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January 18, 2018

Hawai'i Board of Education, Finance and Infrastructure Committee

Kenneth Uemura, Chair and Nolan Kawano, Vice Chair

Aloha Chair Uemura, Vice Chair Kawano, and Members of the Committee,

Hawai'i TESOL is the largest state-wide organization representing teachers of English to speakers of other languages (TESOL) – commonly referred to as “ESL teachers” – most of whom support the English language development of immigrant students in Hawaii’s DOE schools.

We would like to comment on Agenda Item IV. A. Update on the Department of Education's supplemental budget request for Fiscal Year 2018-2019: Executive Branch decisions. Despite the HIDOE and BOE request, we noticed that the Executive Budget **did not fund the World Language position** (EDN 200 OCISS 25024). Hawai'i TESOL strongly supports this position and is part of the group of advocates that is currently working with Legislators to fund this request.

Hawai'i has taken positive steps in the past few years to embrace the opportunities of its diverse ethnic and heterogeneous linguistic population. The Hawai'i State Board of Education (BOE) has passed two historic policies: [the Seal of Biliteracy](#) (2015, Policy 105.15) and [Multilingualism for Equitable Education](#) (2016, Policy 105.14). These policies are based on longstanding research showing the effectiveness of language education for student achievement. As teachers of English to speakers of other languages, we know from this research and from our classroom experiences that strong first language skills provide a base on which to build strong skills in an additional language, whether English, Hawaiian, or any other world language.

Sustained leadership is necessary at the HIDOE state level to drive successful implementation of these new language policies, and a designated permanent position in World Languages is essential for institutional support. This position leads implementation and assessment of world language programs, coordinates and delivers professional development, and serves as a liaison between the HIDOE and external organizations. The position also oversees the Multilingualism for Equitable Education policy, which includes developing innovative language programs (i.e. dual language, heritage language, language learning programs), ensuring teacher quality, and promoting outreach to parents and community stakeholders. We hope that the BOE members also recognize the importance of such a position for the overall support of language learning in the DOE.

Thank you for the opportunity to testify.

Sincerely,

Shawn Ford

Socio-political Action Representative

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Hawai'i TESOL





Hawai'i Association of Language Teachers

P. O. Box 61903, Honolulu, HI 96839-1903

January 18, 2018

Hawai'i Board of Education  
Finance and Infrastructure Committee  
Kenneth Uemura, Chair and Nolan Kawano, Vice Chair

Aloha Chair Uemura, Vice Chair Kawano and Members of the Committee,

The Hawai'i Association of Language Teachers (HALT, [halthome.org](http://halthome.org)), Hawaii's professional organization uniting teachers of world languages, is offering the following comments on Agenda Item IV. A. Update on the Department of Education's supplemental budget request for Fiscal Year 2018-2019: Executive Branch decisions for your meeting today.

As language educators, we are keenly aware of the great and increasing importance of multilingualism in our globalizing world. As a highly multilingual state with a Seal of Biliteracy program in place, Hawai'i is well-situated to tap into its tremendous potential to build its students' potential talents in cross-cultural communication, a skillset of critical importance in the visitor industry as well as other growth sectors of the economy. Despite the clear returns Hawai'i could realize by investing in this potential, however, we note that the current Executive Budget **does not fund the World Language position** (EDN 200 OCISS 25024). This position is of **tremendous importance to educators statewide in both DOE and non-DOE schools**, and we would like to request that you make representations with our lawmakers to **fund this critical position**.

The **World Language position is essential** for ensuring the success of The Seal of Biliteracy and the coordination of language education policy statewide. We sincerely hope that a permanent position in World Languages can be funded in support of these language policies.

Thank you for the opportunity to testify.

Sincerely,

Satoru Shinagawa, President of HALT, Professor of Japanese, KCC

Stephen Tschudi, Vice-President / Conference Chair, Faculty Specialist, UHM

Jim Yoshioka, Vice-President for Membership, Coordinator, National Foreign Language Resource Center, UHM

January 18, 2018

Hawai'i Board of Education  
Finance and Infrastructure Committee  
Kenneth Uemura, Chair and Nolan Kawano, Vice Chair

Aloha Chair Uemura, Vice Chair Kawano, and Members of the Committee,

We would like to comment on Agenda Item IV. A. Update on the Department of Education's supplemental budget request for Fiscal Year 2018-2019: Executive Branch decisions.

