INTRODUCTION
On March 13, 2013 participants at the Hawai’i Language Summit began an important dialogue about preparing a multilingual workforce for the state of Hawai’i. Sponsored and hosted by the University of Hawai’i and co-sponsored by The Language Flagship, this summit convened 50 participants from Hawai’i’s business, government and education sectors to outline their needs for language and cultural skills in their workforce. Essential to Hawai’i’s socio-economic future, the goal of the Language Roadmap Initiative is to shape an educational environment in Hawai’i that prepares students for the challenges of a global economy and an ethnically and linguistically diverse community. This Language Summit is the first step in this on-going process.

At the Summit business and government participants focused primarily on delineating current and future demand for language and cultural skills in their organizations. With their education colleagues they began to outline resources and ideas to shape the next generation of multilingual professionals for Hawai’i. During the Summit, leaders from Hawai’i’s business, government, and education sectors began an unprecedented dialogue toward the coordination of Hawai’i’s most important asset: its language-rich workforce.

Summit participants were drawn from Hawai’i’s business community, government agencies providing service to the community (e.g., civil defense, health and human services) and its educational sector, both higher education and K-12. The Hawai’i Language Summit was fashioned after the model set forth by The Language Flagship, a national initiative of the National Security Education Program which designed and coordinated the original series of U.S. Language Summits: Roadmaps to Language Excellence. These efforts resulted in state language roadmaps for Oregon, Texas, Ohio, Utah, and Rhode Island.

The following is a compilation of written exercises and discussion notes generated during the Hawai’i Language Summit. The participants were divided into four groups covering the breadth of possible language usage in a business or government agency context. These groups were clustered thusly:

• Business with a domestic usage of languages, primarily the hospitality and retail sectors (Group 1)

• Health and human services organizations with a domestic usage of languages (with a mix of government agencies and nonprofits) (Group 2)

• Businesses: some with international and some with domestic usage of languages (Group 3)

• Government agencies: defense (military and emergency services); homeland security; and immigration (with domestic and international usage of languages (Group 4)
The notes include the following:

- results of the group exercises and breakout discussions about the demand for language;
- a review of predicted economic and demographic trends that in five years will set the for Hawai‘i’s workforce needs;
- obstacles facing possible solutions for companies and government agencies concerning language needs;
- “solution-side” participants (mostly from the education sector) questions to the business and government sectors about what level of language competence is needed by these employers and how those skills are measured and rewarded;
- a list of resources to be leveraged to help build and respond to the mission of a public-private partnership to support language education for the state, as well as a list of resources that should be created; and
- a summary of key demands for languages in the business sector and for government agencies and the participants’ prioritization of their top priorities for change.

**PARTICIPATING ORGANIZATIONS**

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**NEXT STEPS**

Following the Hawai‘i Language Summit on March 13, 2013, working groups will convene to design solutions to the needs for language skills as outlined here. The Hawai‘i Language Roadmap Initiative Working Groups will be comprised of representatives from business, government, education, and the parental communities of the state. Members of these Working Groups, along with the Task Force for the Language Roadmap, will document ideas for creating a multilingual workforce for the state – in the near term and in the long term. These ideas become the core of the Hawai‘i Language Roadmap, a guiding document that will be launched at the end of August 2013.
DEFINING THE CURRENT NEED FOR LANGUAGE SKILLS IN YOUR SECTOR

GROUP 1

GROUP THEME: Business with a Domestic Usage of Languages (primarily the hospitality and retail sectors)

GROUP LEADER: Graham Crookes, University of Hawai‘i at Mānoa

GROUP PARTICIPANTS BY ORGANIZATION:
- Hawai‘i Prince Hotel Waikiki & Golf Club
- Hawai‘i Convention Center
- McDonald’s Restaurants of Hawai‘i, Inc.
- Outrigger Hotels
- Maui Economic Development Board
- Department of Education, State of Hawai‘i
- University of Hawai‘i at Mānoa
  - College of Languages, Linguistics, and Literature
  - Hawaiian Language
  - Department of Economics
  - Department of Languages, Linguistics, and Literatures of Europe and the Americas

1. What languages are needed in your respective organizations?
   - Hawaiian, Japanese, Chinese (Mandarin), Korean and English as a Second Language (ESL). Spanish is coming.
   - Future: Hotel chains that are based in Hawai‘i are interested in expanding to other parts of Southeast Asia.
   - We need hotel staff that can understand both Chinese and Japanese language and culture to service individuals from those countries, as well to intermediate between these two cultural groups.

