HAWAI’I LANGUAGE ROADMAP INITIATIVE
“The Hawai‘i Language Roadmap Initiative is something that I feel is part of a long-term effort that we have to commit ourselves to. As the world has become smaller in one way, our obligation as human beings to be more than we would otherwise be if we were restricting ourselves, becomes even more important. That means that we have to be able to speak with one another in order to know one another in a transformed world of true globalization. The economics of knowing a foreign language, on the practical side of it, is without question now.”

–Neil Abercrombie
Governor of Hawai‘i
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Visit the Hawai‘i Roadmap website at nflrc.hawaii.edu/languageroadmap
In a state with a rich history of multilingualism, the need for a Language Roadmap Initiative is somewhat unexpected. For more than two centuries, immigrants to the islands have joined generations of native Hawaiians to populate the state with speakers of the languages of Europe, Asia, the Pacific Islands, and the Americas. This rich linguistic diversity has the potential to become one of the greatest economic, educational, and civic assets of the State: a highly-proficient, linguistically diverse, multilingual workforce. This multilingual workforce will respond to the needs of diverse communities and educational endeavors throughout Hawai‘i. It will support the growing needs of local and global business. It will facilitate the demands on our state and local government agencies.

The following Hawai‘i Language Roadmap results from a year-long process beginning with the support provided by the federal initiative, The Language Flagship (out of the National Security Education Program) and the University of Hawai‘i at Mānoa. After conducting initial research on the need for languages in business, government agencies, and community organizations, the Hawai‘i Language Roadmap Initiative conducted the all-day Hawai‘i Language Summit in March 2013. Further delineation of need, through that summit, outlined key themes for many working groups throughout the state to address. We have written this Roadmap based on the results of this initial research and these multi-month collaborative discussions. The following Hawai‘i Language Roadmap outlines initiatives and incentives, policies and partnerships that will enable the state to realize the economic and societal contributions of these rich resources. Through these proposals, we hope to identify those paths by which the nascent capacity of Hawai‘i’s linguistic, cultural, and human resources can develop into a world-class workforce that serves the language needs and fuels the economic aspirations of Hawai‘i for the 21st century.

“There is practical hardcore benefit to putting language at the center of our educational experience and it’s something we need to foster and support.”

—Neil Abercrombie
Governor of Hawai‘i
SUMMARY OF INITIATIVES OF THE HAWAI‘I LANGUAGE ROADMAP

CREATE A COORDINATING ENTITY FOR THE HAWAI‘I LANGUAGE ROADMAP IMPLEMENTATION

We call for the creation of a coordinating council, with a director, to continue this vital work. This council would include actively engaged members from business, government, education, and the communities of Hawai‘i.

GARNER AWARENESS OF AND ENGAGEMENT WITH THE HAWAI‘I LANGUAGE ROADMAP INITIATIVE

Educating the general public, as well as business, community and government leaders, about the needs for and benefits of language and cultural skills in Hawai‘i’s economy and communities is a first task of the Initiative. This includes a Public Service Announcement campaign; a poster series promoting multilingualism; and Multilingual Career Day activities engaging the employers of the state.

INCREASE ADVOCACY AND LEadership TRAINING

The State needs individuals who can speak to the economic and social contributions of multilingual talent. We call for the creation of Multilingual Advocacy and Leadership workshops; development of a Corps of Workforce Leaders; and Workforce Leadership Awards for those organizations exemplifying contributions to economic growth and community well-being by leveraging multilingual talent.

CREATE A DATABASE AND WEB PORTAL OF LANGUAGE NEEDS AND RESOURCES

This web portal and database will connect employers with pools of multilingual talent, direct students to training options and funding sources for multilingual career development, and provide employees with tools developed by local organizations and state agencies for working with multilingual clientele. It will help leaders to plan based upon data on demographic and economic trends that are impacted by language factors.

CREATE AND IMPLEMENT THE HAWAI‘I WORLD LANGUAGE INITIATIVE

The Hawai‘i World Language Initiative will increase opportunities for students in both K–12 and higher education, as well as working adults, to become proficient multilingual and multicultural citizens through the establishment of targeted World Language programs. This initiative will include the development of programs to address immediate workforce needs and sector-specific needs in the near- and long-term; create dual immersion programs at the K–12 level; improve teacher pre- and inservice language training; create more opportunities to engage international students; identify study abroad and internship opportunities for language students; provide for a
Hawai‘i State Language Certificate; and create avenues for heritage learners and graduates of Hawaiian Language Immersion Programs and Schools to leverage their language and cultural skills for the benefit of our state’s economy and communities.

