



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

OFFICE OF THE SUPERINTENDENT

June 7, 2018

TO: The Honorable Margaret Cox
Chairperson, Student Achievement Committee

FROM: Dr. Christina M. Kishimoto 
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.

CMK:jc
Attachments

c: Office of Curriculum, Instruction and Student Support

Hawaii State Board of Education
Student Achievement Committee
June 7, 2018

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

Donna Lum Kagawa
Assistant Superintendent
Office of Curriculum, Instruction and Student Support

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VISION STATEMENT

*All Hawaii State Department of Education (HIDOE)
schools embrace, promote, and perpetuate
multilingualism and multiculturalism to support
and advance learners, families, and communities.*

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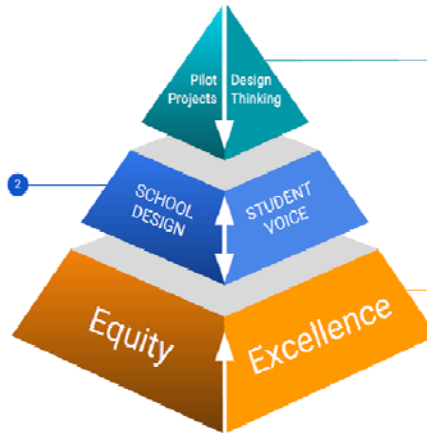


HAWAII DOE

Learning Organization

Innovating in
Support of the Core

Example:
expansion of
program to
include 7th & 8th
grade language
programs for
high school
credit



Pipeline of Emerging
Ideas

Example: success
leads to program
becoming part of the
core and new ideas
can be tried and
vetted

Teaching & Learning
Core

Example: Lokelani
Intermediate's 6th
grade exploratory
Spanish language
program

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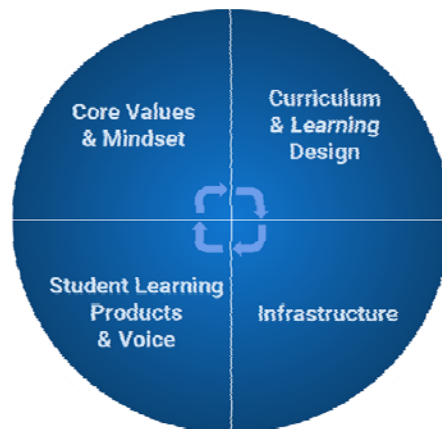
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School Design Model: Vision, Goals, and Outcomes

Policy Vision &
Benefits of
Multilingualism

Multilingualism
Policy Outcomes



Range of Languages
Programs & Effective
Educators

Outreach Supports for
Families, Collaboration
with Stakeholders, &
Funding

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Range of Language Programs



- 100% Immersion to study of World Languages
- Examples of Languages programs:
 - “Culture-Based” School
 - K-12 Dual Language (50/50, 90/10)
- Language Program Planning document
- Potential Pilot Schools: Stevenson Middle, Washington Middle, and Lokelani Intermediate

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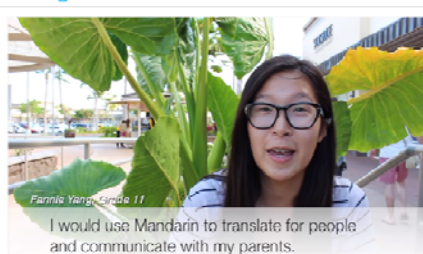
Supports for Families and Effective Educators

Multilingualism Webpage

Multilingualism

The vision of the Multilingualism for Equitable Education Policy is that all Hawaii State Department of Education (HDOE) schools embrace, promote, and perpetuate multilingualism and multiculturalism to support and advance learners, families, and communities.

