

SENATE COMMITTEE ON EDUCATION

Monday, April 25, 2022, 1:30 PM

Conference Room 225 & Videoconference

April 22, 2022

Dear Chair Kidani, Vice Chair Mercado Kim, Senator Dela Cruz, Senator Fevella, and Senator Kanuha,

My name is Caitlin Jayne Agnes and I am currently a freshman at Temple University in Philadelphia, and an alumni of Kapolei High School class of 2021. I am part of the Filipino Curriculum Project, a public-private school collaboration that advocates for Filipino representation in our high school education.

I strongly support [HCR 56 HD1](#) Requesting the Department of Education to implement a Filipino history, culture, and identity social studies course for high school students.

I support [HCR 56 HD1](#) because I want to educate those with Filipino blood and those without, about the Philippine's culture. Influencing my decision, I grew up not knowing significant events or people of the country. I also felt a disconnection within my family members because I couldn't speak Ilokano fluently. With these reasons, I felt lost saying that I am Filipino American. I don't want future generations of Filipinos to feel lost within their race because they don't feel connected with their culture. Supporting HCR56 / HR50 will also benefit those who aren't Filipino because the Philippine's culture includes vast similarities with other ethnicities, like those from the Polynesian islands. This curriculum will allow every student who chooses to take this class to embrace their culture and self identity.

Thank you for the opportunity to testify.

Sincerely,

Caitlin Jayne Agnes

HCR-56-HD-1

Submitted on: 4/24/2022 1:24:23 PM

Testimony for EDU on 4/25/2022 1:30:00 PM

Submitted By	Organization	Testifier Position	Testify
Charlene Bumanglag, PhD	Individual	Support	Remotely Via Zoom

Comments:

Dear Chair Kidani, Vice Chair Mercado Kim, Senator Dela Cruz, Senator Fevella, and Senator Kanuha:

Thank you for the opportunity to testify. My name is Charlene Bumanglag, and I am testifying as an individual and do not represent the University of Hawai‘i. **I strongly support of HCR 56 HD1** Requesting the Department of Education to implement a Filipino history, culture, and identity social studies course for high school students.

I teach at the university level and in prior years have taught “Filipinos in Hawai‘i,” a credit bearing course at the University of Hawai‘i over a few semesters. This was the first time that most of my undergraduate students, both Filipino and non-Filipino, many of whom were schooled in Hawai‘i’s public schools and some in private schools, were exposed to scholarship by and about Filipinos through readings, discussions, assignments, and excursions. As Filipinos compose of more than 25% of the state, all have had at minimum interactions with Filipinos. I observed that these learning opportunities in my course deepened Filipino and non-Filipino students’ sense of connectedness to themselves, their family members, their friends, and their diverse surrounding communities. Through these learning opportunities, I observed that students **developed a deeper sense of connectedness to themselves, their families, their friends, to each other, and their diverse surrounding communities; students were able to see themselves and relate to course materials and develop a more holistic sense of self and community.** For Filipino students, this also enhanced their connectedness to Hawai‘i with links to the motherland, the Philippines.

The significant impact HERE with this resolution is that a Filipino course would be offered at the high school level rather than having students wait for an opportunity at the University, where many actually do not continue onto. **This course will reach thousands and thousands of students, their families, educators, and community members throughout the state of Hawai‘i for years to come.**

This resolution is a fundamental step in restoring social equity in Hawai‘i where Filipinos, the largest ethnic group, have and continue to contribute to all sectors of Hawai‘i society. Developing a high school course about Filipinos through the Department of Education (DOE) for future offering is perhaps one of the most impactful routes for societal human connectedness in the state. COVID-19 has separated and isolated people as well as reorganized systems; Hawai‘i’s people deserve strong approaches towards connectedness. And given **Filipinos experiences of**

having the highest number of cases and deaths to COVID-19, Filipinos in Hawai‘i certainly need that. This resolution passed, can certainly facilitate in offering aspects of human connectedness, which is much needed, especially given the present-day impacts of COVID-19.

I want to commend the students who have contributed to the initiation and their involvement in this resolution for the DOE. I stand with them in strong support of **HCR 56 HD1**.

Thank your consideration and for the opportunity to testify.

Sincerely,

Charlene Bumanglag, PhD

SENATE COMMITTEE ON EDUCATION

Monday, April 25, 2022, 1:30 PM

Conference Room 225 & Videoconference

April 24, 2022

Dear Chair Kidani, Vice Chair Mercado Kim, Senator Dela Cruz, Senator Fevella, and Senator Kanuha,

My name is Raymart Billote and I am a freshman at UH West Oahu. I am testifying on behalf of the Filipino Curriculum Project, a public-private school collaboration that advocates for Filipino representation in our high school education.

We strongly support [HCR 56 HD1](#) Requesting the Department of Education to implement a Filipino history, culture, and identity social studies course for high school students.

We support [HCR 56 HD1](#) because not only non-Filipinos who lack knowledge of our ethnic background but also Filipinos who were born and grew up here in the state are unaware of their Filipino heritage. We have seen many Filipino Americans who cannot exercise their Filipino identity due to a lack of Filipino representation in education. Despite most of them growing up in a Filipino household, they are still unaware of what it means to be a Filipino. As a result, most of them kept their Filipino identity. By having a curriculum dedicated to Filipino history, culture, and identity, high school students, no matter if they are Filipinos or not, will have the opportunity to learn more about the history and culture of the Philippines. We support this resolution because most Filipinos in the diaspora are losing their grip on their Filipino identities.

