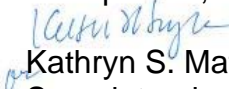**STATE OF HAWAI'I**
DEPARTMENT OF EDUCATION
P.O. BOX 2360
HONOLULU, HAWAI'I 96804

OFFICE OF THE SUPERINTENDENT

May 2, 2017

TO: The Honorable Margaret Cox
            Chairperson, Student Achievement Committee

FROM: Kathryn S. Matayoshi
            Superintendent

SUBJECT: **Update on Implementation of Board Policy 105-14 Multilingualism for**
            Equitable Education

1. DESCRIPTION

   The Board of Education approved Policy 105-14 Multilingualism for Equitable
   Education on February 16, 2016. The Multilingualism Policy Work Group developed
   a three-year implementation plan to address the goals of the policy: 1) to provide a
   range of language programs for multilingual students, 2) to provide effective
   educators with appropriate knowledge, skills, and instructional materials, and 3) to
   provide outreach supports to families.

2. UPDATE

   The Office of Curriculum, Instruction and Student Support will provide an update on
   the implementation of Policy 105-14 Multilingualism for Equitable Education.

   KSM:lh

   Attachments

   c: Office of Curriculum, Instruction and Student Support

AN AFFIRMATIVE ACTION AND EQUAL OPPORTUNITY EMPLOYER

Student Achievement Committee
May 2, 2017
Update on Implementation of
Board Policy 105-14
Multilingualism for Equitable Education

Policy 105-14 Multilingualism for Equitable Education

- Provide a **range of language programs** for multilingual students
- Provide **effective educators** with appropriate knowledge, skills, and instructional materials
- Provide **outreach supports** to families to become actively engaged
- Establish a permanent Advisory Committee
- Provide an annual report to the Board of Education on policy implementation

Policy 105-14 Multilingualism for Equitable Education

- American Sign Language (ASL) Learners
- English Learners (EL)
- Hawaiian Speakers and Learners
- World Language Learners

Policy 105-14 Multilingualism for Equitable Education

Category/Language	Students	%
Total Students	182,364	100%
English	153,376	84%
Other Non-English Languages (83 Other Languages)	28,988	15.9%
ELL (Active) (68 Home Languages)	12,543	7%
Hawaiian	590	<1%
ASL	32	<1%

(eCSSS ALL Students, 09/20/2016)

Multilingualism Policy Implementation Plan

- Developed by Multilingualism Policy Work Group
- Includes input from 15 student, community, and teacher groups (210 respondents)
- Presented to HIDOE Leadership on January 25, 2017

Policy Implementation Progress: Goal 1

Student Group	Current Landscape
American Sign Language Learners	• 49 students at Hawaii School for the Deaf and Blind (HSDB); 69 students at Total Communication programs statewide • Hawaii Teacher Standards Board (HTSB) added ASL license in June 2016 • HSDB offers family ASL classes
English Learners	• Majority of English Language Learner (ELL) programs are Inclusionary Support (53.2%) and Sheltered Instruction (35.2%) • Nearly half of ELL students do not graduate • 22,249 ELL students who exited ELL instruction in the last seven years generally perform at or above the level of non-ELL peers

Policy Implementation Progress: Goal 1

Student Group	Current Landscape
Hawaiian Language Speakers and Learners	• 2,661 students in Hawaiian Language Immersion Program (HLIP) at 23 HIDOE and charter schools • Hawaiian 490 course serves similar purpose of Praxis assessment • Quarterly `Aha Kauleo community meetings
World Language Learners	• 10 World Languages offered at secondary level • 12 elementary schools offer World Languages instruction • Seal of Biliteracy award recognizes proficient bilingual students

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Policy Implementation Progress: Goal 2

- HTSB added Samoan as a World Language license in February 2017
- Input on professional learning topics to support language development from ELL Resource Teachers, World Languages Work Group, and Advisory Committee
- Ongoing discussion to require Teachers of English to Speakers of Other Languages (TESOL) license for teachers of EL students

Policy Implementation Progress: Goals 3-6

- Drafts of updated Language Access Plan and Community Resources Lists in progress
- Advisory Committee meeting convened on April 29, 2017
- SAC Update on May 2, 2017
- Title III (EL) Specialist and World Languages Specialist positions posted

Input on Multilingualism Implementation Plan

"I think this [language development program] goal is a very important goal. I'm glad my children will not lose their native language while growing up here [in Hawaii]."

"As a multilingual person, I'm really excited about this because it's good to know that my background has potential to improve/enhance my career."

"Thank you for sharing and for this initiative. It will have a good end result as every culture/language will be valued."

Selected responses from focus group participants

IMPLEMENTATION PLAN FOR MULTILINGUALISM FOR EQUITABLE EDUCATION

*Target Multilingual Learner (ML) Group:
- E: English learners
- W: World Language learners
- H: Hawaiian speakers and learners
- A: American Sign Language learners

Status Colors
Green: Completed
Yellow: In progress and on track
Orange: Behind schedule
Red: Requires critical attention

**Each year represents one school year, divided into four quarters and including summer break (SB). The gray shaded boxes indicate the scheduled time(s) for each activity.

