



STATE OF HAWAII
DEPARTMENT OF EDUCATION
P.O. BOX 2360
HONOLULU, HAWAII 96804

Date: 03/25/2013

Committee: House Education

Department: Education

Person Testifying: Kathryn S. Matayoshi, Superintendent of Education

Title of Resolution: HCR 178 REQUESTING THE BOARD OF EDUCATION TO INCORPORATE SUSTAINABILITY EDUCATION INTO THE SCIENCE CURRICULUM OF PUBLIC SCHOOLS

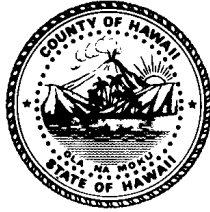
Purpose of Resolution: Science Curriculum; Sustainability

Department's Position:

The Department of Education (Department) does not believe this resolution is necessary. Hawaii State Board of Education Policy 6710, "Sustainability," already directs the Department as to its fundamental responsibility to educate students at the classroom level, and working with local partners to collaborate on projects, about sustainability and environmental stewardship.

The Department's sustainability education is also aligned with its Strategic Plan priorities and implementation of the Common Core State Standards.

William P. Kenoi
Mayor



Walter K.M. Lau
Managing Director

Randall M. Kurohara
Deputy Managing Director

County of Hawai'i Office of the Mayor

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Hawaii Legislature
House of Representatives
Committees on Education and Higher Education
Chairmen Roy M. Takumi and Issac W. Choy
State Capitol
415 S. Beretania St.
Honolulu, HI 96813

RE: HCR178 Sustainability Education in the schools

Aloha Chairs Takumi and Choy,

The County of Hawaii humbly requests that the committees on Education and Higher Education support House Concurrent Resolution 178 which seeks to incorporate sustainability education into the science curriculum of our public schools. The move toward sustainability is of vital importance to the future of Hawaii Island, a beautiful outlying island which is part of a remote and vulnerable state.

Consider that the State of Hawaii, an ideal location for the development of renewable and alternative energy, is overly dependent on fossil fuels shipped to our shores. Our islands, which have an abundance of fertile agricultural land and a long tradition of food production, presently import more than 90 percent of what our residents eat. We are continually confronted with the ominous riddle: What happens if the boats stop coming?

The challenge to resolve these disparities is one that will require many minds and solutions to conquer, and while our best and brightest are already working toward that end, we must mobilize all available resources, including the intellect and energy of our budding leaders and scholars, if we are to have a healthy and secure future in the great State of Hawaii.

The U.S. departments of Energy and Education, United Nations Decade of Education for Sustainable Development and Hawaii 2050 Sustainability Plan all call for the values, activities and principles inherently linked to sustainability to be integrated into the educational endeavors of our schools. On behalf of the people of the County of Hawaii, I join Trevor Tanaka, a senior from Konawaena High School, in asking the Hawaii Legislature to direct the Board of Education to do the same.

Mahalo

Billy Kenoi

MAYOR

Cc: Trevor Tanaka

Testimony Presented Before the
House Committee on Education
and the
House Committee on Higher Education
Monday, March 25, 2013 at 2:00 p.m.
by
Donald O. Straney, Ph.D.
Chancellor, University of Hawai'i at Hilo

HRC178 REQUESTING THE BOARD OF EDUCATION TO INCORPORATE SUSTAINABILITY
EDUCATION INTO THE SCIENCE CURRICULUM OF PUBLIC SCHOOLS.

Chairs Tokuda and Solomon, Vice Chairs Kidani and Shimabukuro and Members of the Committees:

My name is Donald Straney, Chancellor of the University of Hawai'i at Hilo. We support the intent of HRC178 requesting the Board of Education to incorporate sustainability education into the science curriculum of public schools. The integration of sustainable values, activities, and curricula in our public schools ensures that the leaders and scholars of the future will have the skills and knowledge to sustain the natural, economic and social environments of our island and state.

We support the intent of HRC178. Aloha.

