs, but can continue through grade 12.

5. Transitional Bilingual Education (TBE)

Transitional bilingual education is for native speakers of the heritage language who are acquiring English. Instruction is provided through the heritage language for part of the day until they are proficient in English. At which point, instruction will transition to monolingual English delivery and the heritage language will no longer be used for instruction. Eventually, English replaces the heritage language in school. Early exit programs refer to K-1/2/3 and late exit programs refer to K-3/4/5.

6. Foreign Language Elementary School (FLES) or Foreign Language Experience (FLEX)

FLES/FLEX are programs that offer exposure to heritage or foreign language and culture through sessions with classified or certificated staff a few times a week. One enhanced option is to provide language study in high context enrichment subjects such as art, music, PE and Language Development. Another, described by Jane Reeves in the Center for Applied Linguistics Digest, September 1989 is to employ content-based or content-enriched FLES. She describes this as different from regular FLES in that subject content from the regular school curriculum is taught in the foreign language, thus the focus is not on (explicit) language instruction alone. Teachers integrate content learning with language development via activities where the main topics come from the regular curriculum content areas (i.e., social studies, mathematics, science) so that language is acquired in a meaningful context.

7. Heritage Language Speakers (Spanish for Spanish Speakers) Courses

Native Language courses for speakers of that language follow the ELA standards in rigor and expectation as opposed to foreign language courses designed for students who are completely new to the language. Students who enter these courses may have conversational proficiency but often lack formal, academic or business level literacy skills. Ideally these courses are aligned with the ELA courses they take to maximize transfer of linguistic knowledge and skills.

8. Newcomer Models

Newcomer programs are specifically created to fulfill the needs of English Learners who are recent immigrants and who enter the American school system at the secondary level with limited literacy in their native language and with interrupted formal education face. Newcomer programs are designed to meet these unique challenges, based on the fact that the language demands of secondary classrooms are likely to be significantly greater than those for lower grade levels (Anstrom et al. 2010). When executed as actual programs, newcomer models are designed to help orient and prepare newcomer ELs by providing targeted or intensive instruction to build foundational skills before ELs are ready to enter into a district's or school's regular program.

As of a 2003 study by Boyson and Short, the most common configuration for a newcomer program was for it to last one school year and operate at students' home school as a full-day program. There are, however, many variations on this model, as well as variations in how newcomer students are defined and identified. - Adapted from the USDOE Language Instruction Educational Programs (LIEPs), pg. 109, A Review of the Foundational Literature May, 2012

Elements of the Program Options Matrix Defined

Language Goals

This box refers to the long term goal of the program model. Some programs have as their goal biliteracy and cultural competence in two languages and cultures. Other programs have as their goal exposure and conversational skill with the heritage language. When selecting a program option, it is critical to clearly identify the language goal for the participating students.

Class Composition

This box refers to any recommended or legal minimum and maximum ratio of language speakers.

Ratio of Instructional Time in Heritage Language

The options described in the program matrix have different goals, which tie to the amount of instructional time needed to achieve that goal. There may also be variations in the amount of time because of staffing capacity. For example, one school may choose to offer a Two-Way Bilingual Instruction Program in a 50:50 ratio (eg. Spanish/English) or in a 90:10 ratio of 90% of instructional time in Spanish and 10% in English.

Entry Level and Length

This refers to any recommendations on the optimal time for a student to enter a program and how long the typical program option continues. For example, it is recommended that participating students enter a TWBI program in Kindergarten or First Grade and continue through grade 6 or beyond because entering such a program at a later grade level might mean that the student will be lost or behind their peers. Programs such as Heritage Language classes in secondary (eg. Spanish for Spanish speakers) may be offered for one semester or a full year or across all four years of high school.

Implementation Considerations

This section of the matrix includes questions to consider as well as guidance on studying the impacts of staffing, expected costs and, curriculum acquisition.

Staffing Descriptions

This box describes the staffing needed to have a successful program. California no longer requires special bilingual certification for teachers who work in alternative programs, however they do still offer these certifications such as BCLAD. Some programs, such as after school programs, may not require a certificated teacher, and may be run using classified staff, however it would be most beneficial to utilize willing teachers for these programs as well.