SHARE THIS



Professional Development



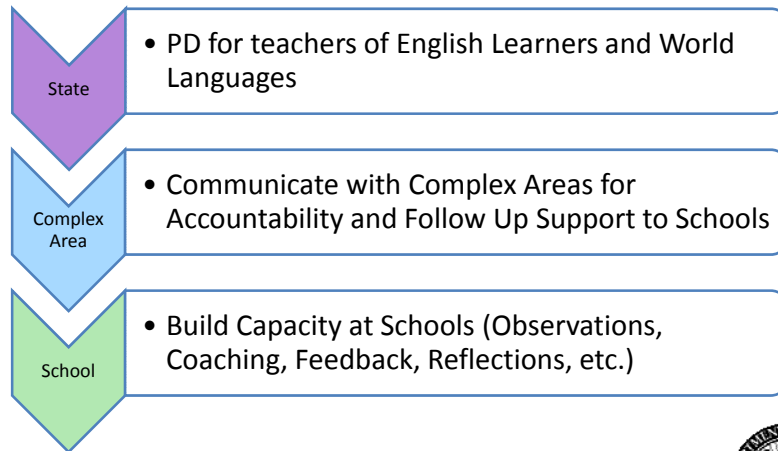
“I know it is my responsibility and for that reason I would like to keep learning about communicative language teaching.”

--Joyce Brumble,
Waipahu High Spanish Teacher

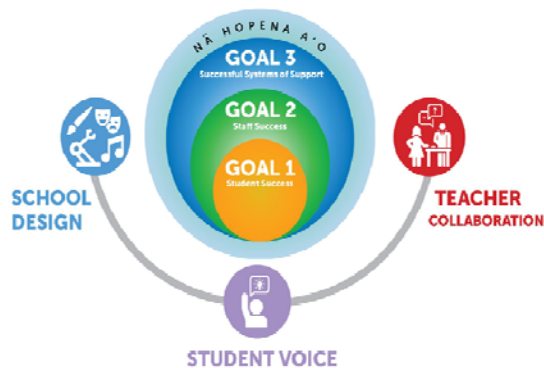
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Next Steps: Measuring Impact



Next Steps: Building Capacity



Multilingualism Summit
“Structuring opportunities for students to bring community languages and culture into schools”



Expand & Extend



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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 Department shall strive to meet the following goals of this policy:

- 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, be it English or Hawaiian.

[Approved: 02/16/2016 (as Board Policy 105.14); amended: 06/21/2016 (renumbered as Board Policy 105-14)]

Policy 105-14 Multilingualism for Equitable Education
Hawaii Department of Education
Annual Update Summary
2017-2018 School Year

POLICY SUMMARY AND GOALS:

The Hawaii State BOE Policy 105-14 Multilingualism for Equitable Education, which was approved on February 16, 2016, states that the Board “recognizes the important role of multilingualism in providing a meaningful and equitable education for student achievement.” The policy includes a series of goals and outlines important steps needed for implementation. Following the policy approval, a working implementation plan was created by the Multilingualism Policy Work Group that incorporated all elements of the policy into six broad goals:

- Goal 1: Provide a range of language programs for multilingual students;
- Goal 2: Provide effective educators with the appropriate knowledge, skills, and materials;
- Goal 3: Provide outreach supports to families;
- Goal 4: Establish a permanent advisory committee;
- Goal 5: Provide an annual report to the Board of Education; and
- Goal 6: Seek necessary funds to implement the Multilingualism Policy.

The goals for this policy were written to be inclusive of all major language groups in Hawaii: Hawaiian, English, World/Heritage Languages, and American Sign Language.

POLICY UPDATE:

During the 2017-2018 school year, the Multilingualism Work Group continued to meet monthly. The Work Group has been connecting policy work to the Hawaii Department of Education (HIDOE) Strategic and Implementation Plans 2017-2020, and also to the work of the newly formed English Learner (EL) Program Review Task Force as appropriate. The Multilingualism Policy Implementation Plan has been updated quarterly to reflect progress for each goal area. The three main areas of growth this year were in Goals 1-3 of the Policy Implementation Plan:

