Notes from the 2013 Hawai‘i Language Roadmap Initiative: Working Group Meeting

Wednesday, May 22, 2013

On May 22, 2013 a select number of participants from the Hawai‘i Language Summit joined new colleagues for the first Working Group meeting to begin the process of structuring the Hawai‘i Language Roadmap. The objectives of the meeting were:

• To brief participants on the meaning of a “Language Roadmap” for the state of Hawai‘i;
• To review key findings from the Language Summit and commensurate research on the demand for language skills in the workforce;
• To structure key themes and organize participants to drive various Working Groups;
• To identify additional resources (i.e., individuals; organizations; sources of funding) to support the long-term goals of the Hawai‘i Language Roadmap.

The Working Group delineated six areas for continued discussion that will lead to discrete calls for action within the Hawai‘i Language Roadmap.

• **Advocacy and Leadership:** Increase public awareness of the social value and economic importance of a multi-lingual workforce for Hawai‘i. Engage leaders to increase worker and employer investment in world language skills across all sectors of the State's workforce.

• **Retention of Multi-lingual Talent:** Retain international students graduating from Hawai‘i’s educational institutions to contribute to the State’s workforce; and retain heritage learners and immigrants in the state to leverage their language skills.

• **Database of Language Needs and Resources:** Develop a database and web portal that coalesces workforce language needs with multi-lingual talent in the state.

• **Higher Education and Professional Training:** Establish post-secondary, vocational and mid-career training programs that develop language and cultural skills for the workforce in Hawai‘i. Address worker preparedness and reward with a system of proficiency-based certifications.

• **K-12 Initiatives:** Restore world language instruction to all levels of K-12 education. Develop projects that leverage heritage learners in the schools; that engage advanced learners; and that encourage the community to support world language study in the schools.

• **Interpretation and Translation:** Develop a certification process for translators and interpreters; as well as expand educational programs to produce more graduates in this area for the state (for government and social services as well as for the growing international convention and conference industry).
The following notes summarize the output of the meeting and outline discussions leading to calls for action or further consideration.

**Working Group Theme: Advocacy and Leadership**

**Key words:** awareness, advocacy, cultural change

**Discussion point:** The private sector is one of the largest sources of demand for people with world language skills. However, the needs of this sector are not transparent to the general public. There is a folk belief in Hawai‘i that students who study a world language are preparing for work in the hospitality industry, and that there is no other purpose for or value in studying a world language beyond employment in that sector. The private sector can play a central role in making the study of world languages attractive to students and to the population at large by conveying that such study has value both for its potential to contribute to the economic well-being of the individual employee (who will be compensated for his/her world language skills) as well as for the business endeavor.

- **Goal:** To develop strong advocacy in private industry/the business sector for a State-supported program of world language education in K-12.
- **Goal:** To increase public awareness that many career pathways and fields of employment require world language skills.
- **Projects:** K-12 Career Days (invited speakers should include those with world language skills); College/Post-graduate: Job fairs should highlight world language skills: highly desirable, will be remunerated, provides opportunities for advancement.

**Discussion point:** A two-pronged approach that has public and private sectors working in concert to raise awareness of the value and importance of, and the current and growing need for, world language skills for the State’s workforce is likely to be a crucial piece in the plan to implement the Roadmap. State and county Work Investment Boards (WIBs) can play a central role in adding world languages into the mix of skills that are valued by employers, and for which training opportunities and funding support can be made available. This type of advocacy for world languages allows for developing (at no cost?) the foundations of a public-private partnership. Importantly, such a partnership can be extended to include educational institutions, which, as the providers of world language skills training, can develop programs that will be designed to meet the specific demands of the employers/the workplace.