In two-way bilingual immersion, maintenance/developmental bilingual education, foreign/heritage language immersion, and transitional language programs teachers need to be certificated and biliterate at an academic level of proficiency since they teach content through both languages. There is a separation of languages into instructional blocks of time. Often one teacher delivers the English instructional block and one the heritage/target language instructional block.

In grades K-2, teachers need to be biliterate in order ensure equity when checking for understanding and adapting instruction. All staff need to be able to understand the students as they ask questions in either language. If a teacher who is bilingual teams with a teacher who is monolingual in English, then English-speaking students will always be understood, while native speakers of the target or heritage language will not. Therefore lessons and instruction will be modified real time for English speakers as the teacher checks for understanding but the same will not happen for native speakers of the target or heritage language. Furthermore, all staff need to be able to communicate and build relationships with families who speak either language. This key element is as important for classified as for certificated staff.

In these program models, in grades 3-12, it is an advantage to have all academically biliterate teachers. However, at these grades biliterate teachers often partner with monolingual English-speaking teachers. The monolingual teachers must be particularly adept at sheltering strategies and have strong command of second language acquisition research and best practices. There must be intensive collaboration between these teachers to ensure that the cognitive and linguistic needs of the students are met.

In native speakers courses at the secondary level, teachers must be credentialed and academically biliterate. They also must have expertise on second language acquisition and sheltering strategies in order to build upon the wide range of speaking listening, reading and writing skills that their students bring. In rare instances, a credentialed teacher may partner with a community member or leader who is fluent in the heritage language. In this case, they work as a team to teach the course. This is the case for some indigenous languages.

In Foreign Language Elementary School or Foreign Language Experience programs (FLES/FLEX), as well as after-school programs, staff may be credentialed or certificated. They need to be biliterate. However, the level of academic biliteracy varies depending on whether content is incorporated in these programs or not.

Newcomer programs require credentialed staff. Depending on the structure of the program and the use of the heritage language for academic and social/emotional support, biliterate staff will be required. These are often run as magnet schools so that students who need this support and staff who can provide it, as well as resources needed, can be focused on this transitional year of school.

Expected Costs/Funding Sources

As with any new course or program added to the master schedule or initiated in the district, TWBI, DBE, FLI, TBE and courses for native speakers at the secondary level require an initial investment in training and materials each year that a new grade level is implemented. Since the Immersion programs are phased in one grade level per year, the costs are spread over several years rather than incurred all at once. The FLEX/FLES programs could require an additional, roving teacher.

Once the full grade span is implemented, these programs do not typically incur additional costs compared to English-only programs. For example, these programs teach language through

content. In the planning phase, stakeholders will decide which content areas to teach in English and which in the target or heritage language. Initially, some textbooks would need to be purchased in the target/heritage language, however, in the long term textbooks may be purchased on regular textbook adoption cycles using instructional materials funds. Library books and other supplemental materials are currently budgeted but some of that budget would be prioritized to augment the library offerings and supplemental materials in the language other than English. These programs do not require additional teaching staff. The same number of students is served overall. Therefore, the funds for salaries and benefits for teaching staff do not have to change. Depending on whether a TWBI, DBE, FLI, TBE program were established as a magnet or a neighborhood school, would require some decisions about access and transportation.

FLES/FLEX and afterschool programs often require additional initial and on-going costs. Costs of staffing vary. FLES/FLEX programs may be taught by teaming across a grade level or a school. One teacher who is biliterate may provide instruction on a rotating basis across his or her grade level. Other programs operate by hiring a certificated or classified staff person to rove to each class and provide the instructional period in the foreign/heritage language. Supplemental materials are typically purchased for these programs and some type of professional development will be required. Many programs use Total Physical Response Storytelling (TPR Storytelling), world language materials from publishers, and/or technology-based programs.

After-school programs can take many forms with varying costs as well. Certificated or classified staff may operate the program. It may occur a couple of days each week or every day. It may focus on cross-cultural exposure, conversational skills, and/or literacy in the heritage language for those who already have some proficiency. It may run on a cycle of a few months or last for many years, with varying levels of advancement. However, due to the limited number of minutes in the program, it is difficult and rare to achieve biliteracy though this type of program alone. It is also reliant on the transportation and scheduling requirements of the parents. Since it is not held during the regular school day, it serves typically a smaller population. At the same time, these program options can be a gateway to deeper language learning and cultural proficiency. They can complement any of the other programs and provide a variety of entry points and service options for students and families.