We are a group of multilingual, English learner, immigrant, language, and education advocates. Despite the HIDOE and BOE request, we noticed that the Executive Budget **did not fund the World Language position** (EDN 200 OCISS 25024). We would like to strongly advocate for this position and let you know that we are actively working with Legislators to fund this request.

Hawai'i is creating a more culturally responsive policy climate that embraces the opportunities of its diverse ethnic and heterogeneous linguistic population. The Hawai'i State Board of Education (BOE) passed two historic policies: [the Seal of Biliteracy](#) (2015, Policy 105.15) and [Multilingualism for Equitable Education](#) (2016, Policy 105.14). These policies are based on longstanding research showing the effectiveness of language education for student achievement.

The HIDOE has been making strides in implementing these policies, but sustained leadership is necessary at the HIDOE state level to drive the successful implementation of these language policies. A designated permanent position in World Languages is essential for institutional support of these language policies. This position leads implementation and assessment of world language programs, coordinates and delivers professional development, and serves as a liaison between the HIDOE and external organizations. The position also oversees the Multilingualism for Equitable Education policy, which includes developing innovative language programs (i.e. dual language, heritage language, language learning programs), ensuring teacher quality, and promoting outreach to parents and community stakeholders.

Thank you for the opportunity to testify.

Sincerely,

Amy Agbayani, Co-chair, Hawaii Friends of Civil Rights  
Paul Chandler, Ph.D.  
Brook Chapman De Sousa, Ph.D.  
Graham Crookes, Ph.D.  
Shawn Ford, MA  
Patricia Halagao, Ph.D.  
Alohilani Okamura, Ph.D.  
Julio C Rodriguez, Director, National Foreign Language Resource Center (NFLRC)  
Dina Yoshimi, Ph.D.  
Hawai'i Teaching English as a Second Language (HITESOL)

January 18, 2018

Hawai'i Board of Education  
Finance and Infrastructure Committee  
Kenneth Uemura, Chair  
Nolan Kawano, Vice Chair

Aloha Chair Uemura, Vice Chair Kawano and Members of the Committee,

We would like to comment on Agenda Item IV. A. Update on the Department of Education's supplemental budget request for Fiscal Year 2018-2019: Executive Branch decisions.

We are a group of advocates from Native Hawaiian, parent, disability, higher education, multilingual, social justice, and education reform communities who have come together to look at opportunities and risks for advancing equity and improving achievement under the Every Student Succeeds Act (ESSA).

We wanted to update the Committee and the Board Members of our advocacy to the legislature. In reviewing the DOE/BOE approved supplemental request and the Executive Branch decisions we came across some findings and items that were not aligned with our views. Consequently, we are currently advocating to the legislature on particular line items for consideration, and would like to share our findings and advocacy with Board Members.

In our first review of the 2018-2019 supplemental budget, we noticed a line item that sparked our attention, EDN200 Innovation, Program ID 25220 for \$1 million. The reason is we advocated against this similar line item in last year's Executive Budget as there seemed to be a lack of transparency and accountability for the large \$10 million Innovation Fund Executive request. For the 2018-2019 supplemental budget, the Executive decision was not to fund the \$1 million dollar request. However, we learned that the Department is implementing the Innovation Fund in the 2017-2018 year even without specific dedicated funding. Moreover, we learned that the \$1 million innovation fund is using monies from Title 1 and Program ID 25220 School innovation, which both are supposed to help struggling students. While we support innovation, we are concerned about the lack of transparency, process and accountability of this initiative as the public has received little information about how this fund will indeed help our students with the most need.

In our advocacy to the legislature, we have highlighted this above item as well as specific line items for which we are advocating (see attached slide). We believe that every line item request in the DOE budget should point to how the Department will move the indicators of the Strategic Plan. For our high needs students narrowing the achievement gap is of highest priority. We feel that all of our highlighted requests point to a particular indicator and address narrowing the achievement gap. We will keep pressing the Department and the Board to articulate how they are progressing on the goals of the indicators. For the Innovation line item, however, we are not clear on how this fund will help and would like the Department to be more transparent about how these grants will make a difference for our high need students.