- Three potential sites to pilot new or expanded language development programs were identified: Stevenson Middle, Lokelani Intermediate, and Washington Middle (Goal 1). Work Group members are meeting with administrators from each school to gather information and provide assistance. A feasibility study guidance document was also created to assist in this effort.
- Professional Development (PD) was offered throughout the school year to support teachers of English Learners and World Languages (Goal 2). Some topics included second language acquisition research and theory, principles of communicative language teaching, academic language and literacy, and sheltered instruction strategies. Over 80 courses were offered both online and in person with over 1400 registered participants. Additionally, a Multilingualism Summit is being planned for January 2019 to support teachers in incorporating student voice with the theme: Structuring opportunities for students to bring community languages and culture into schools.
- A Multilingualism webpage for the public HIDOE website with information about the Multilingualism Policy has been created (Goal 3):
<http://www.hawaiipublicschools.org/TeachingAndLearning/StudentLearning/Multilingualism/Pages/default.aspx>. This site will be updated regularly with information, opportunities, and resources pertaining to multilingualism such as resource lists for families and schools, application information for the Multilingualism Advisory Committee, information about the Multilingualism Summit, examples of school events highlighting multilingualism, and more.

Policy 105-14 Multilingualism for Equitable Education
Hawaii Department of Education
Annual Update Progress by Goal Area
2017-2018 School Year

The Hawaii Department of Education (HIDOE) has continued to make progress on the Multilingualism (ML) Policy throughout the 2017-2018 school year. The Multilingualism Policy Work Group (WG) is guided by the implementation plan which contains six goal areas.

Work Group Members:

Name	Organization
Jeenna Canche	World Languages Specialist, OCISS
Emily Lam	English Learner Specialist, OCISS
Andreas Wiegand	English Learner Specialist, OCISS
Brook DeSousa	Assistant Professor, College of Education, UHM
Shawn Ford	Assistant Professor, ESOL Program, KCC
Dr. Alohilani Okamura	World Language Specialist, Institute for Teacher Education, Secondary Program, UHM

Goal 1: Provide a range of language programs for multilingual students

COMPLETED:

- Existing languages programs visited by WG members:
 - K-12 bilingual and culturally responsive programs in Utah
 - Maryknoll Dual-Language Immersion (Mandarin-English) in Honolulu
- Feasibility study guidance document generated
- Three (3) potential sites identified for implementing new languages programs: Stevenson Middle School, Washington Middle School, and Lokelani Intermediate School

IN PROGRESS:

- WG members meeting with administrators from Stevenson, Lokelani, and Washington to gather information and provide assistance for languages programs
- WG connecting policy work with HIDOE Implementation plan and English Language (EL) Program Review Task Force

Goal 2: Provide effective educators with the appropriate knowledge, skills, and materials

COMPLETED:

- Nine (9) Professional Development (PD) opportunities offered by OCISS for World Languages (WL) teachers on Second Language Acquisition (SLA) and Communicative Language Teaching (CLT)
- Over 75 PD courses related to EL offered by approved vendors and Complex Area EL Resource Teachers on topics including SLA, English language development, sheltered instructional practices in the content classroom, and leadership practices to support ELs
- Over 1100 participants registered for the EL-related PD courses (teachers, administrators, and part-time teachers)
- Kapiolani Community College Second Language Teaching program renamed Associate Degree in Second Language Teaching for HIDOE in-service teacher reclassification alignment

IN PROGRESS:

- Leadership capacity building PD for WL teachers
- ML Summit planning with theme: "Structuring opportunities for students to bring community languages and culture into schools"

- University of Hawaii at Manoa (UHM) expanding course offerings and faculty to offer courses on ML, curriculum studies, and secondary education
- UHM in partnership with the HDOE (including the EL Program Review Task Force) working toward expansion of pathways to license teachers in Teaching English to Speakers of Other Languages (TESOL)

Goal 3: Provide outreach supports to families

COMPLETED:

- Finalized and distributed community resource list for ML families on Oahu to Complex Area EL Resource Teachers
- Public webpage published to HDOE website with information about ML Policy and benefits:
<http://www.hawaiipublicschools.org/TeachingAndLearning/StudentLearning/Multilingualism/Pages/default.aspx>