Newcomer program costs also vary depending on the structure of the program. If there are clusters of newcomers already at a site them it may be a matter of organizing classes using current teaching staff and materials. If it is a centralized district program, then there may be costs for transportation, staff, professional development and materials.

Curriculum and Materials

Many of the elements required in these programs already exist in SBCUSD including teacher collaboration and professional development, and an investment in strategies for English learners. Undoubtedly, some new materials would need to be acquired for any of these programs. These would include the initial investment in instructional materials as listed previously. In addition, there may be a need for library materials in the heritage languages. SBCUSD might consider partnering with the public libraries for book sharing of heritage language materials. For Spanish, state-adopted textbooks and supplemental materials do exist from many publishers. On the other hand, state-adopted instructional materials in other heritage languages do not currently exist in

California for core subjects including math, science, language arts or social science. These core and supplemental materials may need to be developed or researched and SBCUSD could work with the associations of Community language schools, with UCLA Center on World Languages, The National Heritage Language Resource Center, with CAFE and with other school districts in the country that have begun similar programs

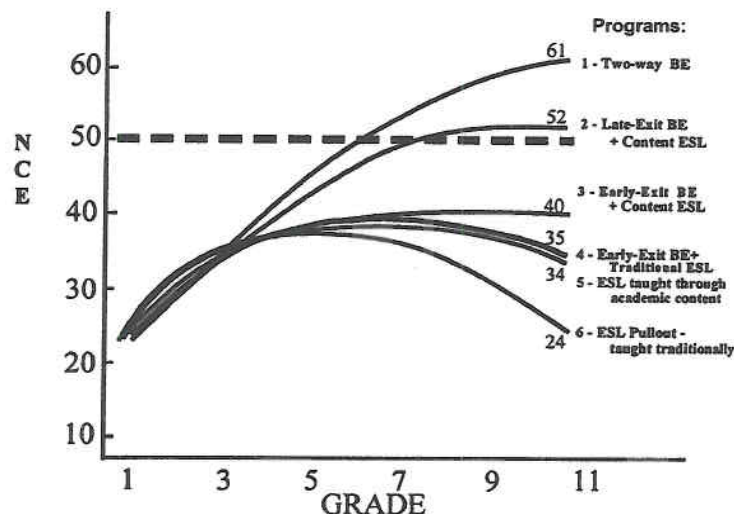
Research Documented Efficacy of Heritage Language Instruction

Longitudinal Comparative Efficacy Study

Originally conducted in five urban and suburban school district sites in various regions of the U.S., Thomas and Collier's research focused on: (a) the length of time needed for ELLs to reach and sustain on-grade-level achievement in their second language; and (b) the student, programmatic and instructional variables that influence language-minority students' academic achievement. The study eventually involved over 6.2 million student records collected between 1982 and 2012, including those students who attended the subject schools for 4 years or more. It now includes data from 35 districts in 16 states. The data analysis matched the historical records of student background variables and educational program treatment variables with outcome measures, in a series of cross-sectional and longitudinal analyses.

The study's findings in regard to the relative efficacy of various program models are graphically depicted in Figure 1:1. In this figure, the dotted line at the 50th normal curve equivalent (NCE) represents typical native-English speakers' performance on standardized tests in English reading (while making 10 months of progress with each 10-month year of school). Each solid line represents the typical academic performance on these English reading tests of language-minority students participating in the given program type. Although not reflected in Figure 1:1, the same general pattern of language-minority student performance was also manifested on standardized tests in social studies, science, mathematics and English language arts (although achievement in the latter two categories is slightly higher for all program types). As can be seen in Figures 1:1 and 1:2, only the two-way developmental bilingual and late-exit bilingual program models succeeded in producing ELL achievement that reaches parity with that of native English speakers.