**RETAI N MULTILINGUAL TALENT FOR KEY ECONOMIC SECTORS**

This initiative proposes federal legislation for a Hawai‘i-only visa category to fill positions requiring native or near-native proficiency in key sectors of the State’s economy. This visa status will help retain the international graduates of vocational or professional degree programs within the State of Hawai‘i. It also calls for the development of career-related internships opportunities for Hawaiian language speakers to support the development of professionally proficient Hawaiian language talent across the economic spectrum; and for international college and professional school students to infuse local workplace environments with models of high proficiency linguistic and cultural skills.

**IMPROVE INTERPRETATION AND TRANSLATION TRAINING AND CERTIFICATION**

This initiative calls for support of the State Office of Language Access through increased awareness of its mandate and services; the development of a state-wide certification system for interpreters that differentiates between certification for medical, legal, or community interpreting; and increased opportunities for training and certification of interpreters, especially in underserved communities and high demand sectors. It also calls for legislative initiatives to fund improvements in institutional infrastructure (e.g., portable video units) in state offices, hospitals and health centers, schools, etc. to increase use of certified in-state interpreters; and for the expanded use of “cultural navigators” throughout service agencies (where a certified interpreter may not be available).

**CREATE JOBS BY BRANDING HAWAI‘I AS THE PLACE FOR MULTILINGUAL TALENT**

With such a wealth of linguistic and cultural diversity within the state, as well as educational resources, Hawai‘i could be branded as the place to establish businesses that rely on multilingual talent. Create conditions to attract and support the development of high technology companies developing interpretation and translation software, as well as those needing multilingual talent for localization projects.
On behalf of the people of Hawai‘i, I offer a warm aloha to the staff and numerous participants of The Hawai‘i Language Roadmap Initiative who identified and coordinated the fundamental focus areas for the roadmap.

With the increasing number of immigrants and visitors entering the State of Hawai‘i, the need for linguistic and cultural expertise extends to a multitude of languages. Recognizing the growing need for foreign language knowledge and proficiencies, The Hawai‘i Language Roadmap Initiative brings together employers and educators to enrich Hawai‘i’s workforce, cultural education, and economy. The roadmap acknowledges that the diversity of the Hawaiian Islands defines rather than divides us.

Eliminating barriers to state services is an important goal of my Administration. In June, I was pleased to sign into law Act 217 (House Bill 266, Relating to Language Access), which appropriates funds for the Statewide Language Access Resource Center and a multilingual website pilot project that provides information about government and government-funded services. With insight provided by the Hawai‘i Language Roadmap, I am confident there will be opportunities for public-private partnerships to improve our state trade and international contacts by increasing the linguistic and cultural knowledge in the broad expanse of languages spoken on our islands.

I share my sincerest support, aloha and a special mahalo to The Hawai‘i Language Roadmap Initiative.

With warm aloha,

[Signature]

NEIL ABERCROMBIE
Governor, State of Hawai‘i
The Hawai’i Language Roadmap to a Multilingual Workforce

September 16, 2013

Introduction: Why Create a Language Roadmap for a Multilingual Hawai’i?

In a state with a rich history of multilingualism, the need for a Language Roadmap Initiative is somewhat unexpected. For more than two centuries, immigrants to the islands have joined generations of native Hawaiians to populate the state with speakers of the languages of Europe, Asia, the Pacific Islands, and the Americas. As a testimony to the robustness of this linguistic diversity, the 2012 U.S. Census for Hawai’i reveals that one in four households uses a language other than English at home. Moreover, with a population of less than 1.5 million, the State is home to eight radio stations and four television stations with programming in languages other than English, including Chinese, Japanese, Korean, Ilokano, Filipino, Spanish, Tongan, Samoan, Vietnamese, Laotian, Okinawan, Marshallese, Pohnpeian, and Chuukese; and one may attend church services throughout the state in more than a dozen different languages. This rich linguistic diversity has the potential to become one of the greatest economic, educational, and civic assets of the State: a highly-proficient, linguistically diverse, multilingual workforce. This multilingual workforce will respond to the needs of diverse communities and educational endeavors throughout Hawai’i. It will support the growing needs of local and global business. It will facilitate the demands on our state and local government agencies.

