

June 7, 2018

Maggie Cox, Student Achievement Committee, Chairperson
Patricia Bergin, SAC Vice Chairperson
State of Hawai'i, Board of Education
1390 Miller Street, Room 309
Honolulu, Hawai'i 96813

Dear Chair Cox, Vice Chair Bergin, and Members of the Board of Education,

I would like to support and comment on Agenda Item **IV.B. [Update on implementation of Board Policy 105-14 Multilingualism for Equitable Education](#)**. In my current position, I conduct research on pedagogy for multilingual learners and teach courses on the subject at the Institute for Teacher Education. Additionally, I worked for the Hawai'i Department of Education as a classroom teacher on the Leeward Coast and my daughter attends a HiDOE school. It is from these three perspectives that I write my support of implementation of [Multilingualism for Equitable Education](#) (2016, Policy 105.14).

The implementation of the policy has led to positive outcomes such as increased communication and collaborations between the HiDOE and Educator Preparation Programs in relation to multilingual and English learners. These collaborations are helping to lay the foundation for preparing educators to work with linguistically diverse learners. There is still much to do, but the implementation plan is guiding us in the right direction. Additionally, the Multilingualism Advisory Council has promoted communication and collaboration with community stakeholders.

The implementation plan outlines critical next steps to continue the work. It is coherent and thoughtful. I see clear parallels between it and recommendations of the EL taskforce. I want to commend the HiDOE for their work in this area.

Thank you for your consideration and the opportunity to testify.

E. Brook Chapman de Sousa, PhD

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Patricia Bergin, SAC Vice Chairperson
State of Hawai'i, Board of Education
1390 Miller Street, Room 309
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Dear Chair Cox, Vice Chair Bergin, and Members of the Board of Education,

We are a group of multilingual, English learner (EL), Hawaiian Learner (HL), immigrant, language, and education advocates. We would like to support and comment on Agenda Item **IV.B. [Update on implementation of Board Policy 105-14 Multilingualism for Equitable Education](#)**.

We commend the Department of Education for making positive strides to implement [Multilingualism for Equitable Education](#) (2016, Policy 105.14). We appreciate Superintendent Christina Kishimoto's leadership and her team. In particular we thank World language specialist Jeena Canche for overseeing the policy and thank the members of the multilingual work group and Multilingual Advisory Council for their commitment and input in advancing multilingualism in our state schools taught through either of the state's two official language media of education.

The Update [presentation](#) shows how the policy is being implemented both conceptually and systematically in the DOE. It shows how the DOE is working to strategically meet the goals of the policies, current and concrete results, and next steps. The multilingualism page on the DOE website is comprehensive and creates a process for plans to be communicated. We are particularly interested in how the Department will measure impact, especially in communicating with complex areas for accountability and follow up to support schools.

We look forward to supporting the DOE's progress and seeing how the EL taskforce and multilingualism policy implementation plans can work together.

Thank you for your consideration and the opportunity to testify.

Amy Agbayani, Co-chair Hawai'i Friends of Civil Rights & Chair, Filipina Advocacy Network
Elisapeta Alaimaleata, Executive Director, Le Fetuao Samoan Language Center
Brook Chapman De Sousa, Associate Professor, Institute for Teacher Education
Coalition for Hawaii Educational Equity Group
Graham Crookes, Chair, Department of Second Language Studies
Patricia Halagao, Professor, Curriculum Studies & Co-Chair, Tinalak Filipino Education Council
Kenton Harsch, Director, English Language Institute
Alohilani Okamura, Instructor, Institute for Teacher Education
Dina Yoshimi, Associate Professor, East Asian Languages and Literatures
Teachers of English to Speakers of Other Languages (TESOL)
William H. Wilson, Professor, Ka Haka 'Ula O Ke'elikōlani College & 'Aha Pūnana Leo



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'Aha Pūnana Leo **Testimony** for Student Achievement Committee Meeting
Agenda Item B. Update on implementation of Board Policy 105-14 Multilingualism for Equitable Education

June 7, 2018

SUPPORT WITH MODIFICATIONS

Maggie Cox, Student Achievement Committee, Chairperson
 Patricia Bergin, SAC Vice Chairperson
 State of Hawai'i, Board of Education
 1390 Miller Street, Room 309
 Honolulu, Hawai'i 96813

Aloha Chair Cox, Vice Chair Bergin, and Members of the Board of Education,

The 'Aha Pūnana Leo wishes to testify in support of the adoption of the Implementation Plan for Multilingualism for Equitable Education, but with the addition that the Plan will be further developed to address needs of students in Hawaiian language medium schools to assure that they are *"better able to learn academic content and the official language medium of education, be it English or Hawaiian"* (Policy 105-14.)