2. For what purpose and at what level of usage are these languages needed? (i.e., basic communication of information; basic for management purposes; highly technical and critical in nature; etc.)?
   - Levels needed: functional/survival for many
   - Cultural knowledge and intercultural mediation.
   - Need English speakers who are clear and can interface with customers
   - Need many more people for front-desk operations in hotels who speak Mandarin
   - Need Japanese speakers in front-desk operations and maintenance of the hotel
   - “Plurilingual” employees and pluricultural competencies (i.e., people who may only have a low proficiency in the language(s), but know several and have command of concomitant cultural skills so that they may respond to many different customers and clients in a welcoming manner.
   - People who speak enough Hawaiian to represent the culture properly in hotels
3. What are the opportunity costs to you and your clients/constituents associated with these language skills? (e.g., what deals cannot be sealed; what services can they not they, etc.)

- Mistakes in Hawaiian can be costly.
  - This referred among other things to signage, installed at considerable expense - thousands of dollars - that then has to be redone because it is linguistically incorrect, or culturally wrong/insensitive/insulting to prominent past (or present) Hawaiians. In any hiring process, particularly in the hospitality industry, other things being equal, hire the person with knowledge of Hawaiian. (i.e., you don't necessarily need a highly trained translator to head off, early, simple easily visible problems, like a misspelling . . .)
  - Hospitality industry workers need to understand and exemplify the “aloha spirit.” If tourists – and those hosting them -- "don't get what Hawai’i is all about" there will be a loss of custom and of revenue, etc.
- Loss of returned customers to our hotels or restaurants
  - This could apply to almost any language, but is in advanced planning for Hawaiian: Could be a pilot for other languages

4. What are your current solutions to these needs and challenges? (e.g., no solutions; hire in a translator or part-time aid/consultant; train internally; hire bilingual employees; etc.)

- Short-term language programs at the community college for employees (but it is hard to lose employees to out-of-house training)
- Very high-level translators for contract negotiation
- Needed: A hub for basic language and cultural information (some online…)
- Needed: Improved points of entry networking
- Needed: More in-house language and culture training in world languages as well as in ESL
- Needed: Hawaiian language translators.
**TOP CHALLENGES IN YOUR ORGANIZATION THAT REQUIRE, OR COULD BENEFIT FROM, LANGUAGE SKILLS: CURRENTLY AND IN FIVE YEARS**

**WRITTEN EXERCISE**

**GROUP 1 – BUSINESS WITH A DOMESTIC USAGE OF LANGUAGES (PRIMARILY THE HOSPITALITY AND RETAIL SECTORS) – CURRENT NEEDS**

- Researchers: Hawaiian language fluency
- Editors: Hawaiian text
- Translators: Hawaiian-English
- Spanish
- Japanese
  - I need Japanese-speaking front line and first-level management people
  - I need more employees who speak Japanese (or have some knowledge)
- Chinese
  - I need Chinese speakers to work at the Front Desk / Bell / Maintenance
  - I need front-line Mandarin speakers to work front desk and restaurant positions. Total: 2-4 to cover each shift.
- Mandarin: language and cultural sensitivity
- I need Korean speakers to work at the Front Desk / Bell / Maintenance
- I need front-line Korean speakers to work at the Front Desk / Bell / Maintenance

**GROUP 1 – BUSINESS WITH A DOMESTIC USAGE OF LANGUAGES (PRIMARILY THE HOSPITALITY AND RETAIL SECTORS) – FUTURE NEEDS/CHALLENGES**

- Writers with Hawaiian fluency
- Fluent speakers of Hawaiian for audio production
- Researchers with Hawaiian Language fluency
- We will need Korean speakers who can train and open hotels in Korea
- We will need employees who speak Thai and are willing to relocate to Thailand
- We will need Chinese speakers who can train and communicate in both English and Chinese to open hotels in China
- I will need front-line employees who speak two or more languages and also understand basic cultural aspects of other Asian visitors.
- I will need multi-lingual (speaking) first and second level managers (mandarin, Cantonese, Korean, Japanese)
DEFINING THE CURRENT NEED FOR LANGUAGE SKILLS IN YOUR SECTOR

GROUP 2

Group Theme: Health and human services organizations with a domestic usage of languages (with a mix of government agencies and nonprofits)

Group Leader: Dina Yoshimi, University of Hawai‘i at Mānoa

Group Participants by Organization:
- Department of Education, State of Hawai‘i
- Department of Health, State of Hawai‘i
- Department of Labor and Industrial Relations
- Federated States of Micronesia
- Hawai‘i Immigrant Justice Center at Legal Aid
- Medical-Legal Partnership for Children in Hawai‘i
- Moanalua High School
- Office of Hawaiian Affairs
- Office of Language Access
- Pacific and Asian Affairs Council
- University of Hawai‘i at Mānoa
  - College of Education
  - Department of Indo-Pacific Languages and Literatures

1. What languages are needed in your respective organizations?
   - Immediate need for interpreters in certain languages:
     - Filipino, Ilokano
     - Chinese, Mandarin, Cantonese
     - Chuukese
     - Samoan
     - Tongan
     - Spanish
     - Marshallese
     - Russian
     - Thai
     - Hawaiian
   - What languages do we need? For Department of Education purposes?
2. **For what purpose and at what level of usage are these languages needed?** (i.e., basic communication of information; basic for management purposes; highly technical and critical in nature; etc.)?