We also learned that the Executive decision this year was different in previous years. Instead of the Governor reviewing each line item on his own, he gave a lump sum to the Department to

prioritize the funds. While this is a unique and beneficial situation for the Department, we hope that if it should occur again, we could collaborate with the Department so that we can be united in our advocacy.

Thank you for the opportunity to testify.

Mahalo,

Martha Guinan  
Cheri Nakamura  
Sylvia Hussey  
Patricia Halagao  
Brook Chapman DeSousa  
Gavin Thornton  
William Pila Wilson  
Ka'ano'i Walk  
Kanakolu Noa  
David Miyashiro  
Paula Adams  
Shawn Ford  
Alohilani Okamura  
Deborah Zysman

# DOE VS GOV DECISION

		DOE BASE	DOE POS	GOV POS	DOE TOTAL	GOV TOTAL	TIED TO INDICATOR
Prog ID	DESCRIPTION	FY19	FY19	FY19	FY19	FY19	FY19
EDN200	INNOVATION	4,971,073			1,000,000	0	?
EDN100	OFFICE OF HAWAIIAN EDUCATION	2,565,688	1	0	283,255	0	Achievement, GAP
EDN100	OFFICE OF HAWAIIAN EDUCATION	2,521,504	3	0	2,027,645	1,876,864	Achievement, GAP, School Climate, Family and Community
EDN150	SPECIAL EDUCATION	234,567,130			10,329,548	0	Achievement, GAP, School Climate
EDN100	WEIGHTED STUDENT FORMULA	887,514,342			26,600,000	2,000,000	Achievement, GAP, Inclusion
EDN200	WORLD LANGUAGES AND HEALTH		2	0	183,818	0	Achievement, GAP
EDN200	ELL PROGRAM	855,514	1	1	91,909	91,909	Achievement, GAP
EDN300	COMMUNITY ENGAGEMENT OFFICE	27,132	3	3	293,557	293,557	GAP, School Climate, Family and Community

STRATEGIC PLAN INDICATORS	2016 BASE	2017	2020 TARGET
SCHOOL CLIMATE	TBA	TBA	TBA
ACADEMIC ACHIEVEMENT ELA	51%	50%	61%
ACADEMIC ACHIEVEMENT MATH	42%	42%	54%
ACADEMIC ACHIEVEMENT SCIENCE	43%	46%	64%
ACHIEVEMENT GAP ELA	33	33	25
ACHIEVEMENT GAP MATH	29	28	22
INCLUSION RATE	37%	37%	51%
FAMILY AND COMMUNITY ENGAGEMENT	TBA	TBA	TBA



## Native Hawaiian Education Council

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January 17, 2018

Kenneth Uemura, Chair  
Nolan Kawano, Vice Chair  
State of Hawai'i, Board of Education  
Finance & Infrastructure Committee  
1390 Miller Street, Room 309  
Honolulu, Hawai'i 96813

Via: [testimony\\_boe@notes.k12.hi.us](mailto:testimony_boe@notes.k12.hi.us)

Re: **Discussion Item IV. A. Update on the Department of Education's supplemental budget request for Fiscal Year 2018-2019: Executive Branch decisions**

Dear Chair Uemura, Vice Chair Kawano and members of the Finance & Infrastructure Committee:

The Native Hawaiian Education Council ("NHEC" or "Council") would like to **provide comments** on the above referenced agenda item, mindful that Hawai'i operates in a unique context of having a single State Educational Agency (SEA) and Local Educational Agency (LEA); two official languages—English and Hawaiian—that are mediums of instruction in the State's public education system; and a public charter school system that is a blend of Hawaiian language immersion and Hawaiian culture based schools and in the midst of implementing the Every Student Succeeds Act (ESSA)—the most pervasive federal policy change since No Child Left Behind in 2001, returning control to State's by Congressional intent.

