



**STATE OF HAWAII**  
**DEPARTMENT OF EDUCATION**  
P.O. BOX 2360  
HONOLULU, HAWAII 96804

OFFICE OF THE SUPERINTENDENT

May 17, 2018

TO: The Honorable Lance A. Mizumoto  
Chairperson, Board of Education

FROM: Dr. Christina M. Kishimoto  
Superintendent

A handwritten signature in blue ink, appearing to be "CK", next to the name Dr. Christina M. Kishimoto.

SUBJECT: **Presentation on Findings of Superintendent's English Learner Task Force and Superintendent's Recommendations**

1. DESCRIPTION

The Department established an English Learner Task Force in November 2017. The charge was to review existing English Learner data, current research and best practice approaches. Recommendations to improve programs and access to English Learner services have been presented to the Superintendent in a Final Report.

2. PRESENTATION

Interim Complex Area Superintendent Clayton Kaninau of the Leeward-Pearl City/Waipahu Complex and Principal Linell Dilwith of Stevenson Middle School will present findings of the English Learner Task Force and my recommendations.

CMK:dlk  
Attachments

# Presentation on Findings of Superintendent's English Learner Task Force and Superintendent's Recommendations

BOARD OF EDUCATION  
GENERAL BUSINESS MEETING  
May 17, 2018



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## Task Force Charge

- Review existing English Learner data, current research and best practice approaches
- Provide recommendations to improve programs and access to English Learner services statewide
- Submit recommendations to Superintendent in a Final Report to the Board of Education in May 2018

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## Theory of Action

### If we believe ...

- All English Learners are capable of achieving excellence in learning;
- Success influences the learner's identity; identity influences learning;
- Multilingualism is an asset for learning and a competitive advantage in future careers.

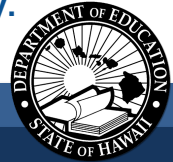
### And we ensure...

- Access to equitable education;
- All educators are teachers of language;
- Schools create learning environments responsive to students and families' cultural and linguistic strengths and needs;
- Families and communities are partners.

**Then we will improve achievement, promote global student development, and multilingual citizens who positively contribute to society.**

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## Cross-Cutting Themes from the Recommendations

- Develop the state's approach to multilingualism.
- Identify, develop, and sustain English Learner program expertise and quality instructional resources within our state system.
- Develop and sustain a coherent system with processes that support each English Learner.

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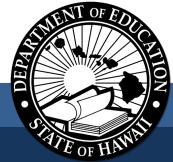
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## Short-Term Recommendations

1. Build state/complex-level capacity and English Learner expertise
2. Recruit certified TESOL teachers
3. Determine professional development pathways for educators to obtain minimum second language acquisition competencies
4. Develop common understanding of Language Instruction Educational Programs types and effective implementation
5. Disseminate State English Learner program requirements to increase impact at school, complex area, and state levels

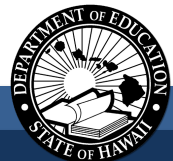
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## Long-Term Recommendations

1. Improve equitable and adequate funding to promote English Learner success
2. Support recruitment of teachers and support staff to address the needs of distinct populations
3. Promote differentiated professional development aligned with high-impact curriculum resources and assistance with pathways to Hawaii Qualified/TESOL certification
4. Implement bilingual programs
5. Strengthen partnerships with community-based organizations to support parents and families

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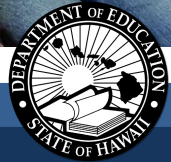


**Thank you for this opportunity!**



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May 2018

# English Learners Task Force

## SUMMATIVE REPORT

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### Co-Chairs

Interim Complex Area Superintendent Clayton Kaninau, Pearl City-Waipahu Complex Area  
Principal Linell Dilwith, Stevenson Middle School

### Membership

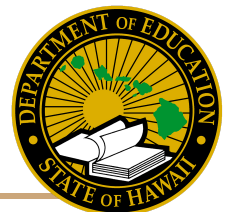
The English Learners Task Force (Task Force) was comprised of representatives from the following groups: Hawaii Department of Education (HIDOE) Leadership (Complex Area Superintendent), State Office personnel, Complex Area personnel, Principals, Teachers; Hawaii State Teachers Association (HSTA); Hawaii Government Employees Association (HGEA); and Institutes of Higher Education (IHE).