Jenna Takenouchi

From: mailinglist@capitol.hawaii.gov
Sent: Friday, March 22, 2013 3:52 AM
To: EDNtestimony
Cc: jaimie@cloudinstitute.org
Subject: Submitted testimony for HCR178 on Mar 25, 2013 14:00PM

HCR178

Submitted on: 3/22/2013

Testimony for EDN on Mar 25, 2013 14:00PM in Conference Room 309

Submitted By	Organization	Testifier Position	Present at Hearing
JAIMIE CLOUD	The Cloud Institute for Sustainability Education	Support	No

Comments: If we want to move toward a healthy and sustainable future for our children and grandchildren, we have to educate for it. Trevor has done an excellent job crafting this resolution. Passing it can only serve the Islands well. Jaimie P. Cloud

Please note that testimony submitted less than 24 hours prior to the hearing, improperly identified, or directed to the incorrect office, may not be posted online or distributed to the committee prior to the convening of the public hearing.

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Jenna Takenouchi

From: mailinglist@capitol.hawaii.gov
Sent: Thursday, March 21, 2013 8:08 PM
To: EDNtestimony
Cc: msgn@hawaii.rr.com
Subject: *Submitted testimony for HCR178 on Mar 25, 2013 14:00PM*

HCR178

Submitted on: 3/21/2013

Testimony for EDN on Mar 25, 2013 14:00PM in Conference Room 309

Submitted By	Organization	Testifier Position	Present at Hearing
Lehn Huff	Maui School Garden Network	Support	No

Comments:

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March 21, 2013
Hawaii Legislature House of Representatives
Committees on Education and Higher Education
Chairmen Roy M. Takumi and Issac W. Choy
State Capitol
415 S. Beretania St.
Honolulu, HI 96813

RE: HCR178 Sustainability Education in the schools

Aloha Chairs Takumi and Choy,

On behalf of the young people of Hawaii and the **Sustainable Hawaii Youth Leadership Initiative** we join with Trevor Tanaka to ask the Hawaii Legislature to direct the Board of Education to pass **HCR178**.

Why Is Sustainability Important to You, Hawaii and APEC?

What started as a simple question has become a wake up call – first for Trevor, and then for others. It's now become a catalyst for young people and Hawaii's leaders to work together to take concrete positive actions to build a more sustainable island. With this simple idea – that ALL young people must learn about sustainability – and that even one course taught in every school could make all the difference. It could become a sea change – and Hawaii could lead the way. Trevor is now inspiring young people and their leaders across the state and even the country with his Resolution.

I want to see that all high school students throughout the State of Hawaii have the opportunity to take classes in and be exposed to sustainable education in their science curriculum. This will allow Hawaii's youth to have a better understanding about sustainability and the connection it has with our way of life. It is essential that everyone understand that keeping our environment healthy, keeping our economy healthy, and keeping our people healthy are all interrelated and will ultimately allow our culture, traditions, way of life, and unique island home to not just survive but thrive for generations to come.

Trevor is a very hard working young man. He has an ability to envision a more just and equitable world. He sees things as they should be and works hard to realize his dreams. Trevor has been involved with numerous community service projects. He takes initiative to develop projects and programs that can better his community. He is a passionate spokesperson for the importance of building a more sustainable Hawaii for future generations.

Many thanks for your personal support,

Marianne Larned, Executive Director
cc: Trevor Tanaka



Testimony for HCR178
March 25, 2013
Room 309 – 2:00 p.m.

Aloha Chair Takumi and Choy, Vice-Chairs Ohno and Ichiyama,

As you know, many schools struggle today under the NCLB legacy. A legacy whose mandate did not support innovation or hands-on place-based learning that are the optimal learning modes for Hawaii's youth in the 21st Century. Meaningful real-life learning, in rich settings can provide inspiration and engagement for Hawaii's youth today. Under the NCLB era, environmental education was actually removed from the Hawai'i Content and Performance Standards. What Trevor Tanaka was responding to when he created this bill a year or so ago at the State Council of High Schools was that at his public high school, Konawaena, environmental science/sustainability education was absent as it is in many of our public schools today.