The following Hawai’i Language Roadmap results from a year-long process beginning with the support by the federal initiative, The Language Flagship (out of the National Security Education Program) and the University of Hawai’i at Mānoa. After conducting initial research on the need for languages in business, government agencies, and community organizations, the Hawai’i Language Roadmap Initiative conducted the all-day Hawai’i Language Summit in March 2013. Further delineation of need, through that summit, outlined key themes for many working groups throughout the state to address. We have written this Roadmap based on the results of this initial research and these multi-month collaborative discussions. The following Hawai’i Language Roadmap outlines initiatives and incentives, policies and partnerships that will enable the state to realize the economic and societal contributions of these rich resources. Through these proposals, we hope to identify those paths by which the nascent capacity of Hawai’i’s linguistic, cultural, and human resources can develop into a world-class workforce that serves the language needs and fuels the economic aspirations of Hawai’i for the 21st century.
KEY COMPONENTS OF THE HAWAI‘I LANGUAGE ROADMAP

CREATE A COORDINATING ENTITY FOR THE HAWAI‘I LANGUAGE ROADMAP IMPLEMENTATION

To date, through support from the federal initiative, The Language Flagship, and from the University of Hawai‘i at Mānoa, we have completed the first phase of the Hawai‘i Language Roadmap to a Multilingual Workforce. This first phase included initial research, discussion and delineation of the need for language education and training – now and in the future – to support Hawai‘i’s economy and its diverse communities. With the launch of the Roadmap will come the responsibility to implement the various initiatives put forth in this document. With the advantage of witnessing the experiences of other state Language Roadmaps, we call for the creation of a coordinating council, with a director, to continue this vital work. This council would include actively engaged members from business, government, education, and the communities of Hawai‘i. Their task would be to continue the collaboration to implement the proposed initiatives; identify funding sources; solidify political and community support; and move our agenda forward. We would like to create a “Council for a Multilingual Workforce in Hawai‘i” as our first mandate.

GARNER AWARENESS OF AND ENGAGEMENT WITH THE HAWAI‘I LANGUAGE ROADMAP INITIATIVE

Be it in the schools or the courts, in the entertainment industry or the hospitality sector, many languages are used across the state on a daily basis. At the same time, inadequate numbers of proficient multilingual employees means that many language needs are not being met on a daily basis. Educating the general public about these needs for and uses of World Languages in Hawai‘i stands as the first task for building awareness of and engagement with the Language Roadmap Initiative.

Within the first year, and with plans for sustaining these activities as multi-year endeavors:

Public Service Announcement Campaign

Hold a statewide video competition for students from grades 6–12, as well as college and graduate students. Students will submit a one-minute public service announcement (PSA) depicting the value of multilingual proficiency and multicultural competency in a workplace or community setting. Winning entries will be posted on-line, and aired in schools, on broadcast media and/or in theaters. Poster and/or essay contests might also be used to engage students in this stage of the initiative.

Conduct a professional public service announcement campaign directed at students, parents, young professionals, employers from the public and private sectors, and educators, to raise awareness of the economic and social value of a multilingual workforce; educational opportunities for developing multilingual skills; and employment opportunities for using them.
A poster series featuring local personalities who have built successful careers on multilingual talent will provide an additional resource for the campaign.

**Career Day Program**

Develop a Career Day program—in collaboration with local employers—to educate students, recent graduates, parents and teachers about the vital role of multilingual employees in companies, government agencies and service organizations. Employers will highlight the benefits of multilingual and cultural skills to students at Career Days on school and college campuses, as well as job fair venues; Keiki Day and Keiki Fest events; and cultural festivals. Additionally, students will be drawn to “Languages and Legislators” events at the State capitol or at county seats—to raise public awareness of the value of multilingualism. This kind of activity will continue to build the necessary public-private partnership to support the goals of the Language Roadmap in the long term.

**INCREASE ADVOCACY AND LEADERSHIP TRAINING**

The State needs individuals who can speak to the economic and social contributions of multilingual talent. Advocacy and leadership workshops will provide training for business and community leaders and educators to promote the value of a 21st century multilingual workforce among peers, as well as among state policy makers.