- **Goal:** Add world languages to the mix of valued skills identified by employers and WIBs for prospective employees, and develop resources to support world language training and education through these bodies.
- **Goal:** Develop a cooperative relationship between employers and educational institutions through state and county WIBs that enables development of training programs that are designed to meet the real-time needs of employers/the workplace.
- **No projects at this time.** Initiate contact with members of the OWIB and Neighbor Island boards to raise awareness of the Language Roadmap Initiative among the respective boards’ members, and staff.
Discussion point: There is a general sense that because the State of Hawai‘i has a linguistically diverse population with large numbers of speakers of world languages that the resources needed by the State are “out there” if one simply looks carefully or advertises effectively for them. The pre-summit research and summit interactions strongly suggest that this folk belief is not viable in light of the large numbers of unfilled positions, and the near total reliance on phone-in interpretation services or contractual hiring of outside firms and or overseas recruitment in certain sectors and for certain types of specialized proficiency. In order to change the status quo, there is a need to change the culture of folk beliefs about world languages. There is a need to recognize that there are real gaps, real potential for developing employment opportunities, and real possibilities for economic gains (and, if the status quo is maintained, losses). The need for buy-in at all levels to support this cultural change was widely recognized by summit participants; those states that have had success in implementing significant projects from their roadmaps have had such a broad level of buy-in. Thus, there is a need for a legislative push, an alliance with economic development agencies, a public awareness campaign with support from both business and government, and etc. to enable the endeavors and projects outlined in these notes to be recognized as valued, and there is a need for a collaborative move forward.

- Project: Media blitz, public service advertising campaigns
- Project: Develop a State-level council or board with representatives from all sectors to monitor and report on progress on the roadmap initiative, to sustain the momentum required for change, to identify and develop projects to take advantage of new opportunities within a given working group area, and to identify and surmount obstacles to accomplishing stated roadmap initiatives that require delivering the “push” for initiating, sustaining, or expanding efforts in new directions, as needed.

"Big projects" proposed by participants

- Reward bilingual/bicultural staff with well-paying, full-time jobs
- Career days -- highlight language related job needs
- Legislation to help move this: Include world languages in mandatory State (HIDOE) initiatives (P-20, STEM, CTE), diploma requirements, Business Roundtable, etc.
- Awareness of importance of language skills among public officials/heads of government agencies
- Valuing bilingual/bicultural employees by ALL segments of the community (e.g., business, government, community agencies, education)
- Sponsored entrepreneurial language initiatives (e.g., language apps development start-up company)
- Start roundtable with government, business, education, non-profits as a government committee/task force to report back to the Governor.
- State-wide video contest (promoting the importance of world languages and cultures)
- Liaise with Governor’s Office
- Legislative proposal development
- Government support for world languages and cultures
- Public awareness campaign for world languages and cultures
- Center for Language Learning Awareness (public-private funding)
**Working Group Theme: Retention of Multilingual Talent in the State**

**Keywords:** heritage learners, immigrant populations, foreign students

**Discussion point:** The State of Hawai'i is home to a large population of immigrants who are native speakers of world languages that are in high demand across various sectors of the economy (e.g., health and human services, legal services, public education, agriculture, retail, tourism, etc.). Potentially, these individuals are a rich resource for filling the significant and pressing world language needs of the workplace. However, the high-level world language proficiency of these individuals, widely recognized as a valuable and desirable qualification for their employment, is often offset by the absence of other credentials (i.e., a college degree, or some other form of post-secondary education). With financial support, these individuals could obtain the additional credentials and become highly qualified for positions that require top-level world language skills. In this way, the world language knowledge they possess becomes a valued asset rather than a deficit.

- **Goal:** Enhance the caliber of top-level world language proficiency in the state’s workforce by realizing the potential of residents of the state (i.e., 1st and 2nd generation immigrants, high proficiency heritage learners) who already possess high proficiency world language skills through programs that enable them to complete the credentialing process (i.e., by earning post-secondary degrees or gaining access to other post-secondary vocational training).

- **Project:** Identify sources of financial support in order to create scholarships for local residents with high-level world language proficiency in high demand languages. These sources may be private, or public (see also item on WIBs under “Attraction”).

**Discussion point:** There are a number of top-ranked university programs and professional schools at institutions of higher education in the State of Hawai'i which draw, by virtue of the quality of education they provide, exceptional students from around the world. Owing to restrictions on their visas, most of these well-trained and highly qualified graduates are not able to take employment in the United States. Thus, the State is not able to benefit from the effort and cost invested in providing education and training for these individuals. In order to enable the State of Hawai'i to stem the loss of this valuable pool of human resources, there should be some capacity to exercise an option to retain highly qualified individuals who employers deem as “best fit” for particular job openings.

- **Goal:** Enhance the caliber of top-level world language proficiency in the state’s workforce by retaining graduating international students who are best qualified to fill specific positions requiring a combination of higher education, possibly with additional post-graduate education, and high proficiency in world language skills.