IN PROGRESS:

- Community resource lists being generated for neighbor island multilingual families
- Outreach plan in place for multilingual families supporting achievement of Seal of Biliteracy
- Resources and information to be generated for the ML webpage

Goal 4: Establish a permanent Advisory Committee (AC)

COMPLETED:

- Progress shared and input collected on relevant topics from AC October 21, 2017 and April 21, 2018

2017-2018 Advisory Committee Members:

Name	Title/Organization
Lisa Grinder*	ELL Curriculum Coordinator, Lanakila Elementary
Dr. Amy Agbayani*	Immigrant Rights Advocate, Filipino Caucus
Glen Miyasato*	Principal, Fern Elementary School
Dr. Julio Rodriguez	Director, UHM National Foreign Language Resource Center
Tom Rappifiy	Education Planning Committee Member at Large, Micronesians United
Dr. William Wilson (Pila)	Professor of Hawaiian, Linguistics, and Hawaiian Studies, University of Hawaii at Hilo
Danile Kop	Resource Teacher, Office of Hawaiian Education
Sarah Lockett	Resource Teacher for the Deaf/Hard of Hearing, Leeward District

*Term ended on April 21, 2018

IN PROGRESS:

- Five new AC members to be selected for two-year terms beginning 2018-2019 school year
- AC meeting dates set for October 20, 2018 and April 20, 2019
- 2018-2019 WG meeting dates set for the first Thursday of every month (except August and January)

Goal 5: Provide an annual report to the Board of Education

COMPLETED:

- Implementation plan updated quarterly
- 2017-2018 annual report completed

Goal 6: Seek necessary funds to implement the Multilingualism Policy

IN PROGRESS:

- Funding request pending for ML Summit in support of the Hawaii State Department of Education Implementation Plan 2017-2020.

**Hawaii State Department of Education
Professional Development Offerings Supporting
English Learners and World Languages
2017-2018**

Goal 2 of the implementation plan for Policy 105-14 Multilingualism for Equitable Education is to provide effective educators with the appropriate knowledge, skills, and materials. The table below lists the number of credit and non-credit courses supporting teachers of English Learners (EL) and World Languages (WL) for the 2017-2018 School Year. Courses were offered by the Office of Curriculum, Instruction and Student Support (OCISS), approved vendors, and Complex Area EL Resource Teachers.

Multilingualism Policy Goal 2: Provide effective educators with the appropriate knowledge, skills, and materials.	2017-2018	Courses Offered	Registered Participants
	EL 3-Credit PD*	7	134
	EL Non-Credit PD*	71	1135
	WL 3-Credit PD**	3	71
	WL Non-Credit PD**	6	125
	Totals	87	1465

*EL PD information based on data provided by OHR Professional Development Branch on April 6, 2018.

**WL PD information based on course offerings and registered participants at <https://pde3.k12.hi.us> on May 4, 2018.

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	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	Q 1	Q 2	Q 3	Q 4	S B	Q 1	Q 2	Q 3	Q 4	S B	Q 1	Q 2	Q 3	Q 4				
1. Provide a range of language programs for multilingual students	1.1 Analyze SY 2016-17 data and existing supports provided for students	✓	✓	✓	✓																		Improved existing program supports for Multilingual Students
	1.2 Identify communities/students' linguistic needs based on initial data	✓	✓	✓	✓																		
	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 community/student needs and school readiness	✓	✓	✓	✓																		Identified 3 schools and will be working with them to explore language program options
	1.7 Office of Hawaiian Education (OHE) Revise draft of M-2 Hawaiian Language Arts (HLA) standards			✓																			Completed Kaiapuni Hawaii (KH) curriculum framework with HLA K-12 standards (from OHE)
	1.8 (OHE) Revise/refine draft of 9-12 HLA standards			✓																			
	1.9 (OHE) Develop grade-level HLA Student Learning Objectives (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 Office of Information Technology Services (OITS) Include Hawaiian Language Arts on report card			✓																			
	1.12 (OHE) Map out proficiency scale and descriptors			✓																			Completed Hawaiian language proficiency scale (from OHE)
	1.13 (OHE) Investigate and select tools of assessment			✓																			
	1.14 (OHE) Draft Hawaiian language proficiency scale			✓																			
	1.15 (OHE) Pilot Hawaiian language proficiency scale			✓																			
	1.16 (OHE) Analyze and adjust Hawaiian language proficiency scale			✓																			

