

Multilingualism for Equitable Education Proposed BOE Policy 105.14



HI State Board of Education
Student Achievement
Committee

February 2, 2016

Agenda

- Why
- Stages of Policy Development
- Journey of the Policy
- Role of Multilingualism
- Understanding the Policy

Hawaii's Multicultural students



Multilingualism all around



What is Multilingualism?

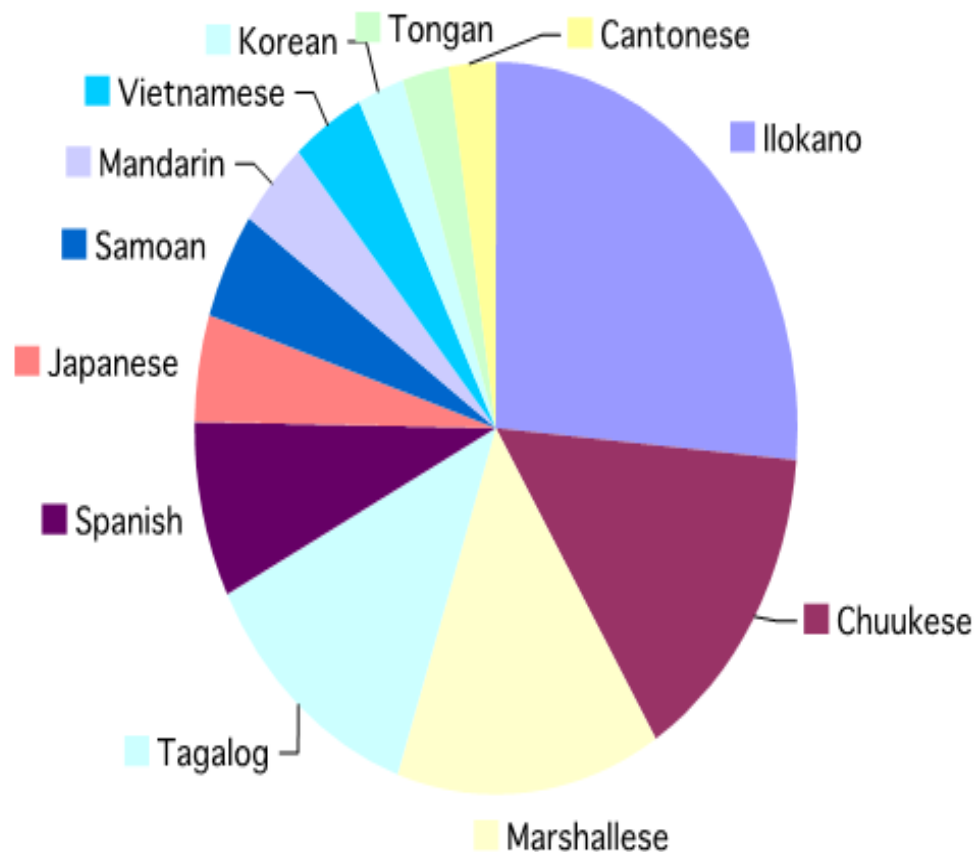
The act of using or promoting the use of multiple languages by an individual speaker or a community of speakers



Creates learning environment where linguistic and cultural diversity is valued and fostered

Top 12 Most Used Languages

Most Used Languages with 200+ Students



Most Used Language	
Language	#
1 Ilokano	2920
2 Chuukese	1640
3 Marshallese	1583
4 Tagalog	1370
5 Spanish	867
6 Japanese	532
7 Samoan	517
8 Mandarin	439
9 Vietnamese	406
10 Korean	308
11 Tongan	278
12 Cantonese	263

Source, 2011 ELL "Most Used" Languages.

(Note, approximately 33% of ELLs, indicate English is their most used language)

Academic Performance

**Table 1. DOE 2014-2015 STRIVE HI
Student Group Performance Report Data**

	All Students	English Learners (includes recently exited students)
Students (K-12)	180, 895	**13,501** (7% of all students) (5 yr. avg= 10%)
English Proficiency	48%	32%
Math Proficiency	41%	30%
Graduation Rate	82%	53%

*Hawaii's
Multilingual/English
Learners are far less
likely than their native
English-speaking peers
to be proficient in
English Language Arts
and Mathematics, and
to graduate.*

Stages of Policy Development

2014 Listening

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

2014-2015 Learning

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

2015-2016 Policy Formulation

- To **develop the language in education policy**, BOE Stakeholder Committees were formed, which consisted of community and school representatives, who facilitated policy formation, and then incorporated feedback and revisions from multiple stakeholders.