- Translation of legal documents and family documents
- People trained as interpreters
- Train bilingual workers (navigator) on interpreting
- Double reading of translated information
- Consultation (names, titles, report headings, themes)
- Need readily available culturally knowledgeable interpreters
- Need: A glossary of terms (e.g., legal or medical usage)
- Training for specific tasks (being able to do it with the language skills)
- Need knowledge of culture (age, gender)
- Be able to access basic rights – navigate multilingual hotline/websites (literate and non-literate) way to reach people
- Acculturation challenges
- Challenge: Lack of knowledge on how things are done in U.S.
- Need for awareness on part of service providers
- Needs in Education: K-12
  - Many languages in one class
- Suggestion: Valuing bilingual youth leveraging heritage learners
  - How do we value bilingual youth? There is a possible conflict between a heritage language and limited English proficiency learner. How can the educational system enable both? How do we move our society to seeing heritage learners as multi-competent rather than English deficient?
- Issue of economics: We need opportunities for immigrants and others to access higher education; opportunities which may not be attainable because of finances
- How do we use the educational system to reach out to different language-based groups?
- Challenge: Interpreters need to be able to make a living
- In California: they teach Filipino as a world language in high school and give a certificate
- Challenges: Hawai‘i has so many languages (already translate into 17 languages)
- Legislation

3. **What are the opportunity costs to you and your clients/constituents associated with these language skills?** (e.g., what deals cannot be sealed; what services can they not offer?)

- Costs: human costs of not valuing certain populations
- Costs of one “drop out” student from school: $800,000
- Costs! We are paying for interpreters/translators
- Need understanding of process and basic rights
- Second language learners versus Heritage language learners
- Value of Hawaiian as an official and heritage language
- Hawaiian “agency” versus agency serving Hawaiians: The idea that people act on their own behalf and take control of their own situation rather than letting an agency "do it for
them” (i.e., be served by an agency dedicated to managing their needs or create their own solutions as a community).

4. **What are your current solutions to these needs and challenges?** (e.g., no solutions; hire in a translator or part-time aid/consultant; train internally; hire bilingual employees; etc.)

- Hawaiian Language Grassroot efforts led to where community is now
- Agency policy on language, e.g., Hawaiian language requirement
- How do we get resources? If resources become available, then solutions can be acted on: The view of the current situation is that all the good ideas in the world will amount to nothing without some investment (funding for training, funding for exploring new educational practices, etc.)
- Need advocacy efforts: We know what the problems are and where the needs are. We don't need any studies; what is needed are voices that can speak out effectively for the groups that are not being served so that they can get their share of resources and assistance.
- Federated States of Micronesia with nine languages: there is no written form of the language, making it very difficult to address the needs using channels that rely on literacy and the written word.
- Hawaiian Language Grassroot efforts led to where community is now. The solution needs to come from below. There is a sense that the Hawaiians provide a model for a path to success/solutions. In other words, if groups can replicate the core mass of energy and organization that the Hawaiians did in their endeavors, there will be significant improvement in the issues identified at the summit.
- Agency policy on language, e.g. Hawaiian language requirement  I believe this related to ensuring that speakers of Hawaiian are not left behind in the push for language access for world language groups.
- Professional Development
- Training
TOP CHALLENGES IN YOUR ORGANIZATION THAT REQUIRE, OR COULD BENEFIT FROM, LANGUAGE SKILLS: CURRENTLY AND IN FIVE YEARS

WRITTEN EXERCISE

GROUP 2 – HEALTH AND HUMAN SERVICES ORGANIZATIONS WITH A DOMESTIC USAGE OF LANGUAGES (WITH A MIX OF GOVERNMENT AGENCIES AND NONPROFITS) – CURRENT NEEDS

• Need language interpreters at the workplace and service providers
• Interpreters to allow public to understand process to access rights and benefits (government)
• I need lots of trained interpreters for Chuukese language
• Greater usage of quality interpreter and translation services.
• Health translation / interpreters with oral/written translation
  o Chuukese/Marshalese
  o Filipino/Tagalog
  o Spanish
  o Samoan/Tongan
• Need now: bilingual, bicultural staff to work with our largest immigrant groups
• I need better training opportunities for bilingual community (esp. Micronesian languages) to be interpreters and for this to be valued.
• I need all agencies (state, federal, education, NPDs, businesses) to understand their obligations to provide language access for all.
• General public awareness of Federal and state language access law commitment
• Bilingual, bicultural workers for our most recent immigrant (migrants)
• Hire more non-English speaking workers and staff
• More multi-lingual people who understand the culture of non English-speaking people (families)
• More funding to allow greater resources to build bridges between English and non-English speaking people to help economically disadvantaged.
• Commitment, resources and greater administrative buy-in to providing meaningful language access – in compliance with language access law.
• Filipino languages: Tagalog, Ilocano
• Chinese: Mandarin, Cantonese
• Japanese
• 1 or 2 staff to provide Hawaiian language staff development to other government agencies.