IMPLEMENTATION PLAN FOR MULTILINGUALISM FOR EQUITABLE EDUCATION

	See Goal 6 to continue																						
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	Q 1	Q 2	Q 3	Q 4	S B	Q 1	Q 2	Q 3	Q 4	S B	Q 1	Q 2	Q 3	Q 4				
	1.17 Create site-specific implementation plan for piloting	✓	✓		✓																	Explored models for piloting new language development programs	
	1.18 Develop materials needed for new language development programs	✓	✓		✓																		
	1.19 Provide site-based professional development (PD) 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)	✓	✓		✓																		Improved professional learning opportunities for teachers and school administrators, and support staff to work with multilingual students
	2.2 Establish Teachers of English to Speakers of Other Languages (TESOL) licensure requirement in place of current 6/12-credit practice	✓																					
	2.3 Recommend licenses for additional Pacific languages to Hawaii Teacher Standards Board (HTSB)		✓	✓	✓																		
	2.4 Collect input from teachers, school administrators, and support staff on professional learning topics needed to support multilingual students with language development	✓	✓		✓																		2.3 On hold until we know which languages will be needed 2.4 MLL Summit tentatively scheduled for January 2019 in conjunction with SV10 2.5 WL PD has grown this year based on teacher needs EL PD is developing PD pathways--will depend on EL teacher knowledge (SLA Pedagogy, etc.)
	2.5 Identify language development PD for in-service teachers, school administrators, and support staff, based on input and data																						
		✓	✓		✓																		
	2.6 Provide guidance to Complex Area Superintendents to monitor Academic Plans to specify English Language Learner (ELL) 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			✓																			Completed KH dual qualification criteria and process (from OHE)
	2.8 (OHE) Complete implementation plan for KH Dual Certification for existing principals and new hires			✓																			

IMPLEMENTATION PLAN FOR MULTILINGUALISM FOR EQUITABLE EDUCATION

[illegible]

IMPLEMENTATION PLAN FOR MULTILINGUALISM FOR EQUITABLE EDUCATION

	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	✓	✓	✓	✓																	Established criteria and process to create advisory committee
	4.2 Conduct outreach activities to inform community members about AC	✓	✓	✓	✓																	Completed application and selection of advisory committee members
	4.3 Establish AC members	✓	✓	✓	✓																	Increased participation of the AC members to advise on implementation activities
	4.4 Convene first AC meeting (April 2017)	✓	✓	✓	✓																	
	4.5 Meet with AC on a regular basis to share progress of implementation and collect input (ongoing)	✓	✓	✓	✓																	
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	Q 1	Q 2	Q 3	Q 4	S B	Q 1	Q 2	Q 3	Q 4	S B	Q 1	Q 2	Q 3	Q 4			
5. Provide an annual report to the Board of Education	5.1 Compile quarterly updates (ongoing, on quarterly basis)	✓	✓	✓	✓																	Increased understanding of BOE members on policy implementation progress
	5.2 Present updates to Board of Education (BOE) Student Achievement Committee (May 2017; tentatively June 2018; tentatively May 2019)	✓	✓	✓	✓																	
6. Seek necessary funds to implement the Multilingualism Policy	6.1 Hire Title III Specialist	✓																				Increased available funding to support implementation activities
	6.2 Request World Languages Specialist position in biennium budget		✓																			
	6.3 Identify Implementation Plan activities that would require additional funding for completion	✓	✓	✓	✓																	
	6.4 Identify potential funding sources to support additional funding requirement	✓	✓	✓	✓																	
	6.5 Apply for funding	✓	✓	✓	✓																	