- **Project:** Develop a process through which employers can request a state-sponsored visa in order to retain highly-qualified graduating international students who have received their education and training in the state, and who have been identified by an employer as uniquely qualified for a position owing to a combination of specialized training and world language skills.
"Big projects" proposed by participants:

- Affirm language diversity of immigrant parents to maintain language while also promoting English.
- Program for immigrants already residing in Hawai‘i who speak a world language to get TIM or other professional education.
- State-sponsored visas for foreign students who graduate from Hawai‘i colleges to work in Hawai‘i.
- Encourage bilingual education by allocating funding to teaching languages and heritage languages not only in K-12, but in college, too.
- Promote and support the celebration of bilingualism among a larger portion of Hawai‘i’s population.
Working Group Theme: Database of Language Needs and Resources

**Keywords:** Data collection, world language proficiency inventory, employer needs inventory, educational resources inventory

**Discussion point:** Economic development should be a driving force in the endeavor to promote awareness of and develop advocacy for the value of world languages in the workplace. It is currently unclear what the cost of a failure to address world language needs in the workplace might be. The costs of miscommunication with workers or clients/customers, errors in cultural protocol (especially in the sectors of health and human services, emergency services, and the military, but also in advertising and in the retail and hospitality sectors – for instances of this nature see the Summit notes), among other potential language and culture based incidents are not regularly recorded or calculated, nor is the cost of opportunities for establishing community or business connections that are lost owing to a lack of employees with the requisite world language skills tracked. Moreover, employers’ lack of success identifying individuals who can fill positions that require world language skills (as was noted anecdotally to be the case for Hawaiian Airlines’ effort to hire Mandarin speakers) may lead to a sense that either the resources are not available, or are not accessible, in the state, thereby creating further drag on current and, potentially, future economic development. An effective system for establishing and maintaining a current inventory of i) available language resources in the State (i.e., human resources – which languages and at what proficiency levels?), and ii) world language needs for business and other employers in the State would contribute significantly to identifying gaps between supply of and demand for world language resources, and also would be instrumental in capturing a snapshot of demographic change in the State and its impact on this particular domain of supply and demand.

- **Goal:** Establish a way for the State to keep track of current world language needs (especially in the business sector) and changes in these needs, as well as world language resources (among the pool of world language human resources, which languages have resources available, and at what levels of proficiency?), and changes in the pool of individuals who provide these resources, so that gaps between current needs and current availability can be documented and addressed accordingly (e.g., through Legislation, shifts in educational programming, development of grant proposals for additional funding, etc.); and so that reliable data on the demographics of changing needs and shifts in immigrant and other resident populations can be made available to the relevant groups in the State (e.g., legislators, the Governor’s office, K-20 educators), so that these groups can be proactive in their responses to world language concerns, and so that decisions about current and future policy, investment, and programming can be made from an up-to-date, and well-informed position.

- **Project:** Identify a State office or entity that will be responsible for establishing and maintaining (at least on an annual basis) a public, on-line database of current world language needs in the State (especially in the business and government sectors), as well as world language resources (which languages? what levels of proficiency?) that are available within the State (i.e., both O’ahu and the Neighbor Islands). The question of whether this agency/entity will also be tasked with identifying gaps between needs and available resources, or with tracking changes, remains an open question. Establish
procedures for (at least) annual data collection, and identify a reliable source of funding to support collecting this data on a regular basis and posting it to the on-line database in a regular and timely manner (e.g., minimally annual updates).

"Big projects" proposed by participants:

• Create a database of all companies, all jobs/occupations, that need and/or desire multilingual expertise (public only thinks of tourism related jobs)

• Need to quantify the economic benefits of world languages and lost opportunity costs to the State

• Establish an annual inventory of language by county with a statewide roll up; how many speaking at which level of proficiency

• Statewide survey of all business language needs
**Working Group Theme: Higher Education and Professional Training**

**Key words:** Post-secondary, specialized training (job- or sector-specific), in-house training, community colleges, university and professional schools, vocational training

**Discussion Point:** Discussion at the summit and during the working group meeting frequently turned to the general lack of resources for on-the-job training of world language skills and multicultural competence. Worker productivity is negatively impacted when such training occurs during working hours or requires extended periods of time away from the workplace. Developing training options that are time- and effort-feasible for both employers and employees is crucial to upgrading broad sectors of the current workforce with respect to world language competency. Ideally such training would include, but not be limited to, providing all employees with rudimentary proficiency in at least one world language (to be dictated by the needs of the workplace in question), enabling bilingual workers to expand their proficiency to include additional languages, and enhancing proficiency in a broad range of job-specific tasks (situations regularly encountered in the course of the workday). Return on investment can be managed through a system of formal recognition of completion of such training, ideally with potential workplace recognition (e.g., increased salary, increased opportunities for advancement, etc.). Quality control can be maintained by developing practices for proficiency assessment or by putting exit requirements in place.