Figure 1.1 - Collier and Thomas, 1997-2012



Efficacy of FLES/FLEX Programs

The Center for Applied Second Language Studies (CASLS), University of Oregon issued a report in 2010 to answer the question *Do Early Language Programs Improve High School Proficiency?* (see appendix F). The following is their research summary and table from this report which shows clearly that it does. So although students in a FLES (Foreign Language in the Elementary School) or FLEX (Foreign Language Exploratory Program) may not achieve full biliteracy, as those in a Dual Language Immersion program, there is clearly an academic benefit.

Research Summary:

We compared students who began studying a foreign language in non-immersion elementary or middle school program with students who began in high school. All students were currently enrolled in a regular high school language program and did not speak the language at home. Using the Standards-based Measurement of Proficiency (STAMP), we compared the number of students in each group who scored at benchmark level 4 or above in reading, writing, and speaking. Level 4 proficiency is based on the description for ACTFL Intermediate-Low. At this level, speakers “are able to handle successfully a limited number of uncomplicated communicative tasks by creating with the language in straightforward social situations.” We choose this level, because students at this level first show the ability to communicate in meaningful ways.

We found that students who had begun studying language in elementary or middle school were far more likely to reach level 4 proficiency than those who waited until high school. In most cases, the number of level 4 students increased by well over 50%. Nevertheless, the total percent of level 4 students remained lower than desirable. This trend demonstrates that beginning language study early is one critical component of a successful foreign language program. The amount of improvement in the number of students reaching level 4 due to an earlier start than high school is shown in Table 1 and Chart 1.

Table 1. Percent Improvement in Number of Students Reaching Level 4 Compared to High School Start

Skill	n.	Elementary Start	Middle School Start
Reading	10,164	68.5	63.0
Writing	9,325	74.8	52.6
Speaking	8,331	62.6	35.5

Efficacy of Foreign Language Programs

The study of a language other than English, sometimes called a foreign language, or world language, is one of the requirements for college entrance in the University of California system. There are many documented as well as perceived benefits to studying a foreign language including Economic Development, National Security, Cultural Understanding, Diversity and Enhanced Career Opportunities. There are also well documented academic benefits to students for studying a second language.

Research Summary:

The 2009 report by the California Foreign Language Project (CFLP) at Stanford University looks specifically at California K-12 (see appendix K) including Spanish for Spanish speakers courses, as well as other studies such as the Second Language Study and Basic Skills Louisiana; Louisiana Department of Education (Rafferty) show that regardless of their race, sex, or academic level, students in foreign language classes outperformed those who were not taking foreign languages. Foreign language study has also been shown to enhance listening skills and memory, and the development of second language skills can contribute a significant additional

dimension to the concept of communication. Furthermore, students who have studied a foreign language develop greater cognitive skills in such areas as mental flexibility, creativity, divergent thinking and higher order thinking skills (Foster and Reeves; Landry; Rafferty; Ginsburg and McCoy).

Data from the Admissions Testing Program of the College Board show a positive correlation between SAT scores and the study of a foreign language. Verbal scores of students increased with each additional year of language study. Interestingly, the verbal scores of students who had taken four or five years of foreign language were higher than the verbal scores of students who had taken four or five years of any other subjects.

Data - National, Statewide, and Local

National Data on Heritage Language Program Resources

The US Dept. of Education website cites the following statistics regarding global vs. US language study in K-12 schools.

- More than 200 million children in China are studying English, a compulsory subject for all Chinese primary school students. By comparison, only about 24,000 of approximately 54 million elementary and secondary school children in the United States are studying Chinese.
- According to the Center for Applied Linguistics (CAL), 2008 only 25% of American public elementary schools report teaching foreign languages, slightly higher (31%) in private elementary schools.
 - 79% of those schools focus on giving introductory exposure to a language rather than achieving overall proficiency.
 - 58% of middle schools and 91% of high schools offer foreign language instruction.
- Only 44% of American high school students are enrolled in foreign language classes as reported by the 2002 Digest of Education Statistics. Of those students, 69% are enrolled in Spanish and 18% in French.
 - Less than 1% of American high school students combined study Arabic, Chinese, Farsi, Japanese, Korean, Russian or Urdu.
- Less than 8% of United States undergraduates take foreign language courses, and less than 2% study abroad in any given year. Foreign language degrees account for only 1% of undergraduate degrees conferred in the United States.