1.

• **Listening**

- Forum on Immigration & EL in Public Schools (Jan 2014)
- BOE Audit committee recommends need for Language in Education Policy
- Maui BOE Community Meeting (Oct 2014)

2.

• **Learning**

- Active Policy Research (Oct - Dec 2014)
- Policy Expert (Jan 2015)

3.

• **Policy Formation & Feedback**

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

4.

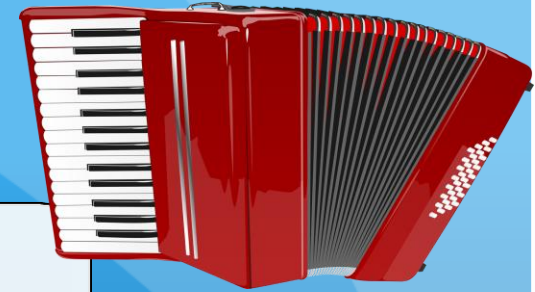
• **Revised Policy Formation & Feedback**

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

5.

• **Policy Adoption**

- BOE SAC Presentation & Action (Goal: Feb. 2, 2016)



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- Multiple feedback loops
- Multiple revisions

Organizing Principles/Criteria

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

*Visionary &
inspirational*

Student-focused

*Considers
implementation*

*Attached to
resources*

*Evidenced in
theory and
Research*

*Aligned with
federal & state
law*

*Inclusive,
promote
partnerships*

*Considers core
values: identity,
equity,
accountability*

Policy Journey



Culturally Responsive HI BOE Policies

NAʻHOPENA AʻO (HA) (BOE POLICY E-3)

Hawaiian/Indigenous
Languages

Hawaiian Education
(BOE Policy 105.7)

Ka Papahana Kaiapuni
(BOE Policy 105.8)

Heritage/ World
Language
Learners

Seal of Biliteracy
(BOE Policy 105.15)

**Students
&
Families**

Family &
Community

Engagement/ Partnership

“Embracing the diverse cultures,
languages, strengths and needs of
all families”
(BOE 101.14)

**Multilingual/ ELL and
Immigrant Learners**

Multilingualism for
Equitable Education
(Proposed BOE Policy 105.14)

Multilingualism for Equitable Education



Vision

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

~ Chuukese Parent

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.

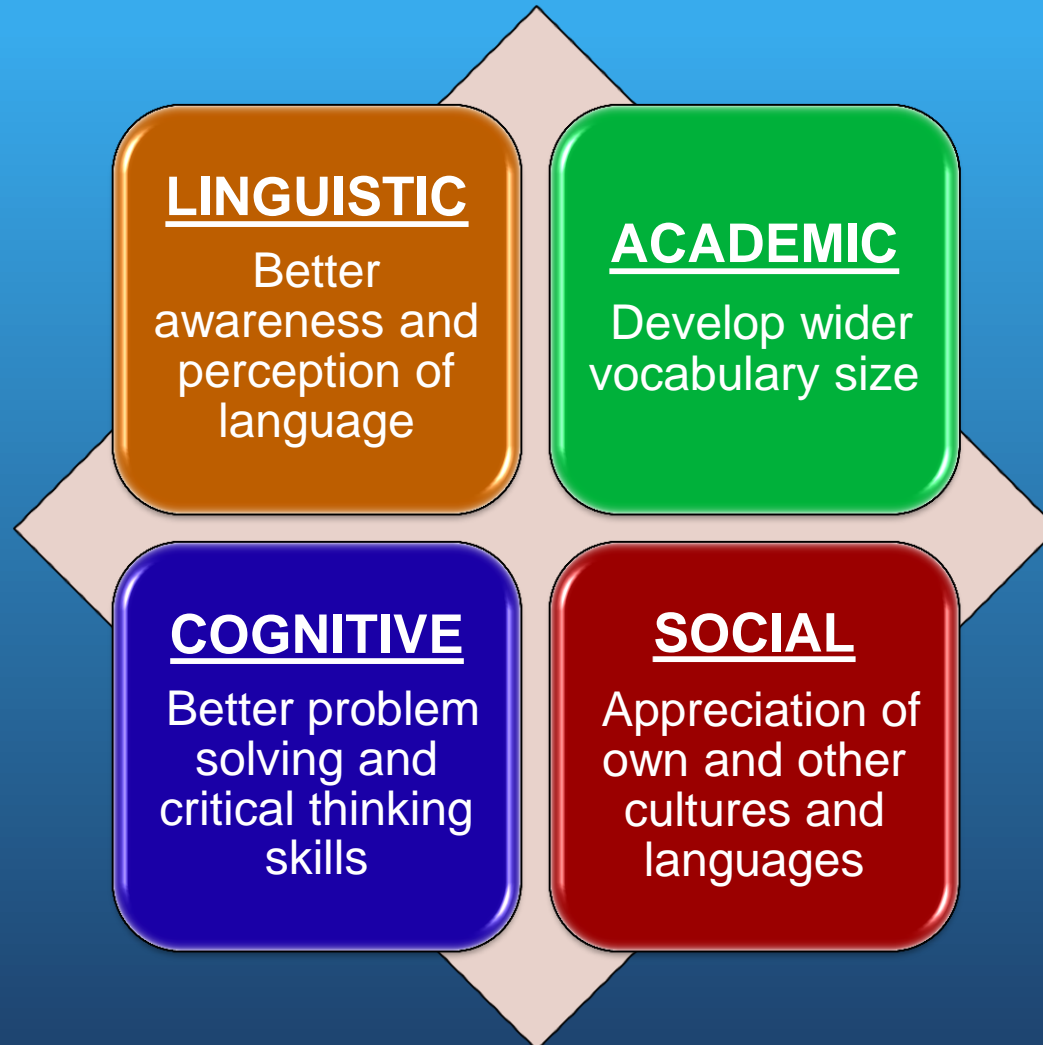
The Board of Education recognizes the important role of multilingualism in providing a meaningful and equitable education for student achievement.