- **Goal:** Enhance world language capacity in the workforce through readily accessible training geared to workplace-specific needs, and measures to ensure quality outcomes and accountability.

- **Project:** Develop an on-line “hub” of world language training modules for high frequency types of encounters and activities (e.g., greetings and pleasantries, assisting with way finding, assisting with site-specific tasks such as filling out a form or interfacing with an automated machine, determination of need for emergency assistance, etc.).

- **Project:** Develop a template for creating new industry- and area-specific world language training modules in order to enable the “hub” to be responsive to new demands (esp. new languages) on the State’s workforce.

- **Project:** Identify sector- or industry-specific skill sets that are in high demand and incorporate these training components into world language instruction in community and four-year instructional programs.

**Discussion point:** There is a significant gap in the availability of workers who have attained a level of world language proficiency and cultural awareness that is adequate to meet the demands of specialist tasks that require sector-specific expertise (e.g., engaging in contract negotiation, conducting international financial transactions, taking a medical history, enforcing state and federal regulations such as building codes and occupational safety rules, etc.). This is, in part, due to the propensity for advanced language training in institutions of higher education to take a broad, liberal arts perspective on developing world language competency. While developing the functional fluency of an educated world language speaker is highly desirable, it is essential that such world language training be supplemented with opportunities for students to develop similar levels of advanced proficiency in their areas of specialization so that their skills are suited to the demands of the workplace. As noted above, the learner’s return on investment...
would be realized through a system of formal recognition of advanced proficiency that, in turn, would become a credential valued by employers (as indicated by, e.g., increased salary, increased opportunities for advancement, etc.). Quality control can be maintained by developing standardized assessment instruments.

- **Goal:** Develop instructional resources and learning opportunities in higher education to enable learners to attain advanced proficiency in the specialized discourse of particular industries or professions.

- **Project:** In consultation with industry specialists and professional school faculty, develop a broad range of service learning opportunities and short- and long-term internships for students in advanced levels of world language study at institutions of higher education.

- **Project:** Pair professional experts with world language instructors to develop sector-specific or task-specific curricular modules that can be team-taught in world language classrooms, or developed as on-line mini-courses, or as web-based resources for world language instructors.

**Discussion point:** For the hospitality sector, the branding of Hawai'i as a unique destination is of key importance. Hiring people with the requisite world language skills is not helpful if these individuals do not “get Hawai'i” or if they cannot convey a Hawaiian sense of place to the visitor in the visitor’s language. Developing ways to create an awareness of and appreciation for a Hawaiian sense of place in languages other than English becomes an important part of training travel industry personnel, particularly those who interact with visitors in languages other than English.

- **Goal:** Provide training to employees in the visitor industry to enable them to maintain and promote – through their words and actions -- the State of Hawai'i (e.g., its people, language, and culture) as a unique travel destination to visitors who do not speak English or Hawaiian.

- **Project:** Develop curriculum for students in the School of Travel Industry Management (TIM) at UH-Manoa, and in relevant programs at community colleges, to help students to “get Hawai'i”.

"**Big projects**" proposed by participants:

- Vocational FL training convenient for people already working (through community colleges?) -- tuition reimbursement program

- Proficiency-based certification that has 'expiration'

- Open-badge system for credentialing of world language skills

- Be more aware of the different needs of students with language skills who need to "get" Hawai'i vs. students who get Hawai'i who need language skills

- Encourage bilingual education by allocating funding to teaching languages and heritage languages not only in K-12, but in college, too.

- Language and cultures for Specific Purposes (e.g., medical, tourism, insurance, business)

- Instructional content that is practical and pragmatic, designed to enable workers to manage the particular demands of the workplace

- Create opportunities for people of all ages and cultures to discuss specific topics of living from their cultural backgrounds and how language influences the various perspectives of life.
Working Group Theme: K-12 initiatives

Discussion point: It was noted that, owing to a number of federal initiatives that have made extensive demands on K-12 education over the past decade, the resources of K-12 education have been stretched thin, and many world language programs that existed previously have been dropped from school curricula. The general sense of those attending is that providing resources to restore world language classes to the K-12 curriculum across the State would be an important first step, but that taking such a step without also changing folk beliefs (among administrators, teachers, students, and parents) about the limited, and essentially low, value of world language skills would not be an effective endeavor. Thus, while recognizing that universal K-12 world language instruction in the K-12 curriculum is both inherently desirable, and potentially problematic, additional possibilities for jump-starting this endeavor were discussed. One common theme, shared with several of the other working group areas, was the effective use of existing world language proficiency among heritage learner populations.