We support this resolution so that our next generation of Filipinos in Hawaii will grow up seeing themselves in school. And that they will grow up recognizing the history and culture of the Philippines that most social studies curricula have long neglected. We support this resolution because it allows us Filipinos to have pride in our cultural heritage. We support this resolution because we believe that representation *does* matter. The whole Filipino Curriculum Project team hopes that this resolution will open the door for Filipino representation and other ethnic groups on the island, such as Samoa, Tonga, Portuguese, Hawaiian, and many more.

As a brother, I support this resolution because I want my younger sister and the whole next generation to grow up in a community where they feel seen and valued. As a Secondary-Education major, I support this resolution because I know that education can make students feel seen and worthy. That education should be one of the endless gateways to making every individual proud of their own ethnic identity.

Thank you for the opportunity to testify.

Sincerely,

Raymart on behalf of the Filipino Curriculum Project

HCR-56-HD-1

Submitted on: 4/24/2022 1:27:32 PM

Testimony for EDU on 4/25/2022 1:30:00 PM

Submitted By	Organization	Testifier Position	Testify
Agnes Malate	Individual	Support	Remotely Via Zoom

Comments:

Dear Chair Kidani, Vice Chair Mercado, Senator Dela Cruz, Senator Fevella, and Senator Kanuha:

My name is Agnes Malate and I am the Director of the Health Careers Opportunity Program (HCOP) at the University of Hawai'i at Mānoa. I would like to provide my strong support of HCR56, HD1 "Requesting the Department of Education to Implement a Filipino History, Culture, and Identity Social Studies Course for High School Students." I am testifying as an individual and do not represent the University of Hawai'i.

I am a 1.5 generation immigrant. My parents and I came to Hawai'i from the Philippines on the passenger liner President Cleveland so I literally came on large boat. I was only seven years old and able to speak and understand six words in all: yes, no, and "what is your name." My lack of proficiency in English or pidgin English marked me as someone who was "fresh off the boat" (FOB), which carried with it the stigma of being an immigrant and not local born. In an attempt to blend in and be accepted, I stopped using the Ilokano terms for mom (*Nanang*) and dad (*Tatang*) to avoid being "outed" by my classmates. Fortunately my family had a strong sense of pride in the Filipino culture and spoke Ilokano at home so the erasure of my ethnic and cultural identity was tempered by being surrounded with family stories and cultural traditions practiced by my extended 'ohana.

When I was in elementary school I yearned to find stories about Filipinos and the other cultures of Hawai'i. I loved learning about the Hawaiian culture as a fourth-grader at Waipahu Elementary and wanted to know more about the different cultures in Hawai'i. The ethnic studies class I took as a high school freshman was life changing. We read Hawai'i's Story by Hawai'i's Queen and it introduced me to a different way of viewing the world and myself in it. It was around this time that my relatives from California visited and I was introduced to a larger Filipino American identity. My paternal grandmother's three brothers were chef/cooks in Santa Barbara and Oxnard and were actively involved with the Filipino community. One of them later shared the book "*Filipinos: Forgotten Asian Americans*" with me.

To this day, I see how Filipinos continue to be forgotten in education, in health, in areas of influence making decisions for the community. Over the 30 years I have worked with students from underrepresented/disadvantaged backgrounds aspiring to attend college and be health professionals, we have had a lot of Filipino students participate in HCOP. They light up when I identify that I'm Filipino and share my experience. One of the more rewarding aspect of HCOP

has been creating a space for students from various cultural backgrounds to come together to learn not just about health careers but learn about and appreciate each other's cultures. A course in Filipino History, Culture, and Identity Social Studies Course for High School Students is one that can be lifechanging for the next generation and our broader community.

Thank you for this opportunity to provide testimony.

Date: 04/25/2022

Time: 01:30 PM

Location: CR 225 & Videoconference

Committee: Senate Education

Department: Education

Title of Resolution HCR 0056, HD1 REQUESTING THE DEPARTMENT OF EDUCATION TO IMPLEMENT A FILIPINO HISTORY, CULTURE, AND IDENTITY SOCIAL STUDIES COURSE FOR HIGH SCHOOL STUDENTS.

Department's Position:

The Hawaii State Department of Education (Department) provides comments on HCR 56, HD1, which seeks to request the Department to implement a Filipino History, Culture, and Identity Social Studies course for high school students.

The Department recognizes that Asia's history, culture, and identity are vital for understanding both Hawaii's and our nation's history and seeks to expand diversity in its course offerings and through other opportunities, such as teacher recruitment. The Department currently has several flexible options in place.

In social studies, many opportunities currently exist to study Filipino history and culture both through the benchmarks of the Hawaii Content and Performance Standards III and through the content standards of the Hawaii Core Standards in Social Studies. For example, students enrolled in the Asian Studies course may study Filipino history and independence through Democratic movements in the 20th and 21st centuries. Students may examine cultural impacts by investigating Western culture's impact on the Philippines in areas such as language, pop culture, social norms, and more.

Students have opportunities to study Filipino history, culture, and identity through all four social studies courses required for graduation. For example, in the United States History and Government course, students must study the effect of US imperialism in the Pacific. In the World History and Cultures course, the impacts of nationalist movements and decolonization, as well as issues of climate change, global sustainability, and human rights, are examined. In the Modern History of Hawaii course, students must explain the development of organized labor on plantations. Students may study Filipino history, culture, and identity through all these lenses.