At the same time, the greatest problems we face today revolve around inventing new solutions, new thinking, and new ways of innovating our basic life systems of food, water, energy, waste, and economics. Unless we create and provide our youth opportunities to understand the complex science, Ecology, Botany, Biology, Physics and Economics of Environmental Education/Sustainability Education, we are sending them the message that they are not part of the natural world. But the laws of Ecology and Sustainability contradict that notion. The laws of Ecology teach us that everything is connected and that a healthy and sustainable future is possible.

The lessons of Sustainability Education as outlined by Jaimie Cloud in the Cloud Institute's Sustainability Education document "EFS Enduring Understandings" and "Knowledge and Action" are the lessons our youth need today, in order to create a future that will sustain their children and grandchildren. Our youth need knowledge, practice, and most of all real life hands-on opportunities to participate in the development of sustainable Earth Systems.

I remember the promise of the Hawai'i 2050 plan. That plan made the word "Sustainability" mean something, but in subsequent years, the intent of that plan has been lost. All knowledge is lost or not used, improved upon, and put into practice, policy, and intention.

I have had the privilege of working with Networks and organizations all across Hawai'i for the past 8 years that have been responding to a strong interest from Principals, teachers, parents and community to grow a school garden movement. In 2012 we received permission from the Hawai'i Department of Education to conduct a baseline survey statewide. That survey revealed that 168 schools, 21,577 students, 830 teachers were using place-based, hands-on experiential



education and were growing school learning gardens on 30 acres of land across Hawai'i. There is a deep interest to reconnect our youth with the land, the source of all wealth and health for Hawai'i's communities. I ask you to be an advocate for Sustainability Education by asking the Hawai'i Department of Education to support this growing movement sprouting like spring grass across the state and create the pathways for incorporating and supporting sustainability education into the science curriculum of all Hawai'i's public and charter schools. Our future depends on it.

Sincerely,

Nancy Redfeather -

Member Hawai'i Farm to School and School Garden Hui

www.hawaiischoolgardenhui.org

Member Hawai'i School Garden Task Force – Policy and Advocacy Committee

Director Hawai'i Island School Garden Network

www.kohalacenter.org/HISGN/about.html

Director Hawai'i FoodCorps – Class of 2013-2014

www.foodcorps.org

Jenna Takenouchi

From: mailinglist@capitol.hawaii.gov
Sent: Thursday, March 21, 2013 9:15 PM
To: EDNtestimony
Cc: kylieaulii@gmail.com
Subject: Submitted testimony for HCR178 on Mar 25, 2013 14:00PM

HCR178

Submitted on: 3/21/2013

Testimony for EDN on Mar 25, 2013 14:00PM in Conference Room 309

Submitted By	Organization	Testifier Position	Present at Hearing
Kylie Amarino	Individual	Support	No

Comments: I think this would be very positive to have in public high schools. I would love to learn about what sustainability is. We need to learn about this in order to survive in the future.

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Maile P. David
86-4310 Mamalahoa Highway
Captain Cook, Hawaii 96704
Email: mailedavid@msn.com

March 23, 2013

Hawai'i State Capitol
House of Representatives
Committee on Education

Re: Testimony in Support of HCR 178
Requesting the Board of Education to Incorporate Sustainability
Education into the Science Curriculum of Public Schools

Honorable Chair Takumi and the Committee on Education:

I respectfully urge your Committee to support House Concurrent Resolution 178. I also ask that you acknowledge Trevor Tanaka's insight, from the perspective of a high school senior from Konawaena High School, of the importance of having access to sustainability science in our public schools science curriculum. HCR 178 recognizes that sustainability education is a necessary and critical educational component of learning and understanding how to utilize island resources to sustain our island communities while protecting and preserving our unique environment.

I strongly believe that including sustainability education in science courses within public schools curriculum will have long-term cultural, social and economic benefits to our island lifestyle, especially in rural communities, and will foster and perpetuate self sufficiency education through empowering our future young leaders with the knowledge and science of "sustainability."