- Goal: Find ways to value those who are already bilingual in some domains of world language use.

- Project: Develop a dual-immersion-style instructional track for high proficiency heritage learners.

- Goal: Since it is not uncommon for students at the 3rd and 4th year levels of study to be grouped with less skilled peers, or to be required to engage in extended self-study, an important goal of improving world language instruction in K-12 education is to find ways to ensure that learners at more advanced levels of proficiency receive world language instruction at the appropriate level.

- Project: Create on-line courses to serve the very small populations of advanced learners in widely diffused and/or remote K-12 school campuses. High proficiency students can meet with each other and their teacher through (web-based) courses delivered via the Internet at a fixed time of day. The goal is to make more effective use of limited human resources (i.e., world language teachers), particularly those who are able to teach at more advanced levels of instruction.

- Project: Pursue federal funds for an AP incentive program that will a) fund teacher training for preparing students for the AP world language tests, b) provide incentives for teachers to participate (i.e., free professional development credit), and c) provide ready-made curriculum for teachers to use in class.

"Big projects" proposed by participants:

- Languages in core curriculum
- Require at least one foreign language in K-12 curriculum.
- Create more opportunities for student to become bilingual/bicultural
- Encourage bilingual education by allocating funding to teaching languages and heritage languages not only in K-12, but in college, too.
- Prepare a trained teacher pool/Alternate route to licensure?
• Invest in scholarships for teacher certification.
• Post-baccalaureate K-12 certification for World Languages at UH-Manoa, higher ed.
• State-sponsored visas for guest teachers, teacher exchange program
• Increase of AP/IB language programs and students taking AP tests
• Training of AP language teachers
• Academies or learning centers
• Partnership between high schools and post-secondary institutions to teach and support language instruction.
• Proposed progression of world language instruction:
  o K-6: Provide exposure to world languages through videos, apps, online interaction, as part of the common core.
  o Grades 7-9: Ensure continuity of world language learning through regular classes; or hybrid classes (classroom instruction plus on-line study or use of language learning apps).
  o Grades 10-12: Ensure continuity of world language learning (as above), but also allow for option of dual immersion schools.
  o Create a system of certification of world language learning which might include exit proficiency requirements or a Capstone course/project.
  o Establish connectedness between world language learning and career pathway
  o Post-secondary: Provide for articulation between K-12 and college/university world language study.
• Curriculum for global competence.
• Create required course that all students must take in order to graduate college/community college on Hawaiian history, values, culture, and distinguish from "local" culture (viz. H-Focus graduation requirements for courses with Hawaiian content at UH-Mānoa).
• Support after-school language training by ethnic community trainers.
• Better methods and strategies for teaching languages and cultures with defined student learning outcomes.
• Mandatory FL in K-12 but needs to be continuous
• Hire qualified language teachers, not just native speakers
Working Group Theme: Interpretation and Translation

Discussion point: The State Legislature has recently passed bills in the House and Senate to fund the development by the Office of Language Access of an on-line data base of interpreters and translators in the state with the goal of making these services more widely available to those sectors of the state that require these services in order to be in compliance with federal and state language access laws. The ultimate success of this initiative (i.e., making this information broadly available through a shared database) may depend, however, on the extent to which there is a shared understanding of who may be listed in the database. In other words, the question of standardization of certification remains a potentially contentious point for those who serve as interpreters and translators in the state. Moreover, certification of specialized services, such as medical translation, portends an even greater set of challenges. The extent to which such a central database can become an engine for change vis-à-vis the Language Roadmap initiative requires further exploration by this working group, and close collaboration with those working in the Office of Language Access.

- Goal: Develop resources for in-state training and credentialing of interpreters and translators at a level of capacity that meets the needs of the State with respect to demand for specific world languages and areas of specialization.

- Project: Establish a public-private partnership to support the expansion of in-state training facilities and programs for interpretation and translation. Ensure that opportunities for training and certification are available both to those who have not yet entered the workforce as well as to those who are currently employed.