GROUP 2 – HEALTH AND HUMAN SERVICES: DOMESTIC FOCUS – FUTURE NEEDS

• Need 173/173 employees to have a basic knowledge of Hawaiian Language
• 15 employees who interact with clients on the telephone to have basic conversation skills in Hawaiian
• 2 employees have Hawaiian translation skills (government, documents, resolutions, etc.)
• More resources dedicated to awareness and compliance with federal and state language access laws.
• Greater compliance and awareness by government and government-funded agencies with language access laws (meaningful access to services)
• Greater awareness of Limited English Proficiency (LEP) persons’ language access rights (Federal Civil Right Act Title IV) and (Hawai‘i Language Access Law HRS 321-C)
• A workforce that encompasses bilingual, bicultural workers and employers who value those skills.
• I want statewide (all sectors) support for and respect for bilingual and new immigrant communities! (e.g., New immigrant LEP kids denigrated in schools, but state needs these immigrants' language skills in the long-term)
• I want to see bilingual staff at agencies by hiring from the community.
• Community colleges, University of Hawai‘i, high schools to value all our bilingual youth/students and provide opportunities to hone their bilingual skills (not devalue them).
DEFINING THE CURRENT NEED FOR LANGUAGE SKILLS IN YOUR SECTOR
GROUP 3

Group Theme: Businesses: some with international and some with domestic usage of languages

Group Leader: Louis Bousquet, Hawai‘i Language Roadmap Initiative and Angela Haeusler, University of Hawai‘i at Mānoa

Group Participants by Organization:
- Advertising Associates International, LLC
- Bank of Hawai‘i
- Coffea Consulting
- Enterprise Honolulu, O‘ahu Economic Development Board
- Hawaiian Airlines
- Hawaiian Electric Company (HECO)
- Ho‘akua Communications Company
- Kiewit Building Group, Inc.
- Kapi‘olani Community College
- University of Hawai‘i at Mānoa
  - Center for International Business Education and Research
  - Globalization Research Center

1. What languages are needed in your respective organizations?

- Translators: Japanese (quality)
- Need Spanish, French, Korean, Mandarin (from Mainland China)
- Ilokano (some Tagalog)
- Vietnamese
- India – Hindi, Tamil
- Indonesia – Bahasa
- Samoan
- Taiwanese
- Cantonese
- Micronesian

2. For what purpose and at what level of usage are these languages needed?
(i.e., basic communication of information; basic for management purposes; highly technical and critical in nature; etc.)?

- Engineers
- Labor forces
- Flight attendants
- Finance
- Accounting
3. **What are the opportunity costs to you and your clients/constituents associated with these language skills?** (e.g., what deals cannot be sealed; what services can they not provide?)

- Customer loyalty
- Potential clients
- Sales/revenues loss
- Brand (Hawai’i)
- Operational (time loss)
- Customer experience

4. **What are your current solutions to these needs and challenges?** (e.g., no solutions; hire in a translator or part-time aid/consultant; train internally; hire bilingual employees; etc.)

- Leverage heritage speakers on staff at the bank, but really need people who speak the languages at higher levels of technicality to deal with complex issues
- Hire multi-lingual speakers
- Our services should be sensitive to various languages
- Suggestion: Educate early on various languages / promote multi-language
- Suggestion: Maintain native language skills
- Suggestion: Embrace native speaking at home
- Suggestion: Educate at school
- Suggestion: Visa process needs reform
- Need: People who know the Japanese culture, now, who can help bring modern, “cool” terms into advertising here in Hawai’i so that it is effective and up-to-date
TOP CHALLENGES IN YOUR ORGANIZATION THAT REQUIRE, OR COULD BENEFIT FROM, LANGUAGE SKILLS: CURRENTLY AND IN FIVE YEARS
WRITTEN EXERCISE