The 'Aha Pūnana Leo is a non-profit Hawaiian language medium education entity that includes among its functions, 11 Hawaiian language medium preschools. Our schools have a priority focus on serving Hawaiian speaking children regardless of ancestry who meet the definition of English Learner (EL) in the ESSA. We note, however, that the ESSA definition of EL and other provisions in it allow for special support for Native Americans (including Native Hawaiians) and for schools taught through the official Spanish language in Puerto Rico and Native American languages elsewhere.

Students from Pūnana Leo statewide primarily matriculate into standard DOE and charter schools taught through Hawaiian. As was common in Hawai'i in the 1800s when compulsory education in Hawaiian medium schools began at age 4, many Hawaiian speaking children entering contemporary Hawaiian medium public and charter kindergarten have mastered the reading of short Hawaiian sentences by age 5. The large number of Hawaiian Language Learners (HL) students who also enroll in those kindergarten classes who do not speak Hawaiian or read any language require special assistance from the classroom teacher, first to learn to speak Hawaiian, and then to master initial reading through Hawaiian.

At present, unlike for the parallel situation in the English medium schools, no support is provided Hawaiian medium kindergarten teachers to deal with the distinctive language-based needs of both groups of students, within both of which there are ESSA classified language minority students. The lack of differentiated support from the DOE negatively impacts learning of both.

The 'Aha Pūnana Leo urges the DOE to address this distinctive student language difference need of Hawaiian language medium schools in its implementation of Policy 105-14.

Me ka 'oia'i'o,

'Ekekela Aiona
 Lunaho'okele
 'Aha Pūnana Leo

TESTIMONY FOR MEETING OF June 7, 2018

Maggie Cox, Student Achievement Committee, Chairperson
Patricia Bergin, SAC Vice Chairperson
State of Hawai'i, Board of Education
1390 Miller Street, Room 309
Honolulu, Hawai'i 96813

Aloha Chair Cox, Vice Chair Bergin, and Members of the Board of Education,

I am a member of DOE Multilingualism Advisory Committee and while very much an advocate for all the issues dealt with by the Committee, feel a unique responsibility to represent students attending school through Hawaiian, be they the growing number of students who enter as monolingual first language speakers or Hawaiian or as first language speakers of another language.

First, I wish to say that I join with others in commending the Department for its progress in implementing Policy 105-14. I have signed on to another letter further expressing that support.

The large majority of students of the DOE attend schools where the official state medium of education recognized in Policy 105-14 is English. The large majority of students who enter school not speaking the official state language medium of education at their school also attend English medium schools. It is appropriate that initially attention be given to the needs of those students. Equitable attention also needs to be given to distinct dynamics in schools where the official state language medium of education recognized in Policy 105-14 is Hawaiian. I wish to take this opportunity to draw your attention some needs of Hawaiian language medium schools that are the specific concern of Policy 105-14 which could be included in a future version of the plan.

One such need is attention parallel to that given to English medium schools for differentiated language-based support in accordance with the language spoken by the student upon school entry (ESSA Title III). For example, Hawaiian language medium public and charter schools have distinct needs requiring support relative to teaching of reading based on whether a student enters as a Hawaiian speaker or as a Hawaiian Learner (HL). Another area of concern is attention to immigrant heritage language study parallel to that given English medium schools, e.g., support for courses in Chinese, Japanese and Philippine languages. Students attending school through Hawaiian should have opportunities to study languages of foreign countries and immigrant ancestors as their fellow citizens do in English medium schools.

There are other areas that need attention as well. Hawaiian medium advocates might bring those before you should you call for further development of the implementation plan to address Hawaiian medium needs beyond the current focus on addressing gaps with English medium schools relative to teacher certification and language medium specific PD offerings listed in 2.7 through 2.13 of the current implementation plan. I request that such a more comprehensive plan be developed.

Mahalo no nā hana a 'oukou no ka pono o nā keiki o nā kula o ke aupuni, a pēlā me kēia manawa hō'ike mana'o i mua o 'oukou.

William H. Wilson
Professor, Ka Haka 'Ula O Ke'elikōlani College of Hawaiian Language