### Consultants

The Task Force consulted with the Council of Chief State School Officers (CCSSO).

### Dates

The Task Force met as a full group three (3) times during the period of December 2017 and April 2018. Further, focus groups also met individually over a five-month period. The final meeting for the Task Force will be held on May 29, 2018.



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## Superintendent's Charge

- Review existing English Learner data, current research, and best practice approaches
- Provide recommendations to improve programs and access to English Learners services statewide
- Submit recommendations to Superintendent in a Final Report to the Board of Education in May 2018

### Vision

Hawaii's English Learners are educated, healthy, and joyful lifelong learners who develop their cultural and linguistic identities in order to contribute positively to our community and global society.

### Mission

Hawaii's public schools foster socially and culturally supportive environments, provide English Learners with rigorous content and linguistic instruction to ensure academic success, and engage meaningfully with parents, families, and community.

## Theory of Action

### If we believe ...

- All English Learners are capable of achieving excellence in learning;
- Success influences the learner's identity; identity influences learning;
- Multilingualism is an asset for learning and a competitive advantage in future careers;

### And we ensure...

- All students have access to equitable education including quality teachers, optimal learning environments, resources, and supports, regardless of their home and school locations, in order to meaningfully participate in all curricular and extracurricular programs;
- All educators are teachers of language and are provided with specific professional development and resources that support English Learners and multilingualism;
- Schools create learning environments responsive to students and families' cultural and linguistic strengths and needs by setting clear and high expectations, providing access to evidence-based instructional practices and programs, and articulating coherence and commitment to ensure every student's learning goals are met;
- Families and communities are partners supporting the development of the whole child, and we communicate with our partners in a language they can understand;

**Then we will improve achievement, promote global student development, and foster multilingual citizens who positively contribute to society.**

## Guiding Questions

- What Language Instruction Educational Programs are offered at schools, how are they implemented, and what supports are in place for implementation?
  - What are the qualifications for teachers of English Learners?
  - How will we recruit and retain qualified teachers of English Learners?
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- What are the existing pathways to train teachers of English Learners?
- What curricular materials are used to support language development and content learning for English Learners at different English Language Proficiency levels?
- What funds are available to support English Learners, and how are the funds allocated?
- How will we create a cohesive and integrated system to document and track English Learners needs and supports?

## Focus Groups

### LANGUAGE ACQUISITION APPROACH

- Language Acquisition Approaches
- Program and Practices
- Instructional/ Implementation Supports

### RESOURCES

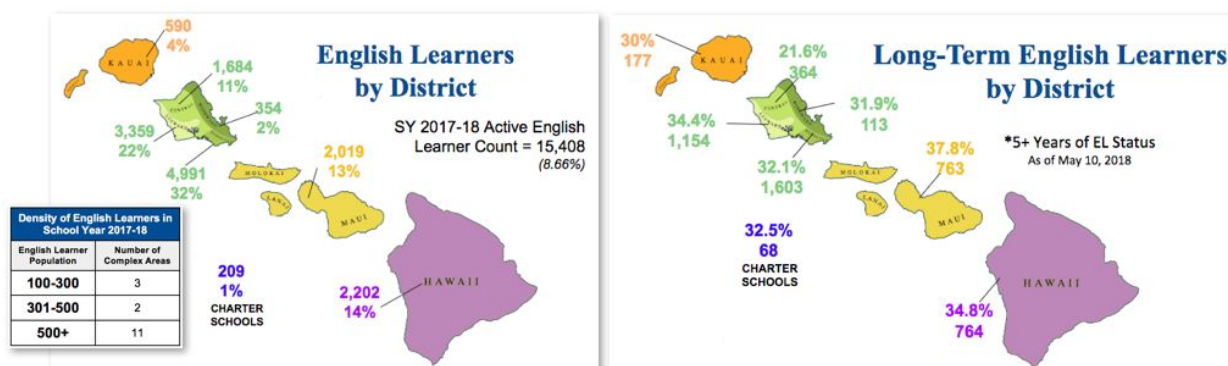
- Staffing, Recruitment, Retention, Qualifications/ Pathways
- Curriculum
- Supplemental Financial Resources