I humbly ask that the Committee on Education concur with the above and favorably adopt HRC 178. Mahalo a nui loa.

Very truly yours,

Maile P. David

mpd/

Jenna Takenouchi

From: mailinglist@capitol.hawaii.gov
Sent: Sunday, March 24, 2013 11:40 AM
To: EDNtestimony
Cc: keoff@hawaii.rr.com
Subject: Submitted testimony for HCR178 on Mar 25, 2013 14:00PM

HCR178

Submitted on: 3/24/2013

Testimony for EDN on Mar 25, 2013 14:00PM in Conference Room 309

Submitted By	Organization	Testifier Position	Present at Hearing
Karen Eoff	Individual	Support	No

Comments: I strongly believe that including sustainability education in science courses within public schools curriculum will have long-term cultural, social and economic benefits to our island lifestyle, especially in rural communities, and will foster and perpetuate self sufficiency education through empowering our future young leaders with the knowledge and science of "sustainability."

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Jenna Takenouchi

From: mailinglist@capitol.hawaii.gov
Sent: Saturday, March 23, 2013 3:34 PM
To: EDNtestimony
Cc: ajingco1482@mckinleyhs.k12.hi.us
Subject: Submitted testimony for HCR178 on Mar 25, 2013 14:00PM

HCR178

Submitted on: 3/23/2013

Testimony for EDN on Mar 25, 2013 14:00PM in Conference Room 309

Submitted By	Organization	Testifier Position	Present at Hearing
April Jingco	Individual	Support	No

Comments: I believe the students should be educated on sustainability. This will be crucial information for the students to be aware of, especially for the future of generations.

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Jenna Takenouchi

From: mailinglist@capitol.hawaii.gov
Sent: Thursday, March 21, 2013 9:09 PM
To: EDNtestimony
Cc: kokobear808@earthlink.net
Subject: *Submitted testimony for HCR178 on Mar 25, 2013 14:00PM*

HCR178

Submitted on: 3/21/2013

Testimony for EDN on Mar 25, 2013 14:00PM in Conference Room 309

Submitted By	Organization	Testifier Position	Present at Hearing
Kaelyn Amarino	Individual	Support	No

Comments:

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Jenna Takenouchi

From: mailinglist@capitol.hawaii.gov
Sent: Friday, March 22, 2013 6:50 PM
To: EDNtestimony
Cc: islandguys2@hawaiiantel.net
Subject: Submitted testimony for HCR178 on Mar 25, 2013 14:00PM

HCR178

Submitted on: 3/22/2013

Testimony for EDN on Mar 25, 2013 14:00PM in Conference Room 309

Submitted By	Organization	Testifier Position	Present at Hearing
Ann J Keeler	Individual	Support	No

Comments: I urge the DOE/BOE to support this timely bill written by a forward thinking youth. It is time for Hawai'i to think of the future. We are in the middle of the ocean and need to learn to provide for ourselves. I am going to look into bringing up this same bill at the HSTA convention.

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Jenna Takenouchi

From: mailinglist@capitol.hawaii.gov
Sent: Friday, March 22, 2013 6:48 PM
To: EDNtestimony
Cc: ikitajima@oceanit.com
Subject: Submitted testimony for HCR178 on Mar 25, 2013 14:00PM

HCR178

Submitted on: 3/22/2013

Testimony for EDN on Mar 25, 2013 14:00PM in Conference Room 309

Submitted By	Organization	Testifier Position	Present at Hearing
Ian Kitajima	Individual	Support	Yes

Comments: In January 2013, I met Trevor Tanaka for the first time - on the Big Island in Waimea at the Sustainable Hawaii Youth Leadership Initiative (www.shyli.org) Summit. His resolution to incorporate sustainability education into the science curriculum attempts to harness the hands-on excitement of aquaponics, wind and solar energy projects, school gardens, and even robotics to engage and inspire young people. But he doesn't want sustainability to be just extracurricular. Have you noticed that what is engaging our students is mostly extracurricular after school programs like robotics but none of these innovative programs are fully incorporated into the education curriculum? We want to engage, inspire, and educate our students, and the answer is right in front of us in after school extracurricular activities like aquaponics and robotics. I full support Trevor Tanaka's vision that sustainability is in our local DNA, it's what engages and inspires the next generation, and will help students connect with their education. I am in full support of SCR192. Go Trevor!