The 17-18 school year marks a number of milestones in 'ōlelo Hawai'i (Hawaiian language) and we provide our comments within the context established:

- **11 years** Kawaihuelani - 1985 [1985 BA in Hawaiian language approved, housed in Indo-Pacific languages; **2007 Kawaihuelani created under Hawai'i inuiākea** at the University of Hawai'i – Mānoa];
- **21 years Ka Haka 'Ula O Ke'elikōlani College (KHUOK) established** - 1997 [21 yrs (1997) Only Indigenous language college in the US; 36 yrs (1982) in the UH system]





beginning as a Hawaiian Studies Dept. established at UHH 1982; BA degree was approved earlier

- **21 years Kahuawaiola** established at KHUOK - 1997 [Indigenous Teacher Education Program];
- **22 years Māmaka Kaiao (dictionary)**, A Modern Hawaiian Vocabulary - 1996;
- **29 years Hale Kuamo‘o** - 1989 [Hawaiian Language and Culture Center, legislatively created 1989; moved to the Hawaiian Language College 1997];
- **31 years K-12 Hawaiian Immersion Schools in public education (Kaiapuni)** - 1987;
- **35 years Pūnana Leo Preschools in Hawaiian** – 1983;
- **40 years Official Language of the State of Hawai‘i** - 1978 Constitutional Convention
- **46 years Ka Leo Hawai‘i Hawaiian language radio program** – 1972; and
- **61 years Pukui/Elbert Hawaiian language dictionary** – 1957.

Our comments focus on the following points:

1. **Fund EDN100, Program ID 16732, \$283,155 in the Office of Hawaiian Education.**  
The unfunded amount represents additional investments in Kaiapuni (Hawaiian language medium) education in supporting a pathway of education for one of Hawai‘i’s two official (constitutional) languages, including curriculum development, instructional supports and capacity building to advance Hawaiian education.
2. **Fund EDN 200, World Languages and Health, Program ID 25024, \$183,818.**  
Funding of the two requested positions strengthens the commitment to Board of Education Policy 105-15 Seal of Biliteracy.
3. **Increase transparency regarding the intent and implementation of EDN200 Innovation, Program ID 25220, \$1,000,000.** Submittal notes indicate, “New, Leveraging \$650,000 Title I and \$350,000 existing general funds”. While we commend the Department for allocating funds to inspire and support innovative practices, we are concerned that the: A) FY 2018-2019 supplemental budget line is unfunded; B) Department already launched an innovation grant process in SY 2017-2018 without broad internal or external awareness/support; C) Need to be more explicit in how Innovation Program and Title I principles, implementation and funds are aligned toward addressing the needs of Title I targeted schools and students.
4. **Support the Funding of the Offices of Community Engagement and Strategy, Innovation & Performance (OSIP) – EDN 300.** Both offices provide critical system level resources, data and information to strengthen family and community holistically; and track and monitor, among other things, the implementation of the Board’s strategic plan and ESSA implementation, respectively. We also recommend that OSIP engage with community organizations at large more frequently, continuing



Kenneth Uemura, Chair  
Nolan Kawano, Vice Chair  
January 17, 2018  
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the open and transparent manner of interaction established by former Assistant Superintendent Tammy Chun.

5. **Support the Funding of Alternative Teacher Route and Teacher Certification Stipend Programs – EDN 300.** While the Council supports the \$1,000,000 combined investments in these programs, in general, NHEC asks that the Board and Department ensure that the implementation of these programs include filling needs in Kaiapuni (Hawaiian Language Medium) and charter schools—both settings which are already under-resourced (e.g., facilities, teachers, curriculum, programming).

The Native Hawaiian Education Council was established in 1994 under the federal Native Hawaiian Education Act. The Council is charged with coordinating, assessing and reporting and making recommendations on the effectiveness of existing education programs for Native Hawaiians, the state of present Native Hawaiian education efforts, and improvements that may be made to existing programs, policies, and procedures to improve the educational attainment of Native Hawaiians.

Please feel free to contact the Council's Executive Director, Dr. Sylvia Hussey, directly via e-mail ([sylvia@nhec.org](mailto:sylvia@nhec.org)) or office telephone (808.523.6432) with any questions.

Sincerely,



Dr. Lisa M. Watkins-Victorino, Chair

cc: Native Hawaiian Education Council and staff