Goal	Activities	E	W	H	A	Y1 Q1	Y1 Q2	Y1 Q3	Y1 Q4	Y1 SB	Y2 Q1	Y2 Q2	Y2 Q3	Y2 Q4	Y2 SB	Y3 Q1	Y3 Q2	Y3 Q3	Y3 Q4	Status	Expected Outcomes
1. Provide a range of language programs for multilingual students	1.1 Analyze current data and existing supports provided for students	✓	✓	✓	✓		■	■												Yellow	Improved existing program supports for ELs
	1.2 Identify student needs based on current data	✓	✓	✓	✓		■	■												Yellow	
	1.3 Create a guidance document to strengthen existing supports	✓	✓	✓	✓				■												
	1.4 Conduct feasibility study to determine readiness for piloting	✓	✓	✓	✓							■									Developed model for piloting new language development programs
	1.5 Identify evidence-based language development programs for piloting and resources needed	✓	✓	✓	✓							■									
	1.6 Identify potential sites to pilot new language development program based on student needs and school readiness	✓	✓	✓	✓								■								
	1.7 (OHE) Revise draft of M-2 HLA standards			✓		■	■													Green	Completed Kaiapuni Hawaii curriculum framework with HLA K-12 standards (from OHE)
	1.8 (OHE) Revise/refine draft of 9-12 HLA standards			✓			■	■												Green	
	1.9 (OHE) Develop grade-level HLA SLO for Reading, Writing, Listening, Speaking			✓												■	■	■			
	1.10 (OHE) Complete standards & framework guide which is vertically-aligned by strands for student HLA learning			✓									■	■							
	1.11 (OITS) Include Hawaiian Language Arts on report card			✓																	
	1.12 (OHE) Map out proficiency scale and descriptors			✓		■	■													Green	Completed Hawaiian language proficiency scale (from OHE)
	1.13 (OHE) Investigate and select tools of assessment			✓			■	■	■											Yellow	
	1.14 (OHE) Draft Hawaiian language proficiency scale			✓							■	■								Yellow	
	1.15 (OHE) Pilot Hawaiian language proficiency scale			✓									■	■						Yellow	
	1.16 (OHE) Analyze and adjust Hawaiian language proficiency scale			✓												■	■	■			
See Goal 6 to continue																					

IMPLEMENTATION PLAN FOR MULTILINGUALISM FOR EQUITABLE EDUCATION

Goal	Activities	Target ML Group*				Year 1** (SY 2016-2017)					Year 2 (SY 2017-2018)					Year 3 (SY 2018-2019)				Status	Expected Outcomes
		E	W	H	A	Q1	Q2	Q3	Q4	SB	Q1	Q2	Q3	Q4	SB	Q1	Q2	Q3	Q4		
	1.17 Create site-specific implementation plan for piloting	✓	✓		✓									▒	▒						Developed model for piloting new language development programs
	1.18 Develop materials needed for new language development programs	✓	✓		✓									▒	▒						
	1.19 Provide site-based professional development for teachers, administrators, and staff for piloting	✓	✓		✓									▒	▒						
	1.20 Pilot new language development programs at sites	✓	✓		✓									▒	▒						
	1.21 Conduct evaluations of pilot programs	✓	✓		✓									▒	▒						
	1.22 Create improvement plan based on evaluations	✓	✓		✓									▒	▒						
2. Provide effective educators with the appropriate knowledge, skills, and materials	2.1 Analyze current data and identify areas of needs (aligned with 1.1)	✓	✓		✓		▒	▒												(yellow)	Improved professional learning opportunities for teachers and school administrators, and support staff to work with multilingual students
	2.2 Establish HTSB-recognized TESOL licensure requirement in place of current 6/12-credit practice	✓						▒	▒											(yellow)	
	2.3 Recommend licenses for additional Pacific languages to HTSB		✓	✓	✓			▒	▒											(yellow)	
	2.4 Collect input from teachers, school administrators, and support staff on professional learning topics needed to support multilingual students with language development	✓	✓		✓			▒	▒											(yellow)	
	2.5 Identify language development PD for in-service teachers, school administrators, and support staff, based on input and data	✓	✓		✓			▒	▒											(yellow)	
	2.6 Provide guidance to CASs to monitor Academic Plans to specify EL positions according to the Lau v. Nichols requirements	✓						▒	▒												Increased number of qualified teachers to support multilingual students at schools
	2.7 (OHE) Complete implementation plan for KH Dual Certification for existing teachers			✓			▒	▒												(green)	Completed Kaiapuni Hawaii dual qualification criteria and process (from OHE)
	2.8 (OHE) Complete implementation plan for KH Dual Certification for existing principals and new hires			✓				▒	▒											(yellow)	
	2.9 (OHE) Implement dual-certification system for Kaiapuni Hawaii			✓										▒	▒						
	2.10 (OHE) Identify, develop, and catalog PD opportunities based on the framework			✓			▒	▒												(green)	Completed professional development program design for Kaiapuni Hawaii (from OHE)
	2.11 (OHE) Communicate to target groups inquiring about PD offering to choose desired/needed PD			✓				▒	▒											(yellow)	
	2.12 (OHE) Complete list of chosen types of PD, and confirm through a stakeholder review process			✓				▒	▒											(yellow)	
	2.13 (OHE) Complete timeline and roll-out plan for PD (i.e., scheduling courses with providers)			✓				▒	▒												
	See Goal 6 to continue																				