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Jenna Takenouchi

From: mailinglist@capitol.hawaii.gov
Sent: Thursday, March 21, 2013 8:47 AM
To: EDNtestimony
Cc: mwkoh@hpa.edu
Subject: Submitted testimony for HCR178 on Mar 25, 2013 14:00PM

HCR178

Submitted on: 3/21/2013

Testimony for EDN on Mar 25, 2013 14:00PM in Conference Room 309

Submitted By	Organization	Testifier Position	Present at Hearing
Ming Wei Koh	Individual	Support	No

Comments: Education for Sustainability is defined as education that builds community capacity to shape a future that is more sustainable in the environmental, social, political, and economic realms. All education is environmental education. By what is included or excluded, students are taught that they are part of or apart from the natural world. To teach economics, for example, without reference to the laws of thermodynamics or ecology is to teach a fundamentally important ecological lesson: that physics and ecology have nothing to do with the economy. It happens to be dead wrong. Everything is connected.

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Jenna Takenouchi

From: mailinglist@capitol.hawaii.gov
Sent: Thursday, March 21, 2013 9:43 PM
To: EDNtestimony
Cc: amarinoz808@gmail.com
Subject: Submitted testimony for HCR178 on Mar 25, 2013 14:00PM

HCR178

Submitted on: 3/21/2013

Testimony for EDN on Mar 25, 2013 14:00PM in Conference Room 309

Submitted By	Organization	Testifier Position	Present at Hearing
Myrna Amarino	Individual	Support	No

Comments: This is long overdue. Hawaii's keiki need this information in order to make the connection between self sustainability and quality of life. This is the chance for Hawaii's education system to be a model for the rest of the world.

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TESTIMONY to the Senate Committee on Education and
Committee on Higher Education

H.C.R. 178

Requesting the Board of Education to incorporate Sustainability Education into the
Science Curriculum of Public Schools

Monday, March 25, 2013
2:00 PM -- Conference Room 309

Submitted in **OPPOSITION** by Mary Smart, Mililani, HI

Chairman Takumi, Vice-Chair Ohno, Chairman Choy, Vice-Chair Ichiyama and
Committee Members

1. This proposal must be rejected. Sustainability/Sustainably Development is not based on fact, therefore could never be considered a science. Physics, Chemistry, and Biology are sciences. Science has right and wrong answers. Unproven theories should never be presented as truth. There is very little truth in "sustainability" programs. Al Gore's "Inconvenient Truth" theory was presented as if it were true. British courts required the [nine](#) blatant errors to be highlighted if that topic were taught in their schools. America's students were probably were unaware they were being exposed to false information. Global warming or "climate change" is another theory which has not been proven that is often taught as truth even though there are [many scientists](#) to have exposed it as a tremendous hoax as discussed in the Forbes op/ed "[Climate Change: 'Hoax' Or Crime Of The Century?](#)" We can't perpetuate the practice of introducing erroneous information into the classroom, especially under the notion that it is "science."

2. If a Sustainability curricula were introduced to public schools it would have to be in the Religion Curriculum because it has to be accepted on blind faith, or in the Political Science Curriculum since it promotes the agenda of the Democratic Party. If Sustainability (gaia/pagan/humanist/atheist) religion is introduced, then other religions would have to be equally promoted. However, the public schools are hostile to religion. Therefore, the Sustainability curricula must be subject to the same constraints of other religions. If Sustainability is considered as a Political Science Course, then perspectives of other political affiliations must be taught with equal vigor. Sustainability fosters big government control over every aspect of our lives much like the politics of communism. To complement that oppressive ideology, ideas of capitalism, free markets, limited government and freedom of religion must be presented showing how these ideas made America the most advanced nation and best stewards of our natural resources on the face of the earth as clearly expressed in the book, "[The 5000 Year Leap](#)" by Leon Skousen.