Additionally, any student wishing to engage in an inquiry of Filipino history, culture, and identity exclusively may access a course called "Directed Studies in Social Studies" (CDI 5100). This course, which may use standards and benchmarks from any social studies course, is taught under the guidance of a teacher and will count for 0.5 general

elective credit.

There are clear guidelines and procedures for course creation and submission for any school desiring to create a course in Filipino history, culture, and identity. These include course requirements, timelines, and designations such as weight, content area, and credit. All educators have access to this process and any school may submit such a course for approval.

Finally, any teacher in any content area, including language arts, math, social studies, science, and visual and performing arts, may incorporate Filipino history, culture, and identity, as guided by the Board-approved standards.

Thus, because there are opportunities for Filipino history, culture, and identity to be studied in every required high school social studies course as well as in elective courses such as Asian Studies; because there are currently multiple avenues for schools and teachers to create and access courses devoted to the study of Filipino history and culture; and because Filipino history, culture, and identity may be integrated into other programs of study as guided by Board-approved standards, the Department feels this resolution is not needed at this time.

Thank you for the opportunity to provide comments on this measure.

4/22/22 reso passed unamended from prev committee. Same T as prev OK. Route to CT.

KK

4/22/2022 ct

Status: [Approved](#) 04/22/2022



TESTIMONY SUBMITTED BY

Amy Agbayani, co-chair Hawai`i Friends of Civil Rights

TESTIMONY IN STRONG SUPPORT HCR56

The Hawai`i Friends of Civil Rights supports programs and policies that ensure equal access, diversity and inclusion. HFCR strong supports HCR56 REQUESTING THE DEPARTMENT OF EDUCATION TO IMPLEMENT A FILIPINO HISTORY, CULTURE, AND IDENTITY SOCIAL STUDIES COURSE FOR HIGH SCHOOL STUDENTS.

A course on Filipino history, culture and identity will benefit Filipino students as well students who are not of Filipino Heritage learn about Hawai`i and US history. Filipinos have been in Hawai`i for 116 years; Filipino students are the largest ethnic group in the public schools and every fourth individual in our state is of Filipino ancestry. Unfortunately Filipinos are generally invisible in the curriculum and underrepresented among teachers. Excluding the experiences and aspirations of Filipinos in the curriculum must be addressed. Hawai`i students deserve a comprehensive, accurate and inclusive curriculum. I believe that our Filipino students and community want to know about heritage and history and that every student who takes this course will benefit. In addition to making the curriculum more accurate, it is an equity issue and an opportunity to increase appreciation and respect for all groups.

I want to express my appreciation to the Filipino private and public high school students for initiating this project as well as the multi-ethnic Filipino Senate and House caucus who introduced this resolution.

Mahalo to this committee for hearing the bill.

I respectfully request you approve HCR56

Amy Agbayani, co-chair. Hawai`i Friends of Civil Rights



TINALAK FILIPINO EDUCATION COUNCIL

SENATE COMMITTEE ON EDUCATION

Monday, April 25, 2022, 1:30 PM
Conference Room 225 & Videoconference

April 23, 2022

To: Chair Kidani, Vice Chair Mercado Kim, Senator Dela Cruz, Senator Fevella, and Senator Kanuha

From: Tinalak Filipino Education Council, University of Hawaii, Mānoa College of Education

Subject: Support for HCR56 HD1 Filipino Social Studies Course for High School Students

The Tinalak Filipino Education Council strongly supports HCR56 HD1 Requesting the Hawaii Department of Education (HIDOE) to Implement a Filipino History, Culture, and Identity Social Studies Course for High School Students, along with recommendations to integrate Filipino content into the HIDOE standards and recruit more Filipino teachers.

Tinalak Council was established in 2012 to serve as an advisory council to the Dean of the University of Hawai'i, Mānoa College of Education. We are composed of the COE's tenure and non-tenure track Filipino faculty and doctoral students. Our mission is to inspire and weave together Hawaii's new generation of educators through the recruitment and support of Filipinos in the education field.

Filipinos make up the largest ethnic group in Hawaii (25%) and student ethnic group in Hawaii's public schools (23.4%), and yet, they are **underrepresented in the teaching force and school curriculum they learn**. According to the HIDOE Employment report 2020-2021, Filipino teachers represent 8% of the teaching workforce in contrast to teachers who identify as White (25%) and Japanese (24%). Research shows that student-teacher matching of the same race or ethnicity produces more positive educational experiences for students of color and gains in student achievement.

With over 2500 HIDOE courses offered to students, the only Filipino-focused courses are world language courses in Filipino and Ilokano. However, these Philippine language courses are limited and only offered at Farrington High School and Waipahu High School. These courses lack qualified licensed world language teachers, with only one teacher in the HIDOE who has a World language license to teach Ilokano at Waipahu High school.

Similar to Hawaiian studies and Pacific Island studies courses, courses should reflect the experiences and backgrounds of students, including Filipino-focused courses, such as Philippine studies, Filipino American Studies, Filipino history, culture and identity social studies courses, or Filipino literature courses. Furthermore, when examining the HIDOE subject standards, there is no Filipino content covered in visual and performing arts, English language arts, math, science and social studies content standards. The Common Core English Language Arts standards Appendix B “Text Exemplars” does not list any literature by Filipino authors. Particularly noteworthy, Filipino content is not addressed in the required social studies content standards of world history, Modern History of Hawaii or Pacific Island Studies at the middle and high school levels. The absence of Filipino content in K-12 content standards and curriculum sends a message that Filipinos are not worthy or important enough to be included in learning.