- Project: Leverage advanced language skills among resident populations by creating needs-based and merit-based scholarships to enhance recruitment efforts among high proficiency heritage and immigrant populations in the State, as well as students who attain high proficiency at in-state institutions of higher education.

"Big projects" proposed by participants:

- Promote certification of interpreters through development of language exams in languages of limited diffusion

- Creation of a pool of qualified/certified interpreters/translators with support from public and private sectors

- Multilingual websites for business and government agencies. Many companies and educational institutions already have such websites. Idea: Create a one-time tax credit for producing such a site.

- Need for simultaneous interpreters for international conventions
Resources to Consider

The Working Group participants compiled a list of possible resources (people; organizations, and funding sources) potentially helpful to the success of the Hawai‘i Language Roadmap Initiative.

Individuals who could be Supportive

- U.S. President Barack Obama (re: his connections with Hawai‘i)
- Hawai‘i Governor’s Office (Governor and Lt. Governor)
- Hawai‘i State Senate Education Chair, Jill Tokuda
- Hawai‘i State House of Representatives Education Chair, Roy Takumi
- U.S. and State Senators and Representatives
- Mayors
- Members of the City Council
- Superintendent, State Board of Education
- U.S. Senator Mazie Hirono (as she was an immigrant, ESL child)
- Tammi Chun, Governor’s educational director/policy analyst
- Dr. Glenn Miyatake (UH)
- Abigail Kawananakoa
- Genshiro Kawamoto (a Japanese (national) businessman with extensive real estate holdings in Hawai‘i)
- “Mr. Lanai” Larry Ellis (owns the island of Lanai and the regional airline Island Air)
- Oprah Winfrey (has a residence on Maui)
- Maya Sotaro-Ng (President Obama’s sister)
- Professional athletes with language skills connections, people such as Shane Victorino, baseball, or football players such as Troy Polamalu (Steelers), Samson Satele (Colts), Kealoha Pilares (Panthers), Pisa Tinoisamoa (Bears), among others.

Organizations or Companies

- Hawai‘i Tourism Authority
- Hawai‘i Lodging Association (Hotel Association)
- Hawai‘i Tourism and Convention Bureau
- Chamber of Commerce
- Big companies to sponsor contests for language learners:
  - HECO (Electric Co.)
  - Board of Water
  - Oceanic-Time Warner
  - Lex Brodie
- Community organizations:
  - JASH (Japan America Society of Hawai‘i)
  - JCCH (Japanese Cultural Center of Hawai‘i)
  - Okinawan Cultural Center
  - FilCom (Filipino Community Center)
- Other community organizations
Media

- Local stations: K5, KHON, KHNL, KGMB, OC16
- KBS (Korean Broadcast System)
- KIKU (Japanese Television)
- NGN (Japanese Cable Television)
- The Filipino Channel
- Telemundo
- Olelo Hawai‘i (Not-for-profit Community Television)
- Oceanic Time Warner
- Hawai‘i Public Radio
- Airline (in-flight) magazines
- CMs of corporations and companies
- Hawai‘i Film Industry
- Hawai‘i Theater for Youth
- Kumu Kahua (theater)
- Tihati Productions (Island-based entertainment group)
- Tom Moffat Productions (Island-based entertainment group)
- Print media: Star-Advertiser, Civil Beat, MidWeek

Funding Sources

- Microsoft
- Apple
- Bing
- Twitter
- Yahoo
- Facebook
- General Growth Properties
- JTB/Kintetsu [Japan Travel Bureau]
- Ward Group [a group that is building condos in many locations in the state]
- Hawai‘i Business Roundtable
- Consulates
- Airlines, cruise lines (NCL, etc.)
- Law firms who deal with international business, international law, and clients
- Made-in-Hawai‘i products association (agriculture/food, clothing, crafts, etc.)
- Realtors
- Tour companies (Panda, JTB, Trafalga)
- Banks, financial institutions
- National Science Foundation, Law and Social Sciences Program (issues surrounding language access and impact on society)
- William T. Grant Foundation (issues impacting the lives and life choices of people 25 and under)
- The Learning Coalition
- P-20 Task Force
- Hawaiian Immersion Program
- Various DOE departments (CTE, AP, learning centers)
- State funds, round table art foundation
- Confucius Institute
- Kansai Gaidai (local university)
- Celebrities that are pro-language (such as, “Mrs. Abercrombie”)
- No one federal grant, but in every federal grant, apply for [sic] ask specifically for bilingual or bicultural programs