



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

**Date:** 03/23/2016  
**Time:** 02:00 PM  
**Location:** 309  
**Committee:** House Education

**Department:** Education

**Person Testifying:** Kathryn S. Matayoshi, Superintendent of Education

**Title of Resolution:** HCR 168 URGING THE DEPARTMENT OF EDUCATION TO ADOPT A STEAM CURRICULUM BY IMPLEMENTING ARTS-BASED COURSES INTO THE EXISTING STEM CURRICULUM.

**Purpose of Resolution:**

**Department's Position:**

The Department of Education (Department) supports the intent of HCR 168 and recognizes the many positive benefits of incorporating the Arts with STEM.

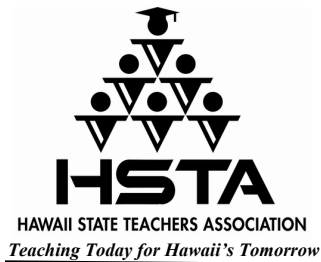
Notably, the Department has made a concerted effort to integrate arts into the curriculum with programs such as the Turnaround Arts Hawaii (refer to: <http://www.hawaiipublicschools.org/ConnectWithUs/MediaRoom/PressReleases/Pages/Hawaii-Turnaround-Arts.aspx>) The partnership with the Honolulu Art Museum and the Art School through Outreach Program at schools such as Ala Wai Elementary, Prince Kuhio Elementary, Hokulani Elementary, Waikiki Elementary and Queen Kaahumanu Elementary, integrate Science and other content areas with the Arts.

Further, a schoolwide Arts Integration program and a strong partnership with the Maui Arts and Cultural Center ([MACC](#)), a John F. Kennedy Center Partner in Education, exists at Pomaikai Elementary. The Artists in Residence program through the Hawaii State Foundation on Culture and the Arts also provides artists from the community to work with teachers to integrate art into the curriculum. Momilani Elementary, as an example, works with the Navy to sponsor STEAM events to their students. (Refer to: <http://www.hawaiipublicschools.org/VisionForSuccess/SuccessStories/Schools/Pages/momi-stem.aspx>.) In addition, language arts integrated Art education posters for all grade level teachers are created and shared with K-12 teachers to support Art education in the classroom.

The Department continues to diligently work on building the capacity of teachers in middle schools and high schools to develop and deliver integrated STEM curricula. Many schools that have been implementing STEM education opportunities have recognized the value of the Arts in

adding creative thinking and expression to science, technology, engineering and mathematics. At the secondary level, art teachers work closely with STEM teachers on designing aspects of the STEM curriculum, specifically in the area of engineering design.

Thank you for this opportunity to provide testimony on this measure.



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Corey Rosenlee  
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Justin Hughey  
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Executive Director

TESTIMONY BEFORE THE HOUSE COMMITTEE ON  
EDUCATION

RE: HCR 168/HR 118 - URGING THE DEPARTMENT OF EDUCATION TO  
ADOPT A STEAM CURRICULUM BY IMPLEMENTING ARTS-BASED  
COURSES INTO THE EXISTING STEM CURRICULUM.

WEDNESDAY, MARCH 23, 2016

COREY ROSENLEE, PRESIDENT  
HAWAII STATE TEACHERS ASSOCIATION

Chair Takumi and Members of the Committee:

The Hawaii State Teachers Association **strongly supports HCR 168/HR 118**, urging the Department of Education to adopt a STEAM curriculum by implementing arts-based courses into the existing STEM curriculum.

In Hawai'i public schools, the adoption of high-stakes standards has emphasized testing and, in turn, testable subjects, like mathematics and language arts. Consequently, students receive little instruction in and resource materials for arts education, a content area designed to cultivate curiosity and creativity.