Filipino students are an “invisible majority” in the Hawaii K-12 public school system. They are the largest ethnic group, yet they are not represented in the curriculum they learn, nor are they reflected in the education faculty. Perhaps, Filipinos do not garner much attention as a group because, on the whole, they are neither struggling nor exceeding academically. In comparison to other racial and ethnic groups in the HIDOE, they score in the middle for academic achievement and teachers rank them as average in socio emotional learning. With such a moderate status, Filipinos may be overlooked and fly under the radar, ultimately not performing to their potential. A persistent education gap becomes visible in public higher education in Hawaii, where Filipinos are less likely than other groups to be enrolled at four year institutions. Their K-12 experiences set the stage for this underrepresentation.

We need to transform the curriculum so it reflects the histories, lives, and experiences of one of the major ethnic groups in the HIDOE. When academic knowledge and practical skills are situated within the lived experience of students, schoolwork becomes more personally meaningful and interesting. Research shows multicultural content or ethnic studies courses increase academic achievement of racial and ethnic groups and promotes positive racial and ethnic attitudes among all groups.

We hope the legislature will join our families, schools, and communities to advocate for greater Filipino representation in our K-12 educators and curriculum for our Filipino students.

Thank you for the opportunity to testify.

HCR-56-HD-1

Submitted on: 4/23/2022 10:09:50 PM

Testimony for EDU on 4/25/2022 1:30:00 PM

Submitted By	Organization	Testifier Position	Testify
Leon Florendo	Testifying for Sariling Gawa Youth Council	Support	Written Testimony Only

Comments:

Aloha Senator Michelle N. Kidani - Chair, Senator Donna Mercado Kim - Vice Chair, and members of the committee,

My name is Leon F. Florendo and I am the President of the Sariling Gawa Youth Council. I am submitting a written testimony on behalf of Sariling Gawa Youth Council.

We strongly support HCR 56 HD 1 Requesting the Department of Education to Implement a Filipino History, Culture, and Identity Social Studies Course for High School Students.

Sariling Gawa Youth Council support ***HCR 56 HD 1*** because for 40 years we have been filling this void. Also, for the 23.4 percent of Hawaii’s public-school students are of Filipino heritage and consist of the largest ethnic group in the Hawaii Department of Education system.

Additionally, Filipinos in Hawaii represent the largest ethnic group in the state due to historical forces that initially brought Filipino Sakadas and their families since the early 1900’s. Today, 25% of Hawaii’s population are of Filipino heritage and are major contributors to the state’s economy and social, multicultural productivity.

Sariling Gawa Youth Council has dedicated its youth leadership development efforts since 1980 to ensuring that Filipino youth are empowered to be community leaders with a deep understanding of their history, languages, culture and values. Over 3,000 high school students across the state have participated in our annual Sariling Gawa’s Youth conferences and workshops. Throughout our organization’s 40 plus year history, these students expressed a common desire which is to increase their pride, respect and appreciation of their Filipino cultural heritage. They also shared that some of their high schools have a Filipino Club and would like to see courses offering Filipino cultural, history, and identity content in their schools to build upon what they have learned at Sariling Gawa’s conference which is only an introduction to Filipino history, culture, values and languages.

In closing, having Filipino courses offered in the Hawaii DOE will ensure that students get to learn about the rich Filipino cultural heritage in an educational setting will be consistent and will validate what we have been sharing with them. It is our hope that you all support this resolution which is long overdue.

Salamat po,

Leon F. Florendo

Sariling Gawa Youth Council - President

HCR-56-HD-1

Submitted on: 4/24/2022 3:03:51 PM

Testimony for EDU on 4/25/2022 1:30:00 PM

Submitted By	Organization	Testifier Position	Testify
Landee Resuello	Individual	Support	Written Testimony Only

Comments:

April 24, 2022

Dear Chair Kidani, Vice Chair Mercado Kim, Senator Dela Cruz, Senator Fevella, and Senator Kanuha,

My name is Landee Resuello and I am a junior at Kamehameha. I am part of the Filipino Curriculum Project, a public-private school collaboration that advocates for Filipino representation in our high school education.

I strongly support HCR 56 HD1 Requesting the Department of Education to implement a Filipino History, Culture, and Identity Social Studies Course for High School Students.

I support HCR 56 HD1 because as you all know Hawaii is the mixing bowl of ethnicities and backgrounds and you cannot deny the large population of Filipinos with 23.4% of the student population being Filipino. Growing up the amount of representation for Filipinos lacked and with a curriculum being formed, being able to come together and connect will be not only impactful to students learning by keeping them engaged, but it will make them feel comfortable and seen. I am a high school student, I have gone through a number of classes, but the ones that interested me the most, were the ones where I could connect to; the ones where I was engaged in the content. It is important to have content that students can connect to because it also helps them discover themselves. If this was a curriculum right now, not only would I enjoy it, but it would teach me about the history and heritage of where I come from, being a Filipino, being that it always something briefly covered or not covered at all in classes/courses.

Having that representation will create that community for non-Filipinos and Filipinos alike to learn about the culture and be able to feel connected on a larger scale. In addition to that it could give power and inspiration to other ethnicities to further so empower themselves and set sail on their own journey of representation, as we are not able to speak on their behalf. I could only imagine and envision the positive impact that it will make for everyone!

Thank you for the opportunity to testify.