GROUP 3 – BUSINESSES: SOME WITH INTERNATIONAL AND SOME WITH DOMESTIC USAGE OF LANGUAGES – CURRENT NEEDS

- Hawaiian Electric Company
  - Spanish: as a whole, our company needs additional Spanish conversational skill at the supervisory level. Hawai‘i hasn’t had issues, yet.
  - Ilocano / Tagalog: conversational skills for labor force, currently
- Bank of Hawai‘i needs
  - at least 5-10 more Japanese speakers, 2-3 speakers of Korean, Chinese (Mandarin and Cantonese) at call centers and branches.
  - 2-3 foreign language speaking technical consultants 2-3 foreign language speaking contact representative
- Hawaiian Airlines needs:
  - 30 Mandarin fluent/English fluent customer service agents (per Hawaiian Airlines)
  - Flight attendants and customer service, on-going fluency in English AND Japanese, Mandarin, Korean, Ilocano, Tagalog
  - 25 Mandarin fluent/English fluent speaking flight attendants
- I need a fluent Mandarin speaker who is able to communicate proficiently and professionally in writing while being culturally sensitive.
- I need a fluent Korean speaker who is able to communicate proficiently and professionally in writing while being culturally sensitive.
- Need for pool of translators (curriculum). 50 per French, Spanish, Chinese, Mandarin (Kiewit Building Group)
- I work for a small firm – but any effort to bring on bilingual employees would be welcome I need the Hawai‘i Tourism Authority to properly educate and communicate to Asian media to comply with U.S. laws and to understand how to operate in Hawai‘i (Advertising Associates International, LLC)
- Communication with local workers speaking Spanish and Micronesian languages (Per Coffea Consulting)
- Ability to connect

GROUP 3 – BUSINESSES: SOME WITH INTERNATIONAL AND SOME WITH DOMESTIC USAGE OF LANGUAGES – FUTURE NEEDS

- Preference for Asian second language speakers in all roles, including professional support
- Greater demand for Mandarin-speaking flight attendants and customer service agents
- More language skills in all workplaces
- 2-3 foreign language speaking contact representatives
- I need a problem-solving, proactive employee to head the Chinese media and celebrity relations division.
- I need a problem-solving, proactive employee to head the Korean media and celebrity relations division.
- Demand for all Asian languages in customer-facing positions (per Bank of Hawai‘i)
• Korean: future business clients – written and verbal
• Mandarin: future business clients – written and verbal (Bank of Hawai‘i)
• French: conversational skills for Canadian market (Kiewit Building Group)
• +5-10 Mandarin Chinese speakers and possibly 1-2 Russian speakers, 1-2 Vietnamese speakers
• Bilingual state (printed and electronic material) Hawaiian and English (O‘ahu Economic Development Board)
• 200-person pool of translators (French, Spanish, Chinese, Korean, Japanese)
• Capacity to interact with tourists of new origin: Chinese, E. European?
• 2-3 foreign language speaking technical consultant
• Trade “Ambassadors” to Asia, possibly Europe. Mostly peoples of 2nd to 1st world nations (Brazil, India, China…)
• I need a way to learn another foreign language and culture in a class that is designed to work well with my professional schedule.
DEFINING THE CURRENT NEED FOR LANGUAGE SKILLS IN YOUR SECTOR

GROUP 4

Group Theme: Government agencies: defense (military and emergency services) homeland security; and immigration

Group Leader: Dong Kwan Kong, University of Hawai‘i at Mānoa, and Julio Rodriguez, National Foreign Language Resource Center

Group Participants by Organization:

- U.S. Dept. of Homeland Security (DHS)
- U.S. Citizenship & Immigration Services (USCIS)
- U.S. Navy
- State of Hawai‘i Civil Defense
- Hawai‘i Association of Language Teachers
- University of Hawai‘i at Mānoa
  - College of Languages, Linguistics, and Literature
  - Department of Indo-Pacific Languages and Literatures
  - National Foreign Language Resource Center

1. What languages are needed in your respective organizations?

   - Chamorro
   - Chinese
   - Korean
   - Japanese
   - Micronesian languages
   - Vietnamese
   - Russian
   - Mongolian
   - Spanish
   - Filipino languages
   - Marshalese
   - Chuukese
   - Pompei
   - Yapesee
   - Kosraean
   - Palauan

2. For what purpose and at what level of usage are these languages needed? (i.e., basic communication of information; basic for management purposes; highly technical and critical in nature; etc.)?

   - All levels of proficiency (depends on task) (noted by everyone)
   - Cultural knowledge is a must (DHS, USCIS & Navy)
   - Maintaining the level of proficiency (Navy)
   - Establish relationships through language and culture (Navy)
• Written and oral communication (noted by everyone)
• Transmit information (civil defense)
• Coordinated efforts

3. **What are the opportunity costs to you and your clients/constituents associated with these language skills?** (e.g., what deals cannot be sealed; what services can they not they, etc.)