**Advocacy Workshops**

The Language Roadmap Initiative will sponsor regularly scheduled advocacy workshops in all sectors. Constituencies for these workshops include: human resource managers; directors of government agencies; K–12 educators and administrators; college and university faculty and administrators; professional school faculty and their students; and senior executives in business and community organizations. The goal of these workshops will be to:

- Demonstrate the contribution of multilingual talent to the State's economic well-being.
- Promote recruitment and retention of multilingual talent, and continue training in the workplace.
- Develop state and community agencies’ capacity to serve multilingual constituency’s needs (e.g., immigrant and aging (LEP) populations).
- Disseminate information on statewide and regional language planning and policy initiatives, as well as resources.

These workshops will be deployed for the first five to seven years of the initiative (with projects continuing as needed).
Corps of Workforce Leaders

Collaborate with top executives and administrators in government, business, and education to build a corps of informed leadership who will take ownership of workforce development initiatives and lead by example.

Peer and media recognition of quality contributors to the goal of growing Hawaii’s multilingual workforce are another facet of this initiative.

Workforce Leadership Awards

Recognize institutions that have taken significant steps toward developing a multilingual workforce either through featured roles in public service announcements or other forms of special recognition. Criteria for recognition will be based on the contribution of these institutions to economic growth, community development, and language access capacity for the State of Hawai’i.

Media Awareness Group

Establish a working group to keep state and local media outlets apprised of events that concern multilingual workforce development, language access, and state and private World Language education initiatives.

CREATE A DATABASE AND WEB PORTAL OF LANGUAGE NEEDS AND RESOURCES

The State of Hawai’i has many multilingual resources available and, yet, often the wider use of these resources faces obstacles for lack of a shared space for consolidation. Equally so, shifting demography and economic activity challenges policy planners, as well as employers, as they plan for their future workforce. Through consolidation of existing data and the gathering of new data and information on resources, employers and employment seekers will have the information to plan. Government leaders and administrators will have a source of multilingual materials and best practices to draw from. Such a database will manage information about demand for multilingual skills and services from all sectors in the state. At the same time, it connects employers with pools of multilingual talent, directs students to training options and funding sources for multilingual career development, and provides employees with tools developed by local organizations and state agencies for working with multilingual clientele. Moreover, as language needs and resources vary considerably by county, by sector, and by language group, the database is a critical tool for tailoring policy and planning decisions to meet local concerns regarding workforce development, educational goals, and legislative initiatives.

The Language Roadmap Initiative will work with the Governor’s Office, the Legislature, the four respective Offices of the Mayor, and relevant state and county agencies to call for a concerted effort to increase our accounting of language needs in the workforce, the court
system, health and human services, municipal services, education, etc.; and to consolidate that information in a database that will be accessible to the public, and that will support planning and policy making across the state that allows for resource sharing, as well as differentiation of needs (e.g., by sector, by language group, by county, etc.). The Language Roadmap Initiative will seek legislation and funding to support the infrastructure required for this endeavor. With a call for funding through a public-private partnership, this first-ever state-oriented web-based portal will provide broad access to a tremendous amount of information and resources.

Groundwork for the following projects should begin within the first two years, and be developed as long-term, sustainable endeavors with the development of a permanent repository to be maintained and managed as a resource for the state.

The Hawai‘i Language Roadmap Initiative will undertake two pilot projects to initiate the development of the Database of Language Needs and Resources.

Further Research on Need and Capacity

Following the initial research conducted as part of the Language Roadmap Initiative in early 2013, further research will complete the overview of the needs of the State’s workforce. Concurrently, research on the state’s capacity to respond to those needs; and to train or recruit multilingual talent will complete this necessary benchmark for planning. Translation and interpretation play a significant role not only in the hospitality and convention industry in Hawai‘i, but also in servicing the citizenry of the state, particularly in human service areas (e.g., health, legal and financial aid, etc.) Further research needs to be conducted around the cost to the State of Hawai‘i of not having adequate interpreters or translated materials available through government agencies and community organization in these human services areas. This kind of research, especially in smaller communities throughout the state, will inform future educational and economic planning for these areas. A plan for research deployment will be crafted with input from University of Hawai‘i at Mānoa faculty, in collaboration with UHERO (the Economic Research Organization of UH); the State and County Workforce Development Boards; chambers of commerce, and other business and community organizations.

Compilation of Language Training, Workplace Development and Resources

University of Hawai‘i at Mānoa faculty, in collaboration with state and county agencies, community service organizations (e.g., health, legal) and the business sector, will develop a model for collecting and compiling materials pertaining to multilingual career development (training, funding), and workplace resources (multilingual support materials, best practices).