Sincerely,

Landee Resuello

HCR-56-HD-1

Submitted on: 4/24/2022 8:27:10 PM

Testimony for EDU on 4/25/2022 1:30:00 PM

Submitted By	Organization	Testifier Position	Testify
Lauren Watarida	Individual	Support	Written Testimony Only

Comments:

Dear Chair Nakashima, Vice Chair Matayoshi, and House Members of the Judiciary and Hawaiian Affairs Committee:

My name is Lauren Watarida and I am a Junior at Kapolei High School. I am part of the Filipino Curriculum Project, a public-private school collaboration that advocates for Filipino representation in our high school education.

I strongly support HCR56 / HR50 Requesting the Department of Education to Implement a Filipino History, Culture, and Identity Social Studies Course for High School Students.

I support HCR56 / HR50 because as a Filipina myself, I've always sought opportunities to learn about my culture and identity in a classroom setting but never found them. I am half Japanese and half Filipino and throughout all my classes from Kindergarten to Junior year, I've always been taught about Japanese history. I thought it was completely normal to not learn about Filipino history but I was young and didn't know any different. I didn't once question why I was only being half represented. Now that I'm a Junior, after joining the Filipino Curriculum Project, I came to realize the things I was doing to make up for the lack of education I was receiving. Such as taking Spanish because it was the closest thing to a Filipino language class.

No student should settle for less when it comes to their identity. One side of them is not more important than the other and they should be represented as a whole. The opportunity to learn about who they are is not just a privilege, but a right. Through implementing a Filipino History, Culture, and Identity Social Studies Course for High School Students, we can lessen the gap for future generations.

Thank you for the opportunity to testify.

Sincerely,

Lauren Watarida

HCR-56-HD-1

Submitted on: 4/21/2022 6:21:12 PM

Testimony for EDU on 4/25/2022 1:30:00 PM

Submitted By	Organization	Testifier Position	Testify
Isabella Walker	Individual	Support	Written Testimony Only

Comments:

Aloha and thank you for allowing me the opportunity to submit testimony in support of HCR56 HD1 relating to the Department of Education to implement a Filipino History, Culture, and Identity Social Studies Course for High School Students. Thank you to Chair Nakashima, Vice Chair Matayoshi and House Members of the Judiciary and Hawaiian Affairs Committee.

HCR56 HD1 is a bill that I, as a prospective social worker who has worked with and advocate for many Filipino individuals in the Behavioral Mental Health setting, fully support. Over 25% of the population in Hawaii is made up of Filipinos. HCR56 HD1 would greatly assist with educating Hawaii's youth who are Filipino, as well as their peers. This bill would allow for Filipino youth to see themselves represented in Social Studies curriculum, as well as allowing all involved to see the role that Filipinos had in Hawaii's rich history.

HCR56 HD1 would not only allow for adequate and well-rounded social studies education, but it would also allow for youth to see their culture depicted within Hawaii's and the Philippines' history. This curriculum would also educate those who are and are not Filipino on cultural happenings and traumas that may have occurred and allow for trauma informed care from HIDOE educators. Though I am not Filipino, much of my family members and friends are, and I would have loved to have been able to learn more about their culture and history in school. I grew up on the North Shore of O'ahu from Waialua to Kahuku where much of the population there is Filipino. Not only would this curriculum have educated me about my family and peers in high school, but it would also have aided in my collegiate educational and professional career to incorporate a more informative sense of cultural humility to my clients and coworkers. I strongly desire for the committee to support HCR56 HD1.

Thank you,

Isabella Walker, MSW candidate.

April 22, 2022

Testimony to the Senate Education Committee

Re: HCR 56 HD1

Dear Chair Michelle Kidani, Vice Chair Donna Mercado Kim and Members of the Committee on Education:

I am Dr. Jeanne Batallones and **I submit this testimony in strong support of HCR 56 HD1**, requesting the Hawai'i Department of Education (HIDOE) to Implement a Filipino History, Culture, and Identity Social Studies Course for High School Students. **I am urging you to support these measures.**

I am a Counselor at Hawai'i Community College and a member of the UH Pamantasan Council. I have worked as a counselor within the UH system for the last seven years, and as a community college counselor for the last 14 years. I provide my testimony on behalf of myself as an Filipina educator, practitioner-scholar, and community advocate.

Although Filipinos are the second largest population in Hawai'i and make up 25% of the state and the largest ethnic group in Hawai'i's public schools, comprising 23.4% of the student population, as a community we are not adequately represented in our public education curriculum. According to the Tinalak Report, "Filipinos an Invisible Majority," there are no courses offered to students that explicitly focuses on or incorporates Filipino content and that Filipino content is not addressed in social studies standards.

In 2020, I completed my dissertation which focused on my work with Filipino community college students in Hawai'i. The narratives of the students I studied all showed that although they attended schools with high concentrations of Filipinos, they had minimal to no opportunities to learn about Philippine or Filipino history, culture, or contributions in their K-12 schooling experiences, contributing to a negative self-concept and shame of their ethnic identity.

The omission of Filipino courses from our K-12 curriculum is an issue of equity and diversity, which our state must prioritize and address. Quite frankly, the request for the Hawai'i Department of Education (HIDOE) to Implement a Filipino History, Culture, and Identity Social Studies Course for High School Students, is long overdue. Therefore, **I urge you to support this measure.**

Respectfully submitted,
Jeanne Batallones Ed.D

HCR-56-HD-1

Submitted on: 4/22/2022 12:45:17 PM

Testimony for EDU on 4/25/2022 1:30:00 PM

Submitted By	Organization	Testifier Position	Testify
Phillippe Rivera Fernandez-Brennan	Individual	Support	Written Testimony Only

Comments:

SENATE COMMITTEE ON EDUCATION

Monday, April 25, 2022, 1:30 PM

Conference Room 225 & Videoconference

April 22, 2022

Dear Chair Kidani, Vice Chair Mercado Kim, Senator Dela Cruz, Senator Fevella, and Senator Kanuha,

My name is Phillippe Fernandez-Brennan and I am a PhD student in Education: Curriculum and Instruction at the University of Hawai'i at Mānoa (UHM), member of the UHM College of Education Tinalak Council and council member of the College of Education Doctoral Student Association (COEDSA). I have also taught in Hawai'i public schools for the past 8 years. I am testifying as an individual and do not represent the University of Hawai'i nor the Hawai'i Department of Education.