• Critical and non-critical situations
• Need cultural immersion to be effective: Example: Not being able to complete a mission properly because of not having an understanding of the culture in addition to the language skills needed to go into a difficult situation (e.g., military trying to build wells in villages where the women inhabitants do not want wells there for cultural reasons; in other words, misunderstandings like this can cost time, money, even lives). Need cultural immersion
• Translation and interpretation services are not cheap (high quality)
• Difficulty in not being able to use local interpreters in emergency or legal situations since in a small community where less common languages are spoken it is possible that people will be related to that interpreter (e.g., in the case of a court interpreter); and this hampers the overall task/mission. This becomes an issue, also, around high security matters.
• Need to have security clearance for those interpreting or translating when involved with security matters in the state

4. **What are your current solutions to these needs and challenges?** (e.g., no solutions; hire in a translator or part-time aid/consultant; train internally; hire bilingual employees; etc.)

• Call in for interpretation services - current
• Machine translation (hand held device)
• Use of DLI (Defense Language Institute in Monterey)
• Volunteer interpreters and translators: Note: this was problematic after Sep 11th – security issues prevent use of volunteers or family in some sectors). The Department of Homeland Security and USCIS now use contractors for translation and interpretation services. They can also use phone-based services through the National Virtual Translation Center (NVTC). However, Civil Defense in Hawai‘i uses volunteers.
• Future: possibility of a 2-tier process for translation/interpretation, so a more informal source (e.g., a volunteer) could be used first to gather basic information and if deemed necessary, the case would be scaled to a higher, more secure level of translation.
• Future Need: Certification process to translate and interpret officially

**ADDITIONAL COMMENTS FOR GROUP 4 PRESENTATION**

• Is a reliance on machine translation compatible with a focus on cultural sensitivity (nuance)?
• Note: Shoreline Safety did research on universal, non-language signage.
TOP CHALLENGES IN YOUR ORGANIZATION THAT REQUIRE, OR COULD BENEFIT FROM, LANGUAGE SKILLS: CURRENTLY AND IN FIVE YEARS
WRITTEN EXERCISE

GROUP 4 – GOVERNMENT AGENCIES: DEFENSE (MILITARY AND EMERGENCY SERVICES), HOMELAND SECURITY, AND IMMIGRATION – CURRENT NEEDS

- Translation services to cover major languages for tourists/transient population.
- Translation services in all languages to cover local residents
  - Mandarin
  - Korean
  - Japanese
  - Maguindanaon
  - Tauoug
  - Arabic
  - Farsi
  - Pashtu
- Korean and Pacific Island Languages: 1 or 2 perhaps volunteer or full-time employee
- Chinese: 1 or 2 perhaps volunteer or full-time employee
- Japanese: 1 or 2 perhaps volunteer or full-time employee
- Translators of legal documents and processes
- Interpreters in all languages
- Interpreters who have in-depth knowledge of the culture as well

GROUP 4 – GOVERNMENT AGENCIES: DEFENSE (MILITARY AND EMERGENCY SERVICES), HOMELAND SECURITY, AND IMMIGRATION – FUTURE NEEDS

- Japanese/Chinese sustain current needs
- Korean sustain current needs
- Pacific Islander sustain current needs
- Translator and interpreters of Pacific languages and obscure Asian dialects
- Interpreters who have world experience in the country and culture context.
- Interpreters and translators who have legal knowledge also
- Languages to cover next major groups of immigrant and visitor groups to Hawai‘i.
- Languages: Indonesian, Farsi, Hindi, Malay, Mandarin, Korean, Japanese, Arabic, Pashtu
KEY QUESTIONS FOR THE DEMAND-SIDE PARTICIPANTS
FROM THE SOLUTION-SIDE PARTICIPANTS

Languages
• How do you deal with the number of different languages spoken in Hawai‘i?
• Language needs of high school graduates? What languages? What fluency levels?
• For Hawai‘i, we need to teach Filipino as a world language in high school. Currently there is Ilocano in Waipahu and Farrington but us Filipinos doing so will develop skills for laborers in the service work, give prospective students to the BA degree in University of Hawai‘i at Mānoa (Philippine)
• Will you need speaker of Micronesian Languages (social services)
• Needs for European languages?
• What languages will be in demand in the next 5-10 years?
• Language needs of high school graduates who are college and career ready
• Are there languages that we are not teaching but you need employees to speak and use these languages?
• What are the top 3 languages that your company/workforce needs?
• Do you expect increases in East European (e.g. Russian) tourism/business?
• What Southeast Asian Countries (and language) are / or are going to be important to your work?

Proficiency
• What level of proficiency do they need? (reading/writing, listening/speaking)
• What are the top three language needs and at what level of proficiency?
• What level of language and cultural proficiency is required?
• What levels of language proficiency do you need?
• What other workplace skills, besides language proficiency, do you expect them to have?
• If you had to choose between multilingual but low-level proficiency or bilingual high-level proficiency, which would you choose?
• What levels of proficiency in the second language is most needed? What is the minimal proficiency level acceptable?
• How do you determine who is proficient/fluent enough to meet your needs?
• What level of proficiency and areas of expertise will be needed?
• What spoken language skills do Japanese speaking employees need in your organization (any specialist languages)?
• What level of literacy skills (reading and writing) do Japanese proficient employees need in your organization? (Any areas of specialization?)
• Are there skills gaps in language training and what you need (level/proficiency, in your current employers?
• What should K-12 teacher language proficiency be?