The figures available on Elementary Level Language Learning include FLES/FLEX, bilingual education programs and Dual Language Immersion Programs. Our search of the US DOE database specifically looking at the languages taught in Dual Language Immersion programs across the U.S., mirrors the state of California numbers and percentages where the overwhelming majority of Dual Language Immersion programs reported are Spanish/English.

Statewide Data - Most Frequently Taught Languages of Instruction in California

Under Proposition 227, which dictates that English Learners be instructed “overwhelmingly in English”, school districts vary widely in how and how much of their English Learner’s primary language, if any, is utilized for instruction. In an attempt to provide robust information about how best to promote and preserve heritage languages in the San Bernardino community we have asked your teams to begin by looking at what is currently in place locally, as we assist by bringing information about what is in place statewide, as well as nationally.

We searched a number of sources for K-12 Heritage Language programs in the United States. The data based provided by the UCLA National Heritage Language Resource Center contains a number of resources for Heritage Language programs, mainly for secondary and university level. These secondary programs include summer school programs, on-line script programs, and world language courses such as Spanish-for-Spanish-speakers classes.

A search of the University of California Doorways site lists 258 unique Spanish for Spanish speakers courses approved for a-g credit (in category (e), language other than English), 14 unique Vietnamese for Vietnamese speakers courses were listed as well as 14 Korean for Korean speakers. Courses for Long Term English Learners are beginning to be developed.

Location of Heritage Language Programs in California

We began with the California Department of Education (CDE) website directory of Two-Way Immersion programs. The State level directory of Dual Language programs has not been updated for several years however in the latest version, there were over 200 programs listed, the vast majority of programs are offered in Spanish and English which mirrors the state and national English Learner population percentages. In California, most Two Way Bilingual Immersion programs are minority-language dominant: Spanish/English. The other language combinations reported are:

Korean/English

Mandarin/English

Cantonese/English

Cantonese/Mandarin/English

Japanese/English

Chinese/English.

California currently lists no Vietnamese Pilipino, Two-Way Bilingual Immersion Programs.

Table 1: California Languages of Instruction

Languages	Programs	Percent
Spanish/English	202	86.7
Mandarin/English	9	3.9
Korean/English	8	3.4
Cantonese/Mandarin/English	3	1.3
Armenian/English	1	0.4
Cantonese/English	1	0.4
German/English	1	0.4
Hmong/English	1	0.4
Italian/English	1	0.4
Japanese/English	1	0.4
Unspecified	5	2.1
Total	233	100

source California Department of Education, 2012

Table 2: California Two Way Bilingual Immersion Program Models

Model	Programs	Percent
90/10	88	37.8
50/50	77	33.0
80/20	18	7.7
70/30	8	3.4
Other	36	15.5
Unspecified	6	2.6
Total	233	100

Table 3: Grade Levels Served

Grade Level	Programs
Kindergarten (K)	23
K-1	10
K-2	9
K-3	19
K-4	16
K-5	58
K-6	42
K-8	8
6-8	12
7-8	8
Other combinations	20
Unspecified	8
Total	233

*We did not specifically examine Pre-Kindergarten level program models in this report but the Pre-K area is critical to and fits strategically with the stated goal, and is an excellent way of creating a foundation of biliteracy. Preschool English Learners Principles and Practices to Promote, Language Literacy and Learning, California Dept. Of Education, 2009.