I strongly support [HCR 56 HD 1](#), Requesting the Department of Education to implement a Filipino history, culture, and identity social studies course for high school students.

I support HCR56 HD 1 because I was born in Hawai'i, was raised in Kāne'ohe, am Filipino/Ilokano, attended K-12 public schools and during this time, I never saw my identity reflected in curriculum, teachers, and administrators. I was not allowed to learn about Filipinos in Hawai'i, the context for immigration to Hawai'i, the struggles of the sakadas, the struggles of Filipino immigrants and the contributions that Filipinos have made on the social fabric of Hawai'i. Despite Filipinos having the largest population of any ethnic group in Hawai'i (25%)--70% of whom are of Ilokano/Ilocano ethnic heritage--and the largest student demographic in Hawai'i public schools, Filipinos in Hawai'i are invisible in K-12 curriculum, systematically excluded as public school teachers and administrators, and disproportionately underrepresented as professors at the UHM.

Despite a strong presence in Hawai'i since 1906 and significant contributions to the fabric of Hawai'i, Filipinos as a community continue to struggle socially, politically and economically.

While Hawai'i's population is racially and ethnically diverse, ethnic groups are systemically concentrated in particular districts. Most Filipinos are concentrated on O'ahu in the central and Leeward areas, specifically Kalihi, Waipahu and Ewa Beach, which tend to have higher rates of poverty.

During the 2019-2020 school year, Filipino students were the largest ethnic group in Hawai'i public schools at 23.4%. Despite this large number of Filipino enrollment in Hawai'i public schools, Filipino graduates are disproportionately enrolling into 4-year college institutions. The disproportionately low enrollment compared is due to significant barriers like financial aid resources, cultural heritage reinforcement, and institutional support systems. Consequently, Fall 2021 UHM enrollment data showed that the total Filipino student population was only 9.1%, undergraduates accounted for only 10.6%, and graduate students only accounted for 5.4%. Filipinos are mostly found at the community college level (17.2%) and are transferring to four-year institutions disproportionately lower compared to other ethnic groups.

Data on Filipino faculty at the UH Mānoa shows similar alarming low and disproportionate representation. In 2016, Filipino faculty only accounted for 2.6% of the entire UH Mānoa faculty. In 2021, they accounted for only 5.9%. The 2021 data also showed that at the College of Education, only 5 out of 174 faculty members (2.8%) are of Filipino descent.

Filipinos are also underrepresented at the College of Education as teacher candidates (11%) and graduate students (7.6%). As the highest producing licensure Education Preparation Program (EPP) in Hawai'i, this low number of Filipino teacher candidates consequently and systematically leads to underrepresentation of Filipino teachers and administrators employed in the Hawai'i Department of Education (HIDOE).

The most recent data in 2021 showed that Filipinos have one of the lowest representations of teachers (8%) in the Hawai'i Department of Education compared to Whites (25%), Japanese (24%), and Hawaiian (11%). This is problematic because Filipino youth represent the majority of the public school student demographic (23.4%). Filipino administrators in the HIDOE only accounted for 5% of administrators, compared to Japanese (29%), White (20%) and Hawaiian (15%) administrators. From 1974 to 1991, data shows that Filipino teachers and administrators have historically been underrepresented in the HIDOE with the lowest ethnic group represented in Hawai'i public schools.

Research in education supports that the process of learning is culturally dependent, that culturally relevant and community engaged curricula are essential to improving academic performance and school culture for students, and that it is essential to have linguistic and cultural flexibility in education.

The Hawai'i State Department of Education (HIDOE) subject standards do not include Filipino content in visual and performing arts, English language arts, math, science and social studies. Filipino content is not addressed in the social studies standards of world history, History of Hawaiian Kingdom, Modern History of Hawai'i or Pacific Island Studies at the middle and high school levels. When Filipino culture is invisible in the curriculum, it is difficult for Filipino youth to develop a positive sense of self- and ethnic identity and has had profound implications

to how Filipinos are portrayed and how Filipinos see themselves, which I argue is linked to persistent low performance, low achievement and lack of success among Filipino students in the Hawai'i K-12 public schools.

Please support Filipino students through the passing of [HCR 56 HD 1](#) and mandating that the Hawai'i Department of Education (HIDOE) implement Filipino history, culture, and identity social studies courses for high school students.

Thank you for the opportunity to testify.

Sincerely,

Phillippe R. Fernandez-Brennan

TO THE SENATE COMMITTEE ON EDUCATION

Monday, April 25, 2022

Offering Comments on HCR No. 56, HD 1

Dear Chair Kidani, Vice Chair Kim, and members of the Senate Committee on Education:

My name is Damien Chang, a sophomore at Harvard College and proud graduate of McKinley High School. I write to respectfully offer my comments on HCR 56, HD 1, with the following representing solely my views as an individual:

As mentioned above, I am a born-and-bred product of Hawaii's public school system. The teachers, mentors, staff, and students whom I've had the privilege to interact with throughout my educational journey have been instrumental in shaping my worldview today—which still continues to evolve. Many of these people dear to me are Filipino. Many of these transformative experiences are due to my exposure to the myriad of cultures that make up our islands—of which the culture and people of the Philippines have been an increasingly large part.