Cultural Understanding
• What types of cultural knowledge do Japanese-proficient employees need in your organization? (Any specialist knowledge?)
• What levels of content (cultural) proficiency do you need?
• What is the current gap in language and cultural proficiency in Chinese and Korean?
• Which one do you consider more important: a) proficiency in a particular language, or b) ability to detect and deal with cultural nuances?
Education

- Is it easier to hire native-language and train in function or vice versa?
- What can University of Hawai‘i’s College of Languages, Linguistics, and Literature do to provide language specialists that various business and government sectors need or will need?
- Currently, there is a certification for high school teachers in Filipino in California. We should get that certification to Hawai‘i so we can certify graduates of Philippine Language and Culture (for future work)
- How are you currently filling needs? Heritage speakers or school-trained?

Human Resources and Business Application

- What are the lost $/opportunity costs to not meeting the needs (current and future)?
- How many people/employees do you need trained/educated in which languages and at what levels...beginning, intermediate, advanced, etc.?
- Does your business/unit do business with other Pacific or Pacific Rim countries? Want more?
- How do you recruit employees (second language speakers) when needed?
- What percent of your bilingual staff are local!? 
- How valuable do you see providing training to your staff in culture/language?
- Would expertise in product labelling in other languages serve your business?
- Is there interest in more clients from Europe? South America? Tahiti?
- How do you cope when you do not have anyone able to speak language of your clientele?

Cost/Funding

- How do businesses/government agencies value language skills in terms of salary/other worker benefits?
- How motivated are you to team on a solution? Level of commitment and support now and in the future?

Government

- How does the government sector deal with the many smaller languages?
- How does language access by citizens affect the delivery and utilization of public services?
- What are military needs, both for Hawai‘i-based programs and for wider world?
FUTURE NEEDS: WHAT WILL HAWAI‘I LOOK LIKE IN FIVE YEARS (2018)
AND WHAT WILL YOUR WORKFORCE NEED?

• China market: Visitors coming here; and going to China

• China

• Korean market: Coming to Hawaii

• Future: Chinese, Japanese, Korean

• Hotel professionals with language skills for global work

• Hotel: local people who understand Hawaii and have language skills

• Attracting the “free independent traveler” =⇒ Having returnees (i.e., tourists who originally came in a group or tour package; now they decide to return on their own so will need more language support at the hotels)

• McDonalds: English of their workforce needs to be improved. Special program called “English under the Arches”

• McDonalds =⇒ retiring senior professionals creates a gap. Need up-and-coming young professionals with language skills

• Need for Spanish and French for Kiewit Building =⇒ to respond to global expansion
  o Spanish to manage workforce
  o French for work in Canada

• Office of Language Access
  o Need more awareness
  o Need more compliance
  o Need sufficient interpreters and translators

• Don’t lose the human element: strengthen community

• Effects of the comprehensive immigration reform =⇒ more non-U.S. citizens coming with their own language skills to be leveraged (versus native-born children without educational support).

• SSL: Spanish as a second language

• Global warming may affect us: rising tides might wipe out Hawaii homes, but we may have less hurricanes…

• Demographics in Asian countries are plummeting, creating internal challenges: this may affect trade; travel

• Military engagement from military in Hawaii
• Russian visitors coming to Hawaii

• Cost of doing business for “small” offices in Hawaii: it makes it hard to afford multiple languages

• Future of Science in Hawaii
  o Astronomy
  o Clean energy
  o Safety tracking
  o High technology
  o STEM

• How to leverage technology (i.e., voice recognition)?

• Move to bilingualism: English and Hawaii officially

• Pre-school initiative is key

• Dealing with varied socio-economic levels in the state → people falling between the social net

• How to convince clients to invest in employees with language skills now – before we have to “fight” over the talent.

• Companies going global will need to plan for multilingual workforce to be effective.

