



**STATE OF HAWAII
BOARD OF EDUCATION**
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February 2, 2016

TO: Hawai'i State Board of Education Student Achievement Committee
FROM: Patricia Halagao, Chair, Student Achievement Committee
Grant Chun, Member, Board of Education

SUBJECT: Committee Action on new Board Policy 105.14, Language in Education (ELL/Bilingual)

BACKGROUND

In an increasingly interconnected global society, Hawaii's rich linguistic and cultural diversity is one of our greatest assets. This presents an opportunity to recognize and value the important role of multilingualism in providing a meaningful and equitable education for student achievement. Research on multilingualism in education shows that when students' languages, cultures, identities and histories are included in their education, **students are better able to learn academic content and gain proficiency in the official language medium of education** (English and/or Hawaiian). For more information and common inquiries on multilingualism in education, please see *Exhibit A*.

There are already significant examples in our Department's schools and BOE policies that incorporate linguistic and cultural diversity, but more work can be done to meet our multilingual students' academic and social needs. Our multilingual learners, which include our English learners (ELs), are not doing well academically. According to STRIVE HI (2014-2015), only about 30% of EL students are performing proficiently in language arts and math. And a mere 53% of EL students are graduating. Given the value of our multilingual and multicultural resources, there is a need for a policy that will **strengthen and expand services** for our multilingual learners.

What started out initially as a Language in Education policy focused on EL students to fill the absence of a Board EL policy has evolved into a broader and more inclusive policy that emerged from community needs and desires. The vision is to create a policy unique to Hawai'i that draws on the strengths of our student's backgrounds to help them learn and participate fully in Hawai'i and our global society.

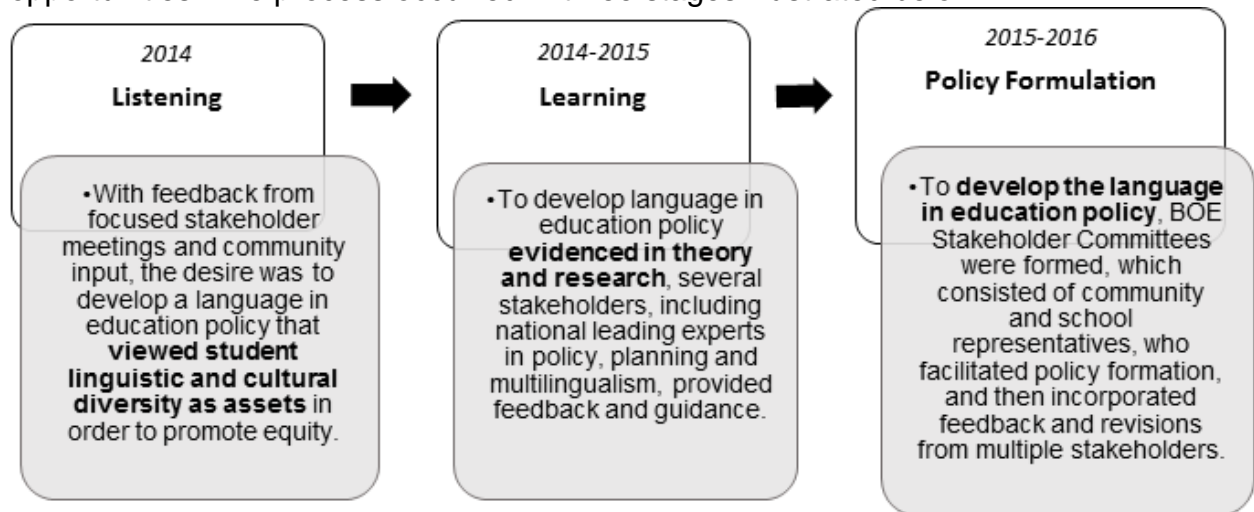
GOALS & SUPPORTS

To achieve this vision, the goals of the policy focus on three areas: **programs, effective educators, and family outreach**. Inspired by the Hawaiian education and language immersion movement, the goal is to provide a range of language learning opportunities, such as, but not limited to English as a Second Language (ESL), heritage language, bilingual education, and dual immersion. It is key that educators have the appropriate training and resources of strategies that use students' home language and culture as resources to gain academic content and English language proficiency. Finally, the goal is to provide supports to engage our multilingual parents in their children's education.