The data, figures, and justifications for the implementation of a Filipino History, Culture, and Identity course for high schoolers can be found in other testimonies. Most compellingly, the empowerment and representation that Filipinos deserve in our education system—both as students and teachers—would probably be facilitated through implementation.

But passage of this bill would still leave me with concerns regarding our public school system. Why should the DOE implement such a course for Filipino history, culture, and identity, when it hasn't done the same for the Japanese, for example, who were long the largest ethnic group in the islands and instrumental in shaping our economy, politics, and way of life today? One could argue that the issues of cultural representation, dignity, and identity have never concerned the Japanese in the same manner that it does the Filipino community, but then that means we have so far left it up to forces *outside the classroom* to preserve and perpetuate a sense of ethnic identity and advancement. The argument is not that of ethnic plurality—numbers cannot be the sole determinant of what and who matters. In the classroom—and speaking from personal experience—the public school offerings we now have in place for cultural education (Modern Hawaiian History, Pacific Island Studies) are inadequate simply because they lack the depth and emphasis needed to cover the span of Polynesian and Asian cultures in a manner that speaks to each student's identity. What we receive is not meaningful to us.

Hawaii is not the same as it used to be. We are more ethnically diverse than we were in decades past, and our means of bridging cultural gaps in achievement, employment, or educational/occupational performance differ. We no longer live in plantations, or speak a sort of Pidgin that is as multicultural as it once was, or engage in labor/political movements in the same culture-bridging way we used to—all of which, for better or for worse, brought us closer together. I don't think Hawaii would be better off if the responsibility of a multicultural education and equitable ethnic advancement were left solely in the confidence of our extrascholastic interactions.

I support this measure if it is intended to be the first step in a series of efforts that expanded the scope and strength of social studies education in our public schools. Ideally, similar offerings would be made to account for Micronesian, Samoan, Korean, Chinese, Portuguese, and other island cultures—not necessarily individually, but perhaps grouped by region, or by historical immigration wave, that'd allow for greater exploration and integration of cultures. I would caution against fragmentation of the sort that would lead to certain courses reciprocally selecting for only certain identities for the simple fact that it bears their name—with unfavorable letter grades barring the unfamiliar out. It is a *social* studies curriculum we are expounding—not an ethnic studies curriculum—and there is certainly a way to guarantee the empowerment of both the individual identity and the aggregate community. But that requires a promise that this measure would have to be the beginning of *greater educational reform*.

Thank you for the opportunity to offer testimony.

Respectfully,

Damien Chang

HCR-56-HD-1

Submitted on: 4/24/2022 11:37:33 AM

Testimony for EDU on 4/25/2022 1:30:00 PM

Submitted By	Organization	Testifier Position	Testify
Maria V Lanzona	Individual	Support	Written Testimony Only

Comments:

SENATE COMMITTEE ON EDUCATION

Monday, April 25, 2022, 1:30 PM

Conference Room 225 & Videoconference

April 23, 2022

Dear Chair Kidani, Vice Chair Mercado Kim, Senator Dela Cruz, Senator Fevella, and Senator Kanuha,

My name is Maria Vina Lanzona and I am an Associate Professor in the History Department at UH-Manoa. I am testifying as an individual and do not represent the University of Hawaii.

I strongly support [HCR 56 HD1](#). Requesting the Department of Education to Implement a Filipino History, Culture, and Identity Social Studies Course for High School Students.

There are many reasons to support this initiative. I've been teaching Philippine History for about 20 years at UH-Manoa and I am shocked that my students, many of them Filipinos and Filipino-Americans, have a lot of misinformation and misconceptions about the history of the Philippines and the contributions of Filipinos in American history and society. Or worse, that they don't know much, if at all, about their own history, or where their families came from.

I believe that their education should start early, in High School, so they'll obtain a deeper understanding of their own history and identity.

This lack of education could be traced to the absence of courses that highlight Filipino history and culture in the curriculum. And this could also be explained by the lack of teachers who could teach this type of history.

No one could dispute the significance of supporting the hiring of teachers and the inclusion of these courses in the High School curriculum. It will bring pride and understanding of the struggles and cultures of the Filipinos so they would appreciate their own status in Hawaiian society as well as help them combat any discrimination against their community.

Thank you for the opportunity to testify.

Sincerely,

M. Vina Lanzona

SENATE COMMITTEE ON EDUCATION

Monday, April 25, 2022, 1:30 PM

Conference Room 225 & Videoconference

April 24, 2022

Dear Chair Kidani, Vice Chair Mercado Kim, Senator Dela Cruz, Senator Fevella, and Senator Kanuha:

My name is Shannon Cristobal and I am a Ph.D. Candidate in the Educational Foundations Department at the College of Education at the University of Hawai'i at Mānoa (UHM) and the Director of Hawai'i History Day and K-12 Humanities Programs at the Hawai'i Council for the Humanities. I am testifying as an individual and do not represent the University of Hawaii or the Hawai'i Council for the Humanities.

I strongly support HCR 56 HD1. Requesting the Department of Education to implement a Filipino History, Culture, and Identity Social Studies Course for High School Students.