County-, language- and/or sector-specific working groups will collect and compile the following:
• Training and other educational materials prepared by state and county agencies, community organizations, and/or private sector establishments (non-proprietary materials) for employees interacting with particular populations or sub-populations of language groups. This includes, but is not limited to: word lists, phrase books, cultural guides, training manuals, protocols for cultural navigation, and the like.

• Best practices for management and organization in state and county agencies, community organizations, and/or private sector establishments including, but not limited to hiring and training practices for a multilingual workforce, or other internal procedures that equip their staff with the multilingual capacities required to address the language needs of the target cohort(s) they serve.

• Translations of state and county documents that are approved for official use. These materials will be uploaded as models for other agencies and offices to work from in preparing translations of similar or new forms or explanatory materials.

• Translated or illustrated explanatory materials (including signage) prepared by community organizations, state and county agencies, and/or private sector establishments (non-proprietary materials) for informing particular populations or sub-populations of language groups about procedural matters, social practices, community concerns, public safety and disaster preparedness, etc. Materials for cultural navigation of encounters in institutional settings such as hospitalization, doctor’s visits, courtroom proceedings, parent-teacher meetings, etc. are included in this endeavor.

**CREATE AND IMPLEMENT THE HAWAI‘I WORLD LANGUAGE INITIATIVE**

The Hawai‘i World Language Initiative will increase opportunities for all Hawai‘i’s people to become proficient multi-lingual and multi-cultural citizens through the establishment of targeted World Language programs. Over the next five to ten years, these programs will begin to meet the language needs of our state as outlined in the current and future research of the Hawai‘i Language Roadmap. This initiative will strategically leverage existing resources, and focus on securing necessary funding to support implementation and establish a plan for long-term sustainability of World Language programs across the state. These programs will include:

**Occupation-Related Language Programs to address immediate workforce language needs**

• High School World Language programs oriented to certified “work-ready” linguistic proficiency, functional fluency for entry-level employment.

• Industry-specific language programs developed and implemented by the University of Hawai‘i Community College system. These programs can become “Running Start” courses for high school students to take for dual credit (i.e., high school and college credit).
Graduate and professional school programs (esp. nursing, social work, travel, and business) with elective courses for highly proficient speakers to develop their professional skills in a second language as an additional component of their training; students complete elective courses at sister (graduate or professional) schools via remote participation.

Rigorous World Language Programs available to Hawai‘i’s children, as well as adults, with a goal of professional proficiency (i.e., being able to use their language skills in a professional setting)

Dual immersion programs provide a new, and now well-tested, direction for elementary language education and beyond. Leveraging the success of Hawai‘i’s numerous Hawaiian language immersion programs provides rich resources for increasing the availability of non-immersion Hawaiian language instruction to new cohorts of students. Online language development programs for heritage speakers will address a longstanding gap in educational resources directed at enhancing their existing language abilities. These programs will address long-term workforce language needs.

K–12 initiatives

- Develop and pilot dual immersion K–12 language programs in key languages identified through the Hawai‘i Language Summit in 2013. Dual immersion has emerged as the national standard for promoting high proficiency language skills in K–12 education with minimal personnel and infrastructure costs. Work with the Hawai‘i State Department of Education, the State Board of Education, and Hawai‘i State Legislature to identify schools with administrative, teacher, and parental support for implementing a dual immersion program. Begin with a kindergarten cohort and add one grade level to the program each year. Identify resources to fund an immersion program coordinator.

- Develop and pilot a language-focused option for the Kupuna Component (K–6) of the Department of Education’s Hawaiian Studies Program that would provide proficiency-oriented Hawaiian language training. Recruit Hawaiian Language Immersion Program graduates or other fluent multilinguals and train them as cultural personnel resources for this program. Work with the State Department of Education, the Board of Education, and the Hawai‘i State Legislature to identify schools with administrative, teacher, and parental support to pilot this program as a pathway to early World Language proficiency. Provide opportunities for students from these programs to complete the secondary component of the Hawaiian Studies Program as well as Hawaiian elective classes in Hawaiian (through on-line courses, or through remote participation in Hawaiian Language Immersion Program classes).

- Work with the University of Hawai‘i and the UH Community Colleges to increase the number of teachers qualified to teach a World Language in Hawai‘i’s schools;
• Supplement limited contact hours for K–8 students in non-immersion programs increase opportunities to learn a second language through Extended Learning Opportunities (outside of the traditional classroom). These activities will generate interest for World Language in the community; and increased learner proficiency will enhance the learning environment in the World Language classroom.