### GOVERNANCE/ ORGANIZATION

- Allocation of Weighted Student Formula funds for programs/ staff
- Academic/Financial Plans, English Learners Comprehensive Plans
- Tri-Level - State/ Complex Area/School

## Data Review and What We Learned

The Task Force looked at the need for English Learner services across the state based on enrollment of English Learners in different districts.



Data Source: Longitudinal Data System as of May 2018

- Each complex area has a percentage of English Learners identified as Long-Term English Learners.
- More than half (57.9%, or 313 out of 541) of active English Learners in the Class of 2016 did not graduate.
- HIDOE has not mandated state requirements for teachers of English Learners and lacks adequate number of qualified, prepared, and certified educators to meet the needs of the English Learner population.

Title III funds in the amount of \$3,652,640 have been allocated to various complex areas to improve the education of limited English proficient children, by assisting the children to learn English and meet challenging State academic content and student academic achievement



standards. Title III funds are supplemental to English Learner services only and cannot be used to address requirements under Title VI<sup>1</sup> during instructional day.

Complex Area/Org	Title III Funds
Castle-Kahuku	\$113,365
Leilehua-Mililani-Waialua & Aiea-Moanalua-Radford	\$163,055
Farrington-Kaiser-Kalani	\$178,067
Hilo-Waiakea	\$124,950
Kailua-Kalaheo	\$118,606
Kaimuki-McKinley-Roosevelt	\$332,012
Kau-Keaau-Pahoa	\$99,008
Kauai-Kapaa-Kauai-Waimea	\$125,692
Campbell-Kapolei; Nanakuli-Waianae; & Pearl City-Waipahu	\$391,585
Baldwin-Kekaulike-Maui	\$307,239
Hana-Lahainaluna-Lanai-Molokai	\$40,046
PCS - Administrative Office	\$14,760
Honokaa-Kealahou-Kohala-Konawaena	\$162,052
OCISS - Student Support Section	\$1,354,361
OFS - Accounting Section	\$127,842
<b>TOTAL</b>	<b>\$3,652,640</b>

## Recommendations

The following **cross-cutting themes** arose from the focus groups' conversations and recommendations:

1. Develop the state's approach to multilingualism.
2. Identify, develop, and sustain English Learner program expertise and quality instructional resources within our state system.
3. Develop and sustain a coherent system with processes that support each English Learner.



### Short-Term Recommendations

1. **Examine and build state/complex level capacity and expertise to implement recommendations and deliver different English Learner approaches**
  - a. Identify a core group of English Learner experts willing to be trained in National English Learner models as listed on the Language Instruction Educational Program continuum and train to build capacity
  - b. Identify a complex/complex area with high numbers of English Learners to be the hub of English Learner expertise, best practices, and resources

<sup>1</sup> Title VI was enacted as part of the Civil Rights Act of 1964 prohibiting discrimination on the basis of race, color, and national origin in programs and activities receiving federal financial assistance.