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

Rationale

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

Benefits of Multilingualism



Benefits of Multilingualism



Integration of home language results in gains in academic outcomes on par with or surpassing outcomes in English-only programs.

(Fu, 2009; Genesee & Lindholm-Leary, 2014)



Children learning to read in a second language use their first language to facilitate their acquisition of reading skills in the second language.

(August & Shanahan, 2006).



Dual-language models, including heritage language programs, enhance student outcomes and have been shown to close the achievement gap.

(Collier & Thomas, 2004)

Goals

1.

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

2.

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

3.

To provide outreach supports to families to become actively engaged in their children's education

Goal 1: Range of Language Programs

- According to Federal Law, language services or programs for EL students must be educationally sound and adequately supported with effective staff and resources
- Hawai'i examples: ESL, heritage language, and Hawaiian dual language immersion
- Desire is to provide more opportunities for a range of language programs

Range of EL Programs

Monolingual



Multilingual

Goal 2: Effective Educators

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

What works?

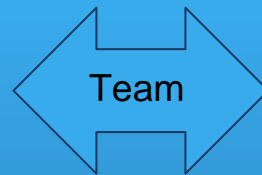
good instruction

+

good targeted
language support



General Educator (English-medium)



Language Specialist (ESL & Bilingual)

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

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

Bilingual/ multilingual strategies

- Encouraging the use of bilingual dictionaries
- Providing books in students native language
- Writing assignment in students native language, then translating it to English to tell to other students
- Pair students so that more fluent English speakers could help multilingual learners
- Have students work in pairs or groups with same native language


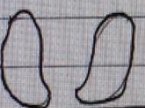

Madiha's illustration of strategies for learning English

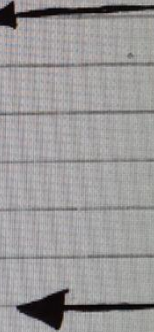
Rethinking monolingual instructional strategies

Cummins

3) When I am allowed to use Urdu in class it helps me to read and write English. When I have to learn new English words I remember them faster if I study the words in Urdu. Like this

New words

English	UrDU	Pictur
Lungs	پھیپھڑے	
Kidneys	گندے	
heart	دل	



Goal 3: Provide Outreach Supports to Families

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

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

Mechanisms of Support & Accountability

- Advisory Committee of Diverse Stakeholders
- BOE Annual Report
- Funding - BOE/DOE/Governor's Request to Legislature for \$10 million increase of WSF for EL students
- Federal and State Law



“The call for thoughtful change from educators and families has been absolutely clear.

Let’s hear them and take action.

It will only happen because we, as a nation, make a deliberate choice for equity. A deliberate choice to insist on excellence for all of our nation’s students.”

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