3. Regarding the specifics of the Resolution, we depend on foreign oil and food because of many self imposed (and stupid) restrictions our "regulators" places on us. We could provide all our own clean energy but government agencies restrict the use of our own resources. Change the regulation and we will be self sustaining . We can drill, mine,

frack and use nuclear energy without restrictions. We could farm and produce the world's food if endangered species protections weren't made a priority over human needs. The food belt of [central California](#) was a victim of endangered species legislation which harms the livelihood of many farmers and American access to food products. Ethanol requirement in gasoline is an example of government's attack on the availability [com](#) food products to Americans and others who could benefit from American food exports. American wouldn't have the problems listed in the resolution, if government didn't create shortages.

4. As an island, there is no surprise that we import a lot of our products. In a global economy, there is no reason not to do so. It is an antiquated notion that a locale must grow and manufacture all products used by its inhabitants. We have a robust Navy and Merchant Marine to keep the sea lanes open. We should ensure those organizations are robust to maintain our ability to import and export products. In ancient times we had to rely on local products but that isn't necessary today. Modern transportation by air and sea can deliver fresh products. We should not disregard the global economy's ability to fulfill some of our island needs better, quicker and cheaper. SB937 is referenced in this resolution and is going through the legislature during this session. That bill should be rejected as well. The concept that there will be shortages because of the unavailability of fresh produce/meat in an emergency ignores all the advances in freeze dried food products that can be [stored for 25 years](#) (there are many sources). People who are concerned about catastrophic events, can store some products that will accommodate a reasonable amount of time before shipping services can be reconstituted. Planning to rely on local products is very short sighted as those resources could easily be destroyed during the unplanned disruptive event. In times of catastrophe, survival is important, not getting the maximum nutrients out of each product. In modern times we don't rely completely on local farms because they can't produce the volume. Furthermore, large scale farms that feed the nation operate on a small footprint compared to small local farms. Hawai'i should not promote the waste of valuable land resources. Current initiatives to take us backward are harmful to the quality of life for Hawai'i residents.

5. The Ahupuaa system was a necessary division of labor in the time of kings. However, when all activity was redirected from farming and fishing to harvesting forestry products for export, the ahupuaa system failed to provide sufficient food for the common people resulting in the starvation of many individuals. We should not reintroduce a system that has failed in the past. There is a good reason the Hawaiians abandoned that system.

6. The Public Schools in Hawaii are failing. We are not adequately teaching our students the basics of reading, writing, and arithmetic. Schools accredited by the Western Association of Schools and Colleges (WASC) was reported to be an embarrassing 38% in 2012. This is not the time to add a valueless topic into the curriculum.

Trevor M. Tanaka
P.O. Box 315
Kealahou, HI 96750
tanakatmt@gmail.com

March 23, 2013

Hawaii Legislature House of Representatives
Committees on Education and Higher Education
Chairman Roy M. Takumi and Vice Chair Takashi Ohno
State Capitol
415 S. Beretania St.
Honolulu, HI 96813

RE: HCR 178 Incorporating Sustainability Education into the Science Curriculum of Public Schools

Aloha Representatives Takumi and Ohno,

My name is Trevor Tanaka and I am a Senior attending Konawaena High School. I am speaking on behalf of myself.

An idea that started approximately a year and a half ago is now the resolution that is before you. I had the honor of presenting a similar form of this resolution to a group of my peers at the 2011 Secondary Student Conference held at the Hawaii State Capitol. When it was presented, it garnered support from over 75% of the delegation. My hope is that it will receive similar support from the Hawaii State Legislature in the current legislative session.

The importance of educating everyone, especially our youth, about sustainability is critical to our future. Efforts are underway locally, nationally, and globally to “bring about changes in values, attitudes and lifestyles to ensure a sustainable future and the evolution of just societies” (The United Nations Decade of Education for Sustainable Developments, DESD 2005-2014).