Additional Data Collection from Stakeholders

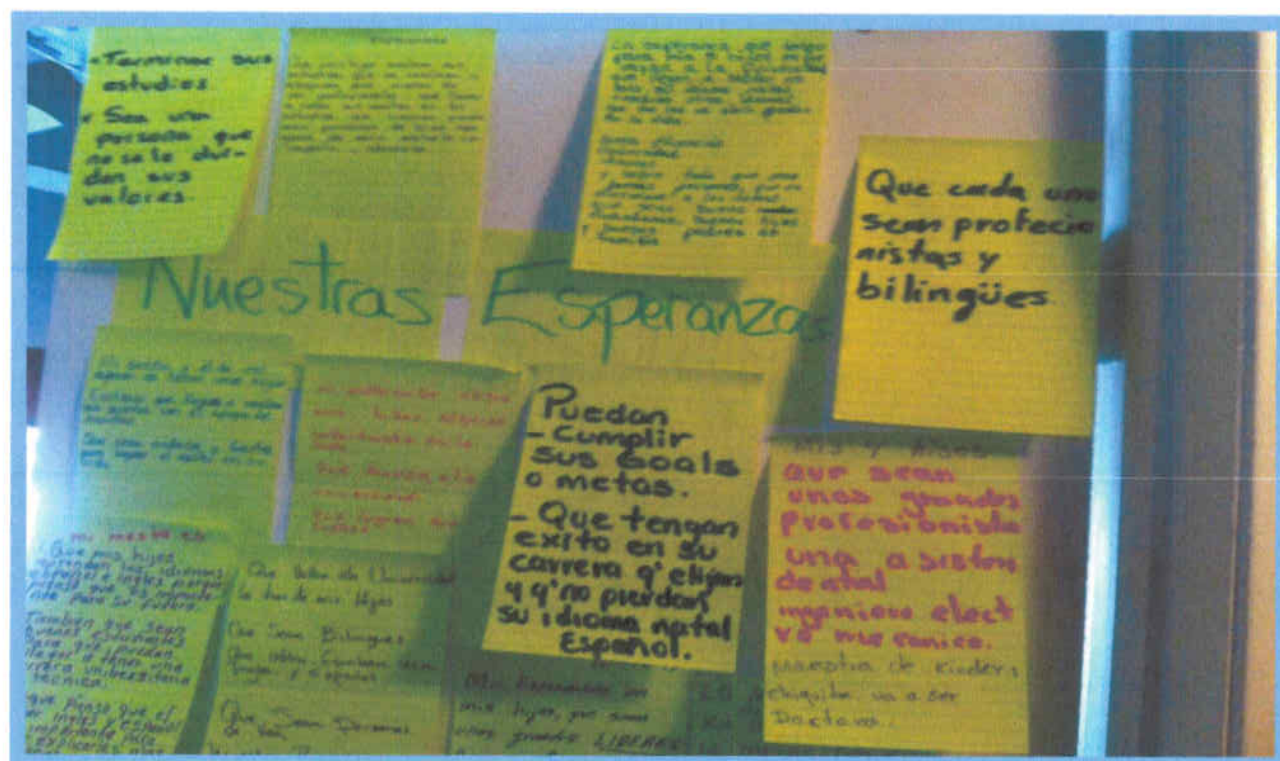
FOCUS GROUPS

Focus groups organized with parents could be held in several Elementary School sites in the district. These two-hour sessions could be co-facilitated by the CAFE Consultants with the objective of having parents voice their goals for their children's educational future, including the role of biliteracy.

The purpose is to elicit ideas, opinions, goals, and concerns regarding the preservation and promotion of heritage languages in the district. Five questions are asked and answers are elicited from all participants in writing and verbally. Some potential questions are:

- 1. What are your greatest hopes/aspirations for your child's future?
- 2. What are your greatest fears for your child's future?
- 3. Give us examples about how you want your children to be able to use their home language in their future, after they graduate from high school – for example, in their careers and with their families.
- 4. How might your interaction with your child's school change if the school taught reading, writing in English and in Spanish?

- 5. What do you think of a program or programs in the school that have as their goal to augment the student's knowledge of their own culture and language while also growing their knowledge of American culture and English?
- What would be the ideal program for your child? Describe what you would like to see in such a program.



SURVEYS

To augment the input from our focus groups, a brief attitudinal survey could be created and disseminated electronically to parents according to their self-identified primary language, designed to elicit ideas, opinions, goals and possible concerns, from the wider San Bernardino community and parent population.

SITE WALK-THROUGHS

In addition to visiting classrooms, we can gather data about how our schools welcome and provide access to all members of the community. What languages and signs are visible, are there translation tools available at key contact points, does the library include multicultural offerings, is literacy promoted in languages other than English?