• Work with the University of Hawai‘i and the UH Community Colleges to develop teacher training and inservice programs that will provide further professional development for language teachers and, ultimately, improve language curricula. In doing so, this will increase the rigor and relevance of existing secondary World Language programs so that Hawai‘i’s students will be college- and career-ready upon graduation. Make this training broadly available to pre-service and inservice teachers which may increase the number of teachers qualified to teach a World Language in Hawai‘i’s schools.

**Heritage Speaker Program Initiatives**

• Work with the Hawai‘i State Department of Education’s E-School to develop online courses for heritage speakers – students who are raised with a language other than English in the home and/or in the community—to help them gain greater proficiency in formal speech and written language.

• Work with adult education programs to offer accelerated language courses for heritage speakers and then encourage them to take community college occupation-related language programs.

• Work with post-secondary educators to develop “review and (re)training” courses for heritage speakers of high-demand languages (e.g., Chinese, Korean, Japanese, Ilokano, the languages of the Federated States of Micronesia, and of the Marshall Islands) who are needed statewide for interpreter services. Offer these courses concurrent with a minimum 40-hour program of interpretation training to enhance opportunities for certification.

• Develop parallel “review and (re)training” courses for high fluency World Language speakers who lack the requisite English language skills to become certified interpreters.

**Creation of a Hawai‘i State Language Proficiency Certificate**

This certificate would designate a person has attained a level of proficiency in a target language, including occupation specific language skills if applicable. This will serve to educate and advocate to the public the value of proficiency in a second language for job placement, college entrance, etc.
Enrichment of the World Language learning environment by increasing opportunities for contact with international students

The presence of international students—be it virtual or real—opens up more possibilities for international communication for our community both on and off campus.

- Connect with the Study Hawai‘i Education Consortium, the Department of Business, Economic Development and Tourism, and other relevant entities to increase the number of international students coming to study in Hawai‘i.

- Develop sister school relationships to enable regular web-based contact and interaction with students in the target language/culture, and to encourage school-to-school visits by groups or by individuals.

- Develop service learning projects for international students in high school and post-secondary institutions to increase opportunities for international communication and target language learning by World Language students.

Expansion of study abroad opportunities for summer, semester, and academic year programs.

- Develop sister-school relationships with short-term and/or extended study abroad opportunities.

- Develop competitive scholarship programs to support study abroad for students in secondary and post-secondary World Language programs.

- Develop state- and industry-funded scholarships for study abroad by graduate and professional school students in sister professional school programs overseas, especially for languages that are in high demand in the state’s workforce.

- Develop opportunities for overseas internships for highly proficient graduate and professional school students.

Retain Multilingual Talent for Key Economic Sectors

International students who are graduates of vocational or professional degree programs within the State of Hawai‘i, and who have completed additional on-the-job training through a curricular or optional training visa, constitute a valuable source of multilingual talent for the state’s workforce.

- Propose federal legislation for a Hawai‘i-only visa category to fill positions requiring native or near-native proficiency in key sectors of the state’s economy.

- Develop career-related internship opportunities in key economic sectors for international college and professional school students to infuse local workplace environments with models of high proficiency linguistic and cultural skills.
The State of Hawai‘i and numerous communities throughout the state have invested significantly in the development of Hawaiian language talent, most especially through the funding of Hawaiian language immersion schools. The graduates of these programs constitute a unique pool of multilingual talent, unavailable anywhere else in the world. The state has a special obligation to the Hawaiian community to ensure that graduates of these programs have equal access to opportunities to continue to develop their linguistic and literacy skills to professional levels.

- Develop career-related internship opportunities in communities of Hawaiian language speakers to support the development of professionally proficient Hawaiian language talent across the economic spectrum.

- As the pool of professionally proficient Hawaiian language talent expands, create elective courses in graduate and professional schools programs so that new cohorts of highly proficient speakers can develop their professional skills in Hawaiian as an additional component of their training.

**Improve Interpretation and Translation Training and Certification**

Interpretation and translation services are in high demand across all sectors of the state, but qualified service providers are in short supply for most languages. Moreover, low levels of remuneration in most sectors create a significant economic disincentive, impeding workforce development. With new federal and state legislation, interpreters and translators have a key role to play in the state’s workforce, particularly as demand for these services owing to large visitor, immigrant, and Limited English Proficiency populations continues to grow. The State’s endeavor to establish Hawai‘i as a convention destination for groups from Asia and the Pacific Rim also will drive this need.