IMPLEMENTATION PLAN FOR MULTILINGUALISM FOR EQUITABLE EDUCATION

Goal	Activities	Target ML Group* E	W	H	A	Year 1** (SY 2016-2017) Q1	Q2	Q3	Q4	SB	Year 2 (SY 2017-2018) Q1	Q2	Q3	Q4	SB	Year 3 (SY 2018-2019) Q1	Q2	Q3	Q4	Status	Expected Outcomes
	2.14 Implement and evaluate language development PD	✓	✓		✓						▓										Increased teacher licensure options to support implementation of language development programs
	2.15 Collaborate with local educator preparation programs to recruit multilingual pre-service teachers (e.g., offering scholarships)	✓	✓	✓	✓															yellow	
	2.16 Recommend requirements for bilingual education educator preparation programs to colleges (depending on school funds to implement bilingual programs)	✓	✓	✓	✓													▓			
	2.17 Recommend bilingual education license requirements to HTSB (depending on school funds to implement bilingual programs)	✓	✓	✓	✓																
3. Provide outreach supports to families	3.1 Recommend requirements to include on DOE's Hawaii Language Access Plan	✓		✓	✓			▓	▓											yellow	Improved system in place to ensure multilingual parents and families can access important DOE information
	3.2 (CRCO) Update DOE's Hawaii Language Access Plan (2013)	✓	✓	✓	✓																
	3.3 Complete inventory of existing community-based resources available to multilingual families to support learning for multilingual students	✓	✓	✓	✓		▓													yellow	
	3.4 Share information on available resources with multilingual families and schools	✓	✓	✓	✓					▓											
	See Goal 6 to continue																				Increased access by multilingual families to community-based resources to support their children
	3.5 Translate DOE language survey and family letter about EL services in 14 languages (10%+ of current DOE population)	✓	✓	✓	✓																
	3.6 (Communications) Translate vital DOE documents, including DOE web pages, in 14 languages	✓	✓	✓	✓											▓					
	3.7 Distribute and use newly translated DOE materials starting at beginning of new school year	✓	✓	✓	✓						▓										
	3.8 Plan for reviewing vital documents for regular updates	✓	✓	✓	✓									▓							
	3.9 Conduct outreach activities to inform multilingual families about policy, opportunities for their children, and topics they would like to receive more support	✓	✓	✓	✓						▓										
	3.10 Collaborate with community-based organizations to support multilingual families	✓	✓	✓	✓						▓	▓	▓	▓							
4. Establish a permanent advisory committee (AC)	4.1 Develop application, selection criteria, committee size, and review process	✓	✓	✓	✓			▓												green	Established criteria and process to create advisory committee
	4.2 Conduct outreach activities to inform community members about AC	✓	✓	✓	✓			▓												green	Completed application and selection of advisory committee members
	4.3 Establish AC members	✓	✓	✓	✓																
	4.4 Convene first AC meeting (April 2017)	✓	✓	✓	✓			▓													Increased participation of the AC members to advise on implementation activities
	4.5 Meet with AC on a regular basis to share progress of implementation and collect input (ongoing)	✓	✓	✓	✓				▓		▓		▓		▓		▓		▓		

IMPLEMENTATION PLAN FOR MULTILINGUALISM FOR EQUITABLE EDUCATION

Goal	Activities	Target ML Group*				Year 1** (SY 2016-2017)					Year 2 (SY 2017-2018)					Year 3 (SY 2018-2019)				Status	Expected Outcomes
		E	W	H	A	Q1	Q2	Q3	Q4	SB	Q1	Q2	Q3	Q4	SB	Q1	Q2	Q3	Q4		
5. Provide an annual report to the Board of Education	5.1 Compile quarterly updates (ongoing, on quarterly basis)	✓	✓	✓	✓															(yellow)	Increased understanding of BOE members on policy implementation progress
	5.2 Present updates to BOE SAC (May 2017; tentatively May 2018; tentatively May 2019)	✓	✓	✓	✓																
6. Seek necessary funds to implement the Multilingualism Policy	6.1 Hire Title III Specialist	✓																			
	6.2 Request World Languages Specialist position in biennium budget		✓																	(green)	Increased available funding to support implementation activities
	6.3 Identify Implementation Plan activities that would require additional funding for completion	✓	✓	✓	✓															(yellow)	
	6.4 Identify potential funding sources to support additional funding requirement	✓	✓	✓	✓															(yellow)	
	6.5 Apply for funding	✓	✓	✓	✓																

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