• Exporting language and culture (e.g., Vietnam reaching out to Hawaii to train people, professionally – for different sectors; and in English; and in other languages

• We need teachers
CHALLENGES TO GETTING THE WORKFORCE THAT YOU WANT: KEY OBSTACLES

• Senior management doesn’t get it: they are not planning ahead
• How to educate our management?
• Costs of having interpreters are very expensive
• Not seeing a generation coming up with disciplines and language skills
• There is no value placed on bilingualism
• Few to no elementary school language education
• Less respect for teachers: they are not remunerated enough
• Lack of language teachers: tight budget and other priorities
• Budget: not enough to support heritage learners
• At post-secondary level, much time spent on remediation (i.e., for graduates of the K-12 system) rather than launching into multicultural/lingual education
• Not leveraging those in the military (or leaving) with interest in languages skills
• No measurement for proficiency
• Insufficient data to support value of language education/skills (lack of research)
• Insufficient research on treatment of those receiving human services
RESOURCES WE CURRENTLY HAVE TO LEVERAGE TO HELP ADDRESS OUR LANGUAGE NEEDS

WRITTEN EXERCISE

- The National Foreign Language Resource Center at the University of Hawai‘i at Mānoa (teacher development / materials development)
- FLAS Scholarships at University of Hawai‘i at Mānoa (cryptolinguists learning the military)
- Center for Applied Language Acquisition for Workforce & Economic Development
- Centers for International Business Education and Research (CIBER) Business Language Program (CIBERWEB.msu.edu)
- Office of Language Access
- Language Departments at University of Hawai‘i at Mānoa
- National Language Service Corps – linguists for hire
- Hawaii Association of Language Teachers
- Language Associations (AATSP, Chinese, HATJ, TESOL, etc.)
- U.S. Census Reports
- Immigration Statistics
- Workforce investment boards and WOC
- We have outstanding bilingual (immigrant) youth/young professionals! (Need more training for them!)
- Center for Language Roadmap Sustainability
- Current resource: Consul from Federated States of Micronesia
- GATEWAYS where immigrants, visitors, LEP persons through which they pass (Educational system, immigration, health services): can be net to catch and communicate
- NCLB Title III Immigrant Children & Youth Fund to support immigrant families and students
RESOURCES WE WOULD LIKE TO SEE CREATED TO HELP ADDRESS OUR LANGUAGE NEEDS
WRITTEN EXERCISE

- A hub that provides language resources
- Hub, resource center for public and private needs
  We need better coordination of language training opportunities (universities, community programs and business programs)
- We need a compilation of resources – a directory of sorts
- Language Task Force (I can be a “stick”.)
- The awareness and synergies created by this Summit and The Language Roadmap Initiative
- Churches; neighborhood groups; ethnic associations; restaurants; hang-outs for different language groups
- Administration; legislators; politicians responsive to the needs of LEP groups
- Future resource: funding
- Needs analysis research (among University of Hawai‘i at Mānoa faculty) that can inform course development for community needs
- Resource needed: language/culture training geared toward senior-level managers in hospitality industry
- Translation resources for multiple languages
- We have cultural groups that could help with cultural training (Japanese Culture Center; Japan-American Society of Hawaii; United Okinawan Society; Hawaii Association of Language Teachers)
- We need systemic changes in the Department of Education to help fund and support new language initiatives.
- If you have any immigration-related questions, concerns, issues, please contact Darlene Kutara from the U.S. Citizenship & Immigration Services.
TOP 10 KEY DEMANDS FOR LANGUAGES IN BUSINESS AND GOVERNMENT IN HAWAI‘I

“Demand-side” participants in the Language Summit were asked to vote on what they considered the top demand for language skills in their organization, ranking their needs from the top (#1) to their third priority (#3). “Solution-side” participants were asked to vote, similarly, ranking what they considered the most likely need that could be responded to with educational solutions (from the first to the third). The following displays the ranking by the participants of key needs for languages in the state of Hawai‘i, listed with the highest quantity of votes, in total, to the lowest.

Create a Public-Partnership with a Stick to Get Things Done!

Voting:  (4) #1
        (8) #2
        (6) #3

Developing Awareness of the Value of Language Skills: Community, Society, Business

Voting:  (9) #1
        (1) #2
        (6) #3

Developing Language Courses at the K-12 Level (and How to Offer Them)

Voting:  (8) #1
        (3) #2
        (3) #3

Creating a Language “Hub” for the State / Community Input

Voting:  (5) #1
        (4) #2
        (3) #3

Integration of Hawaiian in Hospitality Sector

Voting:  (1) #1
        (4) #2
        (3) #3

Need for “Plurilingual” Professionals

Voting:  (2) #1
        (4) #2
        (1) #3
Addressing Multiple Language Needs for Different Ethnic and Immigrant Populations and Advocates. Community Navigators to Assist the Immigrant Community

Voting: (2) #1
       (3) #2
       (2) #3

Teacher Training

Voting: (2) #1
       (3) #2
       (2) #3

Translation and Interpretation

Voting: (1) #1
       (2) #2
       (3) #3

Improve Compliance to Language Access Laws – Collaboration with Various Sectors

Voting: (0) #1
       (1) #2
       (4) #3

Create a Board/Body to Move Language Roadmap Forward

Voting: (0) #1
       (1) #2
       (1) #3

Language Maintenance Program for Heritage Learners

Voting: (0) #1
       (0) #2
       (1) #3