- Support the mission of the State’s Office of Language Access (OLA) through advocacy and public awareness campaigns. Such support will raise public awareness of the value of skilled and certified interpreters for medical, legal, and community interactions, and the high demand for these services. With enhanced education and certification opportunities, this is an area of potential growth for the State’s workforce.

- Develop a statewide certification system for interpreters that differentiates between certification for medical, legal, and community interpreting, and that establishes appropriately high standards of certification for each area, respectively.

- Increase opportunities for training and certification of interpreters, especially in underserved communities and high demand sectors. Expand course offerings at UH-Mānoa’s Center for Interpretation and Translation Studies (CITS) through on-line offerings to other UH and community college campuses. Provide training for trainers on a biennial or triennial basis to expand the pool of certified trainers within the State.
• Work with community organizations to identify funding sources to support training for competent bilingual members of underserved communities.

• As an investment in workforce development, propose legislative initiatives to fund improvements in institutional infrastructure (e.g., portable video units) in State offices, hospitals and health centers, schools, etc. to increase use of certified in-state interpreters.

• Expand the use of “cultural navigators” (i.e., those with language and cultural skills who can help, but may not be certified interpreters) in low stakes and/or routine county and state activities (e.g., legal change of name, obtaining a state identification card, etc.) among LEP individuals who might not request an interpreter, but who can nonetheless benefit from an enhanced understanding of institutional protocols and practices.

• Maximize the use of multilingual visitor-facing software applications and informational websites for public safety, disaster preparedness, and general informational purposes to ensure positive visitor experiences. Increase available language options for signage, brochures, and pre-recorded tours at heavily-visited state historic sites, points of interest, and in the areas adjacent to the Hawai’i Convention Center.

CREATE JOBS BY BRANDING HAWAI’I AS THE PLACE FOR MULTILINGUAL TALENT

With such a wealth of linguistic and cultural diversity within the State, as well as educational resources, Hawai’i could be branded as the place to establish businesses that rely on multilingual talent. As an example, a well-vetted, centralized pool of certified interpreters may increase attraction of international convention activity to Hawai’i. Make it known throughout the business world that many bright, multilingual graduates from Hawai’i’s educational institutions could populate start-up companies in the high tech sector and bring immediate value. This latter arena calls for people who can localize software, particularly for sales in Asia using their linguistic and cultural skills. Hawai’i could also become the place for the development of software apps with a multilingual market (be it for the tourism industry or beyond).

• Once the Web Portal for Language Resources is completed, plan and execute a marketing campaign to the U.S. and global business sector to drive interest toward the multilingual talent available for hire in Hawai’i. Work with the Council for a Multilingual Workforce in Hawai’i to leverage this marketing plan to attract specific sectors (e.g., high tech; convention business). Establish a methodology for measuring the return on investment into this marketing effort relative to the creation of jobs and the attainment of employment within the state.

• Coordinate with the Workforce Investment Boards throughout the state, business organizations, and government agencies to create conditions for language translation and interpretation technology companies to thrive in Hawai’i. Leverage the Council
for a Multilingual Workforce in Hawai‘i to identify facilitating factors to support innovative companies focused on language needs. Promote the brand of Hawai‘i as a most welcoming economic environment that also has the multilingual talent for new companies to succeed.

**In Conclusion**

The strength behind the Hawai‘i Language Roadmap lies with the collaborative nature of this endeavor. From the inception of this initiative we have asked for – and received – input, insights, experience and support from a great variety of sectors including business, government, local communities and education throughout the State of Hawai‘i. We expect and need to continue this cross-sector collaboration to implement the initiatives, actions, and projects put forth in this Roadmap. For the State of Hawai‘i it is not a matter of creating something entirely new to address the language needs of our businesses, agencies, and of our communities. Rather, the challenges and the rewards come from leveraging the rich linguistic and cultural resources we already have in our state. The Hawai‘i Language Roadmap will be just that: a map, linking up existing strengths with paths to lead us all forward.