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- c. Identify system of supports for complex areas and schools to implement different English Learner approaches
- 2. Recruit certified TESOL teachers to service English Learners**
- a. Create incentives for TESOL-certified teachers to teach English Learners
- 3. Determine professional development pathways for pre-service teachers, HIDOE teachers, and part-time teachers to obtain minimum second language acquisition competencies**
- a. Conduct survey of principals and K-12 general education teachers to identify Professional Development needs
  - b. Meet with all Institutes of Higher Education in the state of Hawaii (University of Hawaii System, Hawaii Pacific University, Chaminade, Brigham Young University Hawaii) to build an understanding of HIDOE's direction and training expectations for pre-service teachers to support English Learners across all grades and content areas, determine which Institute of Higher Education have TESOL courses for licensure in place, and explore possibility for Institutes of Higher Education to help work with HIDOE to build a stronger evidence-based framework for the work
  - c. For pre-service teachers, explore adding TESOL certification as part of teacher preparation
  - d. For in-service general education and English Learner teachers, identify course lists for 6-12 credits and pathways towards meeting minimum competencies (i.e., endorsement) for general education teachers and/or TESOL licensure for English Learner teachers
  - e. For Part-Time Teachers, create pathways to meet minimum competencies and/or become licensed teachers; additional professional development to support
- 4. Develop common understanding by disseminating to educators the Continuum for Language Instruction Educational Program Types document and guidance on effective implementation for existing services**
- a. Align Language Instruction Educational Program guidance documents with WIDA<sup>2</sup> (a resource in supporting the education of language learners) framework
  - b. Establish system to ensure English Learners are placed in appropriate Language Instruction Educational Program types, have access to full range of courses, and receive appropriate credits for graduation
  - c. Establish and implement a continuous improvement framework through theoretical and ongoing gathering of evidence on their effectiveness



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<sup>2</sup> Learn more about WIDA at [www.wida.us](http://www.wida.us).

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- d. Identify and share success stories from schools with promising results for effective/successful Language Instruction Educational Program implementation and parent/family/community engagement
- 5. Disseminate State English Learner program requirements including English Learner Comprehensive Plan and streamline format, content, and processes to increase meaningful planning and impact at school, complex area, and state levels**
- a. Develop clear financial guidelines (Weighted Student Formula (WSF), Title I<sup>3</sup>, Individuals with Disabilities Education Act (IDEA), and Title III<sup>4</sup>).
  - b. Embed components of the English Learner comprehensive plan into academic and financial plans
  - c. Create school structure for shared responsibilities between general education and English Learner teachers to support English Learners
  - d. Develop clear and consistent definitions and understanding of responsibilities at each level (e.g., state, district, complex area schools) and create tools (e.g., implementation plans and guidelines) for schools to use to ensure reaching of all components of recommendations
  - e. Develop clear and consistent communication system and collaboration across the tri-level system
  - f. Update vital documents (e.g., enrollment forms) and translate forms into the top-utilized home languages including languages identified by the state

### **Long-Term Recommendations**

- 1. Improve equitable and adequate funding to promote English Learner success**
  - a. Analyze program needs separate from staffing (i.e., curriculum, materials, supplies, etc.)
  - b. Review staffing allocations and Weighted Student Formula
  - c. Address needs for geographic isolation, distinct populations, economic status, facilities (i.e., classroom space for conducive learning environments)
- 2. Support the recruitment of qualified/certified teachers and support staff that also meet the needs of distinct populations within the State (e.g., Ilokano, Marshallese, Chuukese, Tagalog, Spanish, Samoan, etc.)**
  - a. Extend efforts for recruitment and partnerships abroad
  - b. Strengthen “local” programs
  - c. Encourage Seal of Biliteracy graduates who speak second languages to consider a career in teaching
- 3. Promote the development of effective teachers and support staff to ensure student success by providing differentiated Professional Development based on needs and experience, aligning Professional Development opportunities with high impact curriculum materials and resources, and assistance (e.g. financial incentives) with pathways to Hawaii Qualified/TESOL certification**

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<sup>3</sup> Title I, Part A (referred to as “Title I”) is part of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act of 2015 (ESSA)

<sup>4</sup> Title III is a part of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act of 2015 (ESSA)