This policy includes mechanisms to support its success. The BOE, DOE and Governor requested from the State Legislature a \$10 million increase in weighted student formula (WSF) funding for our EL/multilingual students. In addition, an advisory committee will be established to support the policy. The DOE will determine guidelines on the membership, role, and responsibilities of this committee. This committee does not have authority over implementation decisions of the DOE in regards to this policy.

PROCESS

The development of this policy has taken **two years** and has been a grass-roots effort to involve hundreds of stakeholders and provide **multiple feedback** loop opportunities. The process occurred in three stages illustrated below:



The end result is the proposed **Multilingualism for Equitable Education** Policy, which addresses the academic, linguistic, cultural and social needs of our multilingual students (*See Exhibit B*). We realize implementation of the policy will take time, therefore we recommend to adopt the proposed policy with below recommendations.

RECOMMENDATIONS

1. Incorporate the proposed policy's vision and implementation in the next BOE-DOE Strategic Plan, which starts 2018 and beyond.
2. Develop a plan for this proposed policy with short and long term goals that show appropriate steps towards implementation.

Multilingualism in Hawai'i

Definition of Multilingualism

Multilingualism is the use of two or more languages, either by an individual speaker or by a community of speakers. Multilingual speakers outnumber monolingual speakers in the world's population.

What is happening in Hawai'i?

Hawai'i has a plurality of languages, including English and Hawaiian as the State's official languages and Hawai'i Creole as a local language with a rich linguistic history and extensive use in the community. Currently, Hawaiian Immersion is the only bilingual program implemented in the Hawai'i DOE.

What is Multilingualism in Education?

The goal is to use strategies to make the content accessible for multilingual learners using a variety of instructional approaches while supporting English development, including the use of home languages. This has proven to be a better approach than using mainstream, English-only instructional approaches.

There is a range of linguistic approaches to help multilingual students. Within this range, multilingualism calls for opportunities for students to use their home language, while certain types of bilingual programs directly target the development and maintenance of the home and another language.

What are the benefits of Multilingualism in Education?

Multilingualism in education gives students access to rigorous content, while supporting their English development at the same time. There is significantly more English development in programs that use home languages as resources than in English only programs. The longer a student is in a program that promotes multilingualism, the larger the academic achievement gains.

Multilingualism in education affirms students' linguistic, cultural and intellectual identities. Students in programs that view their home languages as assets are more confident in their ability to succeed in school and in communicating their ideas and opinions and therefore are more engaged in the classroom and empowered to learn. The benefits of multilingual education extend to all students in the classroom, both in terms of achievement and personal growth.

What are the Federal directives for EL students?

Language assistance services or programs for EL students must be educationally sound in theory and effective in practice; however, the civil rights laws do not require any particular program or method of instruction for EL students (Office of Civil Rights, 2015). Common language programs are:

- English as a Second Language (ESL)/ English Language Development (ELD language(s))
- Structured English Immersion (SEI)
- Transitional Bilingual Education (TBE)
- Dual Language Program

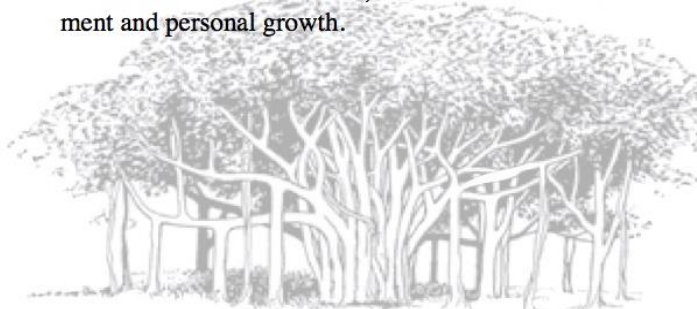
In school districts or schools where the number of EL students is small, EL students still must receive language assistance services; however, the EL program may be less formal. Additional EL programs not mentioned above may also meet civil rights requirements.

Current Federal frameworks for teaching ELs (OELA, 2015) include examples of teachers using bilingual dictionaries and glossaries, using multilingual resources, supplementing texts with guest speakers who speak the students' first languages, and providing resources and supplementary materials in students' home languages.

Do teachers need to know all of the languages of their students?