**Appendix I: Hawai‘i Language Roadmap Initiative: Background and Process**

**The Need for a Hawai‘i Language Roadmap Initiative**

The University of Hawai‘i at Mānoa, with strong interest from the State of Hawai‘i’s Governor’s office and with support from the federal initiative, The Language Flagship, is coordinating the Hawai‘i Language Roadmap Initiative. To compete in a global economy and to respond to the demands of its increasingly diverse population Hawai‘i must promote and support the study of foreign languages and cultures. The shape of this support emanates from understanding the actual needs of the employers in the state: the businesses and government agencies dealing internationally as well as those interfacing with a multi-lingual domestic clientele and workforce. At the same time, the Initiative gathers key information about the current status of the state in terms of economic factors, demography, and educational resources, most particularly concerning language education. Projecting to the future, we see a need to coordinate our support between education, government and business to plan for a multilingual workforce. We see this benefitting the citizenry of the State of Hawai‘i, the workforce here, and those we can attract to the state through trade and tourism.

It is generally recognized, but rarely documented, that Hawai‘i’s population contains many speakers of languages other than English, and by implication this is of benefit to state trade and international contacts. However, no strategic or systematic plan is currently in place to develop existing foreign language resources or to develop the foreign language abilities of native English speakers. In addition a substantial number of Hawai‘i residents have limited
abilities for communication in English and may be hindered in receiving government services because of the lack of adequate bilingual speakers in government agencies.

Responding to Congressional interest in 2006, the federal agency, the National Security Education Program's (NSEP) The Language Flagship developed and coordinated a pilot language roadmap effort. Since then five states have produced “Language Roadmaps” for how best to respond to the call for their educational systems to shape young professionals with the language and cultural skills that their companies and government agencies call for. This includes Oregon, Texas, Ohio, Utah, and Rhode Island. The State of Hawai‘i takes up the leadership role set forth by The Language Flagship to coordinate public-private support for this Language Roadmap initiative.

THE PROCESS AND OUTCOMES

Research Timeframe: November 2013 – early March 2013

The process for the Hawai‘i Language Roadmap Initiative began by creating a research report outlining the current and projected economic and demographic status of the state. The report also included data on the current status of educational resources and language requirements. As part of this research the team interviewed key stakeholders in the public and private sectors (government, business, and education) to glean initial insights on the need for language skills in the workforce. That report may be accessed on the Hawai‘i Language Roadmap Initiative’s website: http://nflrc.hawaii.edu/languageroadmap/

The Language Summit Timeframe: November 2012–March 13, 2013

Once demand for language capacity was established, the next step was to convene these key stakeholders to identify factors that drive the requirement for global education, including language, at the state and local levels. Through the Language Summit process, senior representatives drawn from throughout the state – from local and state government, business, and social services – delineated the demands for language and culture skills in a systematic, facilitated forum. The “solution” side, primarily educators, sought to learn from the demand side, the business and government sectors.

Close to 60 participants convened for the all-day Hawai‘i Language Summit was held on March 13, 2013. Notes generated from this Summit served as the basis for discussion for the Working Groups. Those notes may be accessed on the Hawai‘i Language Roadmap Initiative’s website: http://nflrc.hawaii.edu/languageroadmap/
Working Groups Timeframe: Late March 2013–July 2013

Through a series of Working Group meetings after the Summit, stakeholders identified strengths, weaknesses, opportunities, and potential barriers, associated with effecting change in language and cultural education. From the compilation of notes from these Working Groups, and based on their recommendations, the Hawai‘i Language Roadmap Initiative team crafted the Language Roadmap.

Many participants from the Hawai‘i Language Summit contributed to the Working Groups. Additional Working Groups formed on the Neighbor Islands. From the compilation of notes from these Working Groups, the Hawai‘i Language Roadmap Initiative team crafted the Language Roadmap based upon these recommendations.


The team crafted the Language Roadmap with input from key stakeholders. The Hawai‘i Language Roadmap will be launched September 16, 2013 at an event that gathers leaders from business, government, education and the community.

Implementation: September 2013

During the next few years a key team of stakeholders will oversee the implementation of the steps outlined in the Language Roadmap. Ideally, the Language Roadmap will be revisited regularly to inspire planning and action for the future of a multilingual workforce in the State of Hawai‘i.

“Language is the road map of a culture. It tells you where its people come from and where they are going.”

—Rita Mae Brown
Starting From Scratch, 1988
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“Foreign language proficiency is important to the future as well as cultural understanding. And a combination of that is so important to the lives of our people, our states as well as our counties—to the point where it affects our national security.”

—Daniel Akaka
Hawai’i State Senator, retired

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