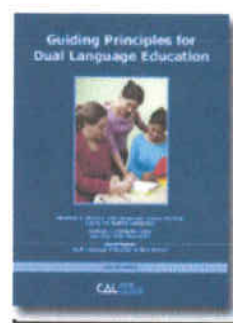
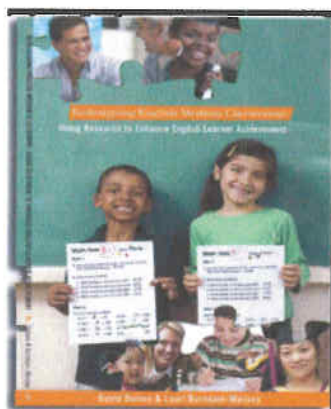
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Recommended Resources



Networks of Resources for Preserving and Promoting Heritage Languages

California Association for Bilingual Education (CABE) www.bilingualeducation.org

California Department of Education (CDE) www.cde.ca.gov

Californian's Together (CalTog) www.californiantogether.org

Center for Advanced Research on Language Acquisition (CARLA) <http://www.carla.umn.edu/>

Center for Applied Linguistics (CAL) <http://www.cal.org>

Center for Applied Second Language Studies (CASLS) <http://casls.uoregon.edu>

Dual Language Education of New Mexico (DLENM) <http://www.dlenm.org>

Illinois Resource Center (IRC) <http://www.thecenterweb.org>

Kathryn Lindholm-Leary's website <http://www.lindholm-leary.com>

Dr. Jill Kerper Mora's website <http://moramodules.com>

UCLA National Heritage Language Resource Center www.nhlrc.ucla.edu/

Expert Consultation Start-Up Planning and Implementation –

CABE Professional Development Services

www.bilingualeducation.org (626) 814-4441

See appendix G for the 2Way CABE TWBI Planning Checklist

Two-Way Bilingual Immersion Start-Up Consultation with and site visits to other established programs and those that serve less commonly taught languages.

Glossary of Terms Related to Dual Language/TWI in the United States

This glossary is taken from two sources – Center for Applied Linguistics and

Alternative Course of Study: An alternative course of study contains classes where EL students are taught English and other subjects through bilingual education techniques or other generally recognized methodologies permitted by law. The students enrolled have been (1) granted a parental exception waiver pursuant to California *Education Code* sections 310 and 311; or (2) placed in any alternative education program operated under the State Superintendent of Public Instruction's waiver authority (*Education Code* section 58509) when such an alternative for EL students was established specifically to waive one or more of the *Education Code* sections 300 through 340; or (3) enrolled in a charter school program that offers any alternative course of study for EL students. (R30-LC)

Bilingual education: Used both as an umbrella term for dual language and transitional bilingual programs, and synonymously with transitional bilingual programs.

Bilingualism: Proficiency in two languages.

Biliteracy: The ability to read, write, and speak in two languages for a range of communication purposes (Beeman & Urow, 2013).

Developmental bilingual: A dual language program in which students are primarily native speakers of the partner language.

Dual immersion: Used synonymously with dual language, particularly in the Southwestern and Western United States.

Dual language immersion: Used synonymously with dual language.

Dual language: A program in which the language goals are full bilingualism and biliteracy in English and a partner language, students study language arts and other academic content (math, science, social studies, arts) in both languages over the course of the program, the partner language is used for at least 50% of instruction at all grades, and the program lasts at least 5 years (preferably K-12). CAL and other institutions use this term as an umbrella term that includes two-way immersion, foreign language immersion, heritage language immersion, and developmental bilingual programs. Throughout the U.S., it is frequently used synonymously with two-way immersion.

- **50/50:** An immersion program model in which English and the partner language are each used for 50% of instruction at all grade levels.

- **90/10:** An immersion program model in which students are instructed 90% of the time in the partner language and 10% in English in the first year or two, with the amount of English instruction gradually increasing each year until English and the partner language are each used for 50% of instruction (generally by third grade).

Early exit program: See transitional bilingual education.

English immersion: A program for English language learners in which the goal is proficiency in oral and written English, in which the native language is not used for instruction.

Foreign language experience/exploratory (FLEX): A program characterized by frequent sessions over a short period of time or short and/or infrequent sessions over an extended period of time in order to expose students in Grades K-8 to one or more languages and cultures. Goals are learning about languages, learning basic words and phrases, and/or developing an interest in foreign language for future study. Some instruction may take place in English.