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- a. Utilize State-level funding as much as possible to provide Professional Development and other allowable activities to offset costs to schools and complex areas
- b. Organize and launch an annual Hawaii English Learner Conference (understanding the continuum of Language Instruction Educational Program types, ways to maximize funding and Weighted Student Formula, learning about TESOL pathways to certification, highlighting best English Learner practices across the state)
- c. Hold a Multilingualism Summit to help educators promote Student Voice by structuring opportunities for students to bring community languages and culture into school<sup>5</sup>

#### 4. Implement bilingual programs

- a. Identify languages and prioritize geographic regions for pilot sites
- b. Implement bilingual teacher preparation programs and tie with incentives (e.g., National Board Certified)
- c. Pilot bilingual programs in schools
- d. Develop language assessment and/or protocols for home languages for which assessments have not been created (e.g., Marshallese, Chuukese) to increase English Learners' participation in Seal of Biliteracy

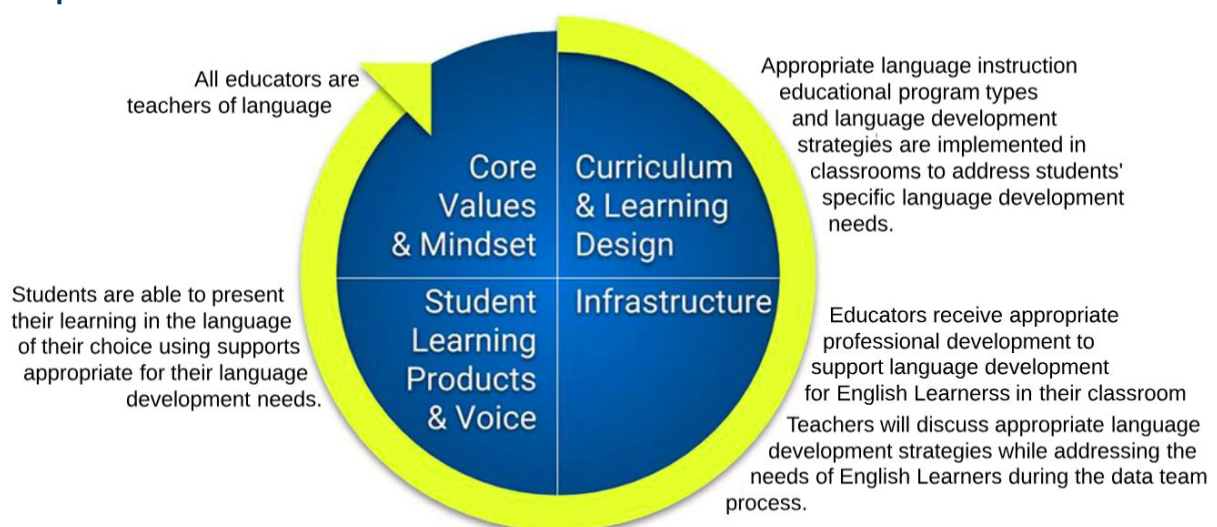
#### 5. Strengthen state/complex area/school partnerships with community-based organizations to support parents and families

- a. Collect information from existing community-based organizations on gaps to address to increase parent/family engagement efforts (parental education)

## School Design for English Learners

The purposeful design of schools and classrooms to ensure that every student is highly engaged in a rigorous, creative, and innovative academic curriculum, in their learning environment, and in powerful applied learning practices aligned to college and careers.

**For example:**



<sup>5</sup> Hawaii State Department of Education, Implementation Plan 2017-2020, High Leverage Action Items, Student Voice (SV) <http://www.hawaiipublicschools.org/DOE%20Forms/Advancing%20Education/HIDOE%20Implementation%20Plan.pdf>

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## A Learning Organization

As we intently examine ways to improve upon the effective delivery of English Learner services, the Task Force urges that HIDOE invest funds to help inform and advance the delivery of our core instruction to prepare for emerging trends, advancements, and changes that impact English Learners' education. The recommendations outlined in this report are an impetus toward improving achievement, promoting global student development, and fostering multilingual citizens who positively contribute to society.



## Key References

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## Task Force Members

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