Multilingualism in education calls for allowing the use of home languages during instruction as one more vehicle to support students' learning. This does not mean language development and/or maintenance in the home language(s)

is the teacher's responsibility. Multilingual strategies that allow for students' use of home languages do not call for teachers to be proficient in those languages.





What does multilingualism look like in the classroom?

The following is a sample of strategies:

Translanguaging Pedagogy

A 'translanguaging' pedagogy encourages students to use different languages and ways of speaking to take full advantage of their communication potential. For example:

- Invite multilingual students to explore Web resources in their home languages and describe them in English.
- Use home languages in classroom discussions and note-taking activities and share their ideas using English.
- Use students' multilingual abilities to complete stories

Teachers and Students as Co-Learners

Co-learning empowers students to explore their own languages, make meaning, and construct knowledge. For example:

- Students discuss with their teachers and peers how their home language words are correctly pronounced and compared to English pronunciations.
- Students analyze perspectives in documents written in their home language and present their findings in English to their teacher and classmates. The class can discuss if there are differences in perspective.

Language Awareness

Students engage in critical analysis of language forms. They contrast and compare languages, which better enables them to understand, appreciate and use the language. Thus, language is made more accessible and more alive for the learner.

Assessment

Multilingualism in education calls for assessments that address the language objectives of a lesson as well as the content standards. It gathers information about students' language and cognitive abilities through multiple and diverse forms of assessment, including the use of the home language(s) when feasible.

Parent and Community Partnership

- Engage parents and community in school as language, culture, and education experts by inviting them to share their stories, languages, writing scripts, and community materials that represent their cultural identities
- Engage community elders in oral history and storytelling projects to develop textbooks and other materials to enhance multilingual education by incorporating this knowledge into the curriculum.

Student Comments: Quarter _____

What are some of the things you learned this quarter? What was the most interesting thing you learned?

今年我学了法语和英语知识，我最喜欢学法语，我真是想去法国学法语。

This semester, I learned multiplication and a little bit English also division. I really want to learn more English. I really really want Miss Catherine to teach me English!

2. What is something you think you could have done better?

我想学好数学，英语，我还要学数学，我还要画。

I want to learn more math and English. I want to learn even more math. Also I want to learn to draw.

3. What is your goal for next quarter?

我想学好英语和数学，我还要学 Kitty 的。

I want my mommy buy a bike and a Hello Kitty backpack.

Dual-writing and dual language books

Students invest their identities in the creation of these texts, which hold up a mirror to themselves and reflect their identities in a positive light that leads to self-affirmation and motivation to learn. Dual language writing helps students transfer their knowledge from their home language to English.

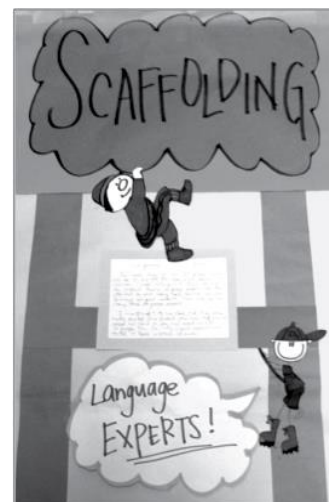


Exhibit B

Proposed BOE Policy 105.14

MULTILINGUALISM FOR EQUITABLE EDUCATION

All cultures and languages are valuable resources to learn and live in Hawai'i and our global community. Multilingualism creates learning environments that draw from the rich linguistic diversity and cultural strengths of Hawaii's students. The Board of Education recognizes the important role of multilingualism in providing a meaningful and equitable education for student achievement.

The goals of the policy are to:

- provide a range of language program(s) for multilingual students, which include students identified as English Learners (EL) and students who want to learn an additional language;
- provide effective educators with appropriate knowledge, skills, and instructional materials; and
- provide outreach supports to families to become actively engaged in their children's education.

To promote partnerships that support the implementation of this policy, the Department shall establish a permanent advisory committee made up of diverse stakeholders, including family members, community leaders, multilingual speakers, educational experts, school practitioners and administrators.

The Department shall provide an annual report on the implementation of this policy to the Board.

The Department shall seek the necessary funds to implement this policy, but nothing in this policy shall require the expenditure of funds in excess of what is appropriated to the Department.

The Department shall comply with all state and federal laws related to language in education, but nothing in this policy shall confer any rights or obligations to students, parents, employees or other persons, beyond those provided for by law.

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.