Foreign language immersion: A dual language program in which students are primarily native English speakers learning a foreign language.

Foreign language in the elementary school (FLES): A foreign language class taught at least 75 minutes per week, in which the goals are to acquire listening, speaking, reading, and writing skills and to gain an understanding of and appreciation for other cultures. The focus of instruction can be on language and/or subject matter content.

Foreign language: In the U.S., a language other than English. See also world language.

Full immersion: See 90/10. Term generally used more frequently by foreign language immersion practitioners than two-way or developmental bilingual practitioners.

Heritage language immersion: A dual language program in which students are primarily English speakers with some proficiency in or a cultural connection to the partner (target) language through family, community, or country of origin.

Heritage language program: A program that aims to develop proficiency in a language that is spoken by the students' relatives, ancestors, or community members in which the student may have some level of proficiency. Programs may be school-based or community-based and range from an hour a week to full immersion.

Heritage language speaker: Student brought up in a home where Spanish or other non-English language is spoken and who has some proficiency in the language (Beeman&Urow,2013)

Immersion (referring to a program type): A program in which at least 50% of instruction is in the partner language and, in both English and the partner language, the focus of instruction is on both language and subject content.

Immersion (referring to a technique or a method): A method in which teachers speak in the partner language exclusively during instructional time. May be used in immersion programs or in traditional foreign language classes at any grade level.

L1 (First language) An individual's native language.

L2 (Second language) A language acquired in addition to the native language.

Late exit program: A transitional bilingual program in which students receive instruction in the partner language for 4-6 years. May differ from a developmental bilingual program if the amount of instruction in the partner language falls below 50%.

Maintenance bilingual: Less common term for developmental bilingual.

Minority Language or language minority groups: people who are of American Indian, Asian American, Alaskan Native or Spanish heritage. (2006 US Voting Rights Act) A *minority language* is a language spoken by a minority population within a country.

Newcomer program: A specially designed program for new immigrants to the U.S. who are English language learners in which students learn in special classes until they can be integrated into the mainstream. Teachers may or may not use the native language for instruction. They are most often found at upper elementary and secondary grade levels.

One-way immersion: Used frequently in the Southwestern United States to refer to developmental bilingual education; also frequently used to refer to foreign language immersion (to contrast it with two-way immersion that enrolls students from two language groups).

Parental Exception Waiver: Per *EC* Section 310, the requirement to place an EL in an English language classroom may be waived with prior written informed consent, to be provided annually, of the child's parent or legal guardian. Under approved parental waivers, children may be transferred to classes where they are taught English and other subjects through bilingual education techniques or other generally recognized educational methodologies permitted by law. At any time, including during the school year, a parent or guardian may have his or her child moved into an English language mainstream classroom. This does not entail going through the waiver process. The parent or guardian need only request this placement (*California Code of Regulations*, Title 5 [5 CCR] Section 11301[b]).

Partial immersion: See 50/50. Term generally used more frequently by foreign language immersion practitioners than two-way or developmental bilingual practitioners.

Partner language: Alternative term for the language other than English that is used for instruction in programs in the United States. Preferred term in dual language, in which both English and the foreign language are "targets" for developing proficiency.

Side-by-side model: A way of distributing languages for instruction in dual language programs in which students are instructed in one room by an English teacher and in another room by a partner language teacher. Students move between the two classrooms for instruction. Teachers generally teach exclusively in one language to two groups of students.

Spanish for native speakers program: A program of instruction for native speakers of Spanish that complements foreign language instruction in Spanish for non-native speakers.

Target language: The language other than English that is used for instruction. See partner language.

Transitional bilingual education: A program for English language learners in which the goal is proficiency in oral and written English. The students' native language is used for instruction for a number of years (1-3 is typical) and is gradually phased out in favor of all-English instruction.

Two-way bilingual immersion: Less common term for two-way immersion.

Two-way immersion (TWI): A dual language program in which both native English speakers and native speakers of the partner language are enrolled, with neither group making up more than two-thirds of the student population.

Vietnamese for native speakers program: A program of instruction for native speakers of Vietnamese that complements foreign language instruction in Vietnamese for non-native speakers.

World language: Increasingly common term substituted for *foreign* language.