I believe the resolution is a big step in the right direction for Hawaii's public school students. ALL of Hawaii's youth need to be exposed to sustainable education, not just those who attend private, charter or some of the larger schools.

I understand that Hawaii is adopting national standards on sustainability. Hawaii can now take the leap by making sure that its students are exposed to this vital information sooner rather than later. It will give us the knowledge we need to make informed decisions and choices about our quality of life, our environment, future job opportunities and what it will take to make sure Hawaii thrives for generations to come.

While doing research on sustainable education, I ran across a quote that has stuck with me and speaks volumes about the importance of sustainable education:

Perhaps never before have the needs of human society and the objectives of education been so closely linked, nor has education ever had so compelling a rationale and so urgent a responsibility to contribute to the societal change needed to ensure the survival of the planet and a sustainable future. (Jean Perrar, Learning for a Sustainable Future, Canadian Schoolnet, 1998.)

This quote epitomizes how I feel and the difference that I hope this resolution will make.

Thank you,
Trevor Tanaka

Jenna Takenouchi

From: mailinglist@capitol.hawaii.gov
Sent: Saturday, March 23, 2013 8:42 AM
To: EDNtestimony
Cc: tanak106@mail.chapman.edu
Subject: Submitted testimony for HCR178 on Mar 25, 2013 14:00PM

HCR178

Submitted on: 3/23/2013

Testimony for EDN on Mar 25, 2013 14:00PM in Conference Room 309

Submitted By	Organization	Testifier Position	Present at Hearing
Malia Tanaka	Individual	Support	No

Comments: Aloha, My name is Malia Tanaka and I graduated from Konawaena High School in May 2009. I am now graduating with political science and communication studies degrees from Chapman University in Orange, California. Attending Chapman University in the continental United States and studying abroad on a program called Semester at Sea has given me a shocking perspective on just how badly our world needs to practice becoming more sustainable. By visiting different countries around the world through Semester at Sea, I was able to see firsthand how many different countries are failing to recognize how important it is to incorporate more sustainable practices in their daily lives. Unfortunately, the same holds true for California. The only visible attempts I see of my university becoming more sustainable lies within the effort of two clubs on campus and a small division of our student government. I do not believe that the majority of students do not care about saving our world, but I do believe that not enough students realize just how important it is. Hawai'i could be a trendsetter for sustainable education programs. There is no better place than a state that is so incredibly diverse and grounded to its aina. There is something unique and special about the people of Hawai'i. They genuinely care about their land, preserving their culture, and appreciate how beautiful their state is. Please understand the magnitude of this resolution and what it can do for our students, the residents of Hawai'i, the state, our country, and our world. Sincerely, Malia Tanaka

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Jenna Takenouchi

From: mailinglist@capitol.hawaii.gov
Sent: Friday, March 22, 2013 8:47 AM
To: EDNtestimony
Cc: mz.l.gee@gmail.com
Subject: Submitted testimony for HCR178 on Mar 25, 2013 14:00PM

HCR178

Submitted on: 3/22/2013

Testimony for EDN on Mar 25, 2013 14:00PM in Conference Room 309

Submitted By	Organization	Testifier Position	Present at Hearing
Lisa Galloway, PhD	Individual	Support	No

Comments: I strongly urge the committee to support this bill. Although the Hawaii Content & Performance Standards version 2 included a sustainability standard for science education to be taught at every grade level, HCPS III does not. While the DOE is moving towards use of the Common Core State Standards in science, this will take many years. These years of waiting mean most teachers will not teach sustainability, and thousands of our graduating students will simply not learn how vital their understanding of sustainability issues is to everyone's future. If we continue to teach students to do nothing about environmental issues (which we are doing by default) then little to nothing will be done to protect our environment and ourselves in the future. Every student who graduates will simply contribute to the problems which threaten us, ignorantly assuming that someone else will work to solve them. Resurrecting the HCPS II sustainability standard in science will allow educators to teach students that all of us, regardless of career path, must change our behavior at work, at home and in all other pursuits to reverse the damage we have done to the environment we live in and to begin to solve the problems for our own benefit and that of future generations.