Yet, there are alternative approaches being developed in Hawai'i that support a more holistic vision of education. These approaches involve integrated teaching that "links individual subjects, instructional units, and lessons to their larger meaning; helps students see connections incorporating a variety of instructional approaches," and promote "a deep sense of community and acceptance." This "whole child" approach to instruction requires not only broadening the curriculum, but also examining the struggles faced by students who come from underprivileged ethnic and social classes—52 percent of the student population in Hawai'i public schools hail from economically disadvantaged households. Hawai'i public schools are also racially and culturally diverse, with Native Hawaiians constituting the largest group of students systemwide, followed by Filipino Americans, whites, Japanese



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Americans, Micronesians, Latinos, Samoans, and Chinese Americans. Our teaching population, on the other hand, is primarily white and Japanese-American.

Children should have the opportunity to engage in arts education, which often connects with Native Hawaii and Polynesian cultural lessons. Arts curricula immerse students in the culture, history, and heritage of their local communities, engaging students in applying cultural content to local community experiences. Given the unique history of Hawai'i as a former sovereign nation and problems faced by communities dealing with the legacy of annexation, including higher risks of poverty and lower levels of academic achievement for Native Hawaiians, place-based arts education is crucial to giving students the skills necessary to solve community problems. Moreover, according to a 2014 study performed by Lois Hetland and Ellen Winner of the Harvard Graduate School of Education, education in music and drama shows a generalizable causal relationship to increases in verbal achievement and spatial reasoning. Researchers in the Department of Education Reform at the University of Arkansas likewise found, in 2013, that instruction in visual arts led to gains in critical thinking skills.

That said, we are concerned that the inclusion of arts education as twenty percent of middle and high school curricula may occlude time for other important programs, like vocational education. Accordingly, we urge you to **amend** this measure by to read: “BE IT FURTHER RESOLVED that the Department of Education is requested to encourage ~~middle elementary schools and high schools~~ to incorporate arts education into at least twenty per cent of their curriculum **and middle schools to incorporate arts education into at least ten per cent of their curriculum,**” thereby advancing arts education without sacrificing other worthwhile programs.

Because arts education perpetuates students' heritage and humanity, the Hawaii State Teachers Association asks your committee to support this resolution.



46-063 Emepela Pl. #U101 Kaneohe, HI 96744 · (808) 679-7454 · Kris Coffield · Co-founder/Executive Director

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**TESTIMONY FOR HOUSE CONCURRENT RESOLUTION 168/HOUSE  
RESOLUTION 118, URGING THE DEPARTMENT OF EDUCATION TO ADOPT A  
STEAM CURRICULUM BY IMPLEMENTING ARTS-BASED COURSES INTO THE  
EXISTING STEM CURRICULUM.**

**House Committee on Education  
Hon. Roy M. Takumi, Chair  
Hon. Takashi Ohno, Vice Chair**

**Wednesday, March 23, 2016, 2:00 PM  
State Capitol, Conference Room 309**

Honorable Chair Takumi and committee members:

I am Kris Coffield, representing IMUAlliance, a nonpartisan political advocacy organization that boasts over 350 members. On behalf of our members, we offer this testimony **in support of** HCR 168/HR 118, urging the Department of education to adopt a STEAM curriculum by implementing arts-based courses into the existing STEM curriculum.

According to a 2014 study performed by Lois Hetland and Ellen Winner of the Harvard Graduate School of Education, education in music and drama shows a generalizable causal relationship to increases in verbal achievement and spatial reasoning. Researchers in the Department of Education Reform at the University of Arkansas similarly found, in 2013, that instruction in visual arts led to gains in critical thinking skills. Lastly, both arts and cultural content engage students in the narrative, social, emotional, and historical life of their communities, encouraging them to solve communal problems with creative thinking. We also note that this measure does not cover high schools, unlike previous whole child education measures heard by the Legislature, thereby valorizing the proud artistic heritage of schools like James B. Castle High School's theatre program.

Mahalo for the opportunity to testify **in support of** this resolution.

Sincerely,  
Kris Coffield  
*Executive Director*  
IMUAlliance