
A BILL FOR AN ACT

RELATING TO FOREIGN LANGUAGE PROGRAMS.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF HAWAII:

1 SECTION 1. The Filipino community has grown since their
2 arrival to Hawaii 101 years ago. Approximately one out of every
3 four Hawaii residents is of Filipino ancestry, consisting of
4 over a quarter million people.

5 Hawaii has the fourth highest percentage of immigrants in
6 the country. Of the 212,229 foreign-born residents in Hawaii in
7 2000, almost half (48 per cent) were from the Philippines. More
8 than 40 per cent of Filipinos living in Hawaii are under the age
9 of 25. About 36,595 Filipino students (21 per cent) are
10 enrolled in Hawaii's public school system, in grades
11 kindergarten through 12.

12 However, despite their representation in the general
13 population and in elementary and high school, Filipinos are
14 underrepresented in higher education. Filipinos represent 21
15 per cent of the public school enrollment, yet only 15 per cent
16 of the Filipino population 25 years of age and over has earned a
17 bachelor's degree or higher, placing Filipinos below all other
18 major ethnic groups in Hawaii in terms of higher education.



1 Although underrepresented among the student population at
2 Windward community college (six per cent), University of Hawaii
3 at Hilo (five per cent), and University of Hawaii at Manoa
4 (eight per cent), Filipino student representation is more
5 substantial on the following campuses: Hawaii community college
6 (13 per cent), Honolulu community college (21 per cent),
7 Kapiolani community college (14 per cent), Kauai community
8 college (23 per cent), Leeward community college (26 per cent),
9 Maui community college (18 per cent), and the University of
10 Hawaii at West Oahu (14 per cent).

11 A significant issue for Filipino students and the Filipino
12 community is the availability and stability of curriculum
13 offerings in the Philippine languages, as well as course
14 offerings on Filipino-American ethnic and Philippine studies.
15 The three major Philippine languages that are prevalent in
16 Hawaii are Filipino, Ilokano, and Cebuano. There is an
17 important need to increase the representation of Filipino
18 students and professionals trained in the Philippine languages
19 and cultures who can work in the area of education, health,
20 legal services, and commerce. Offering courses in the
21 Philippine languages and cultures on University of Hawaii
22 campuses will increase academic interest and student success.



1 Providing these educational opportunities at the various
2 campuses is consistent with the University of Hawaii's strategic
3 plans and is responsive to state needs.

4 The University of Hawaii boasts the largest number of
5 students on any United States college campus enrolled in a
6 Philippine language course, and the University of Hawaii at
7 Manoa is the only institution that offers a bachelor of arts
8 degree in the languages and literature of the Philippines.
9 Leeward community college offers Philippine studies courses, and
10 Kapiolani community college offers lectures on Philippine
11 languages. However, Filipino students and community leaders
12 have expressed concern that these courses are not offered on
13 many of the University of Hawaii system campuses.

14 There has been strong interest at Kauai community college
15 and Hawaii community college to have language courses taught
16 onsite and complemented by online instruction. In addition, the
17 University of Hawaii at Hilo is also interested in offering
18 Philippine-related courses. Filipinos at the University of
19 Hawaii at West Oahu have expressed interest in Hawaii ethnic
20 studies and service learning courses. Expertise is available at
21 the University of Hawaii at Manoa campus to assist in developing



1 the curriculum of these language courses, as well as Philippine
2 courses and ethnic studies and service learning opportunities.

3 Funding is needed for partnerships between student affairs
4 units working with recruitment and retention issues and academic
5 units that can offer Philippine language courses and ethnic
6 studies and service learning projects, as well as for the
7 development of partnerships with the public schools, other
8 University of Hawaii campuses, community groups, and government
9 agencies.

10 Although providing full-time positions at every campus
11 would be ideal, the purpose of this Act is to provide funding
12 for:

13 (1) Limited resources that can be shared by more than one
14 campus (e.g., curriculum development of language
15 courses by faculty from more than one campus, and
16 online courses); and

17 (2) Development, instructional delivery, community service
18 opportunity, online courses, and recruitment and
19 retention of student services for the vice chancellor
20 for student services at the various University of
21 Hawaii system campuses.



1 SECTION 2. There is appropriated out of the general
2 revenues of the State of Hawaii the sum of \$ or so much
3 thereof as may be necessary for fiscal year 2008-2009 for the
4 vice chancellor for student affairs at the various University of
5 Hawaii system campuses for shared resources for Philippine
6 language and culture programs as follows:

7 (1) \$ for the University of Hawaii at Hilo;

8 (2) \$ for Hawaii, Honolulu, Kauai, Kapiolani,
9 Leeward, Maui, and Windward community colleges;

10 (3) \$ for the University of Hawaii at West Oahu;

11 and

12 (4) \$ for the University of Hawaii at Manoa.

13 The sum appropriated shall be expended by the University of
14 Hawaii for the purposes of this Act.

15 SECTION 3. This Act shall take effect on July 1, 2020.



Report Title:

Philippine Language and Filipino-American Studies; Appropriation

Description:

Appropriates funds to the University of Hawaii system to provide Philippine language and Filipino-American studies courses systemwide. Appropriates funds. (HB3398 HD3)