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Jenna Takenouchi

From: mailinglist@capitol.hawaii.gov
Sent: Thursday, March 21, 2013 12:41 PM
To: EDNtestimony
Cc: rvitousek@cales.com
Subject: Submitted testimony for HCR178 on Mar 25, 2013 14:00PM

HCR178

Submitted on: 3/21/2013

Testimony for EDN on Mar 25, 2013 14:00PM in Conference Room 309

Submitted By	Organization	Testifier Position	Present at Hearing
Roy A. Vitousek III	Individual	Support	No

Comments: May i offer my wholehearted support for HCR 178. The geographical location, environmental diversity and cultural history of the Hawaiian Islands offer oppertunities to study and practice sustainable lifestyles that are unique in the world. Hawaii can lead the world in sustainability education and research and this effort should be led by Hawaii's public schools and by the UH System. This proposed Resolution, initiated by a student from the outer islands, is an opportunity for the Legislature to recognize the potential for Hawaii to be the world's premiere laboratory for sustainability research, education and practice.

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Written Testimony to
House Committee on Education
and the
House Committee on Higher Education

Re: HCR178 REQUESTING THE BOARD OF EDUCATION TO INCORPORATE
SUSTAINABILITY EDUCATION INTO THE SCIENCE CURRICULUM OF PUBLIC
SCHOOLS

Dear Chairs Takumi and Choy, Vice Chairs Ohno and Ichiyama and Members of the
Committees:

Thank you for this opportunity to provide testimony in support of HCR178, which
requests the Board of Education to incorporate sustainability education into the science
curriculum of public schools. Although I am an employee of the University of Hawai'i at
Hilo, I submit this testimony as a lifelong resident of Hawai'i and parent of a young child.

Hawai'i is much too dependent on resources outside of our island state. While we
cannot control all of the factors that influence this situation, we have the opportunity to
recognize and take action about the factors that we can control. One of the factors that
we have the ability to make impact on is provision of sustainability education.

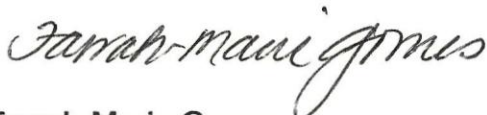
The leaders of tomorrow are in our classrooms today. Not educating the current
generation about sustainability is dangerous because that sends a message that we are
okay with the direction that we are headed. This resolution is a proactive measure with
long-term benefits that have the potential of offsetting any associated costs. It is
important to remember that once certain resources are depleted, there is nothing we will
be able to do to bring them back. There is some level of urgency here. Some things are
irreversible and we should not wait to find out what those are.

Being from the field of education, I not only know the value of education, but I also know
the power that education can have. Trevor Tanaka is a great example of the power of
education. He should be commended for taking the lead on this initiative for his
generation.

To this end, I commend Trevor for his leadership efforts. With leaders like Trevor at the
helm, we have hope for our future on the issue of sustainability. I ask for your support
on this resolution as well.

Thank you for this opportunity to support this resolution.

Mahalo,



Farrah-Marie Gomes
64-5212 Iokua Place
Kamuela, HI 96743

Jenna Takenouchi

From: mailinglist@capitol.hawaii.gov
Sent: Sunday, March 24, 2013 10:45 PM
To: EDNtestimony
Cc: bennyjduke@gmail.com
Subject: Submitted testimony for HCR178 on Mar 25, 2013 14:00PM

HCR178

Submitted on: 3/24/2013

Testimony for EDN on Mar 25, 2013 14:00PM in Conference Room 309

Submitted By	Organization	Testifier Position	Present at Hearing
Benjamin Duke	Individual	Support	No

Comments: Aloha, I think it is very important that sustainability is taught to young people in the public schools of Hawaii. The youth hold the keys to the future of the state of Hawaii and the future of the state is highly dependent on our actions towards the environment. Teaching sustainability through science would give science education real-world application and make it more meaningful. Please support this legislation that would give students a better idea of how they can positively impact their future. Mahalo, Ben Duke

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