As a high school graduate of the Hawai'i Department of Education (HIDOE) and now a graduate student, teacher educator, and public humanities program director, I see how vital and imperative it is to create spaces and content that is diverse, equitable, and that also advocates for recruiting, retaining, and educating teachers from underrepresented ethnic groups such as Filipinos. Filipino teachers are underrepresented in comparison to their Filipino students, representing only 8% of the teaching workforce in contrast to teachers who are Whites (25%), Japanese (24%), and Hawaiian (11%). This underrepresentation is detrimental to students' social emotional learning and well-being. According to HIDOE, social emotional learning is described as "the mindsets, skills, attitudes, and feelings that help students succeed in school, career, and life. SEL focuses on how motivation, social connectedness, and self-regulation enable every student to learn and thrive." [13]

I support HCR 56 HD1 because the absence of Filipino content in K-12 content standards and curriculum sends a message that Filipino content is not worthy or important enough to be included in learning. I personally experienced this myself while attending schools in the HIDOE and had to wait till I attended college to read anything that touched upon Filipino history, culture, or literature. My children also attended schools in the HIDOE up until the 6th grade and only got to study very briefly a few stories of Filipinos during the plantation era because of a field trip to the Hawai'i

Plantation Village. As the Director of Hawai'i History Day and K-12 Humanities Programs I get to work with over 100 teachers and hundreds of students every year from across the state (public, private, charter, Hawaiian Immersion, and Homeschool). It's unfortunate that many of these teachers and students have expressed to me that the Filipino & Filipino American History & workshops that include history, literature, and resources they had no idea existed.

Growing up in Kalihi from a poor family. I never in my wildest dreams thought I could attain my Ph.d. It was through the guidance, care, and determination by many Filipino and non Filipino teachers and educators that have helped me to get past self-hated, imposter syndrome by seeing myself in the Filipino literature I read, the Filipino and Filipino American history I studied and can finally say I am proud to be Filipino. I want all Filipino children to learn this at a young age not when they are in college and unfortunately a lot of them don't even get to that point with your help they can.

Thank you for the opportunity to testify.

Sincerely,

Shannon Cristobal

SENATE COMMITTEE ON EDUCATION

Monday, April 25, 2022, 1:30 PM

Conference Room 225 & Videoconference

April 24, 2022

Dear Chair Kidani, Vice Chair Mercado Kim, Senator Dela Cruz, Senator Fevella, and Senator Kanuha:

My name is Cody Cristbal and I am a Junior Punahou Student and one of the co-leaders of the Filipino club at Punahou. I am testifying as an individual and do not represent the school of Punahou.

I strongly support HCR 56 HD1. Requesting the Department of Education to implement a Filipino History, Culture, and Identity Social Studies Course for High School Students.

As a high school student I get the rare opportunity to learn about various cultures around the world, but I've never learned about my own culture at school, the Filipino culture. Our culture and our history has been lost in time, and I can firmly say that I don't fully understand my history and where I come from even though I am Filipino. We cannot take pride in our culture and identities if we do not know our own history, so it is my firm belief that Filipino history, culture, and identity courses be available for high school students like me.

Thank you for the opportunity to testify.

Sincerely,

Cody Cristobal

HCR-56-HD-1

Submitted on: 4/24/2022 10:42:25 AM

Testimony for EDU on 4/25/2022 1:30:00 PM

Submitted By	Organization	Testifier Position	Testify
Doris Ching	Individual	Support	Written Testimony Only

Comments:

Testimony Presented Before the

Senate Committee on Education

April 25, 2022 at 1:30pm

Doris Ching

Emeritus Vice President for Student Affairs

University of Hawai'i System

HCR 56 H.D. 1 REQUESTING THE DEPARTMENT OF EDUCATION TO IMPLEMENT A FILIPINO HISTORY, CULTURE, AND IDENTITY SOCIAL STUDIES COURSE FOR HIGH SCHOOL STUDENTS

Chair Kidani, Vice Chair Kim, and Members of the Committee Senator Dela Cruz and Senator Kanuha:

Thank you for the opportunity to submit testimony on HCR 56 H.D.1. I am testifying as a concerned individual and member of the Hawai'i community. Having had the privilege of teaching in K-12 education with the Hawai'i Department of Education at Kalakaua Middle School, August Ahrens School, and Kawanakoa Middle School as well as serving higher education at the University of Hawai'i at UH-Mānoa, UH-West O'ahu and the UH System over the past five decades, I have personally observed the educational curricular and representation deficiencies relative to students and professionals of Filipino ethnicity within Hawai'i's K-12 and higher educational systems. I concur with the assertions in HCR 56 H.D.1 and firmly believe the addition of a course in the DOE curriculum will result in a marked improvement to overcome the current shortcomings. I, therefore, strongly support HCR 56 H.D.1 Requesting the Hawaii Department of Education (HIDOE) to Implement a Filipino History, Culture, and Identity Social Studies Course for High School Students.

Thank you for your attention to this important matter and for your consideration of the resolution. Your continued support of education and equity in the curriculum is greatly appreciated.

Senate Education Committee

Monday, April 25, 2022, 1:30 PM

CR 225 & Videoconference

HCR56 HD1- Requesting the Department of Education to Implement a Filipino History, Culture, and Identity Social Studies Course for High School Students.

April 24, 2022

To the Chair, Vice Chair, and Members of the Senate Education Committee:

My name is Dr. Wayland Quintero, the Discipline Coordinator for the Philippine/Filipino Studies program at Leeward Community College. I am testifying as an individual and do not represent the University of Hawai'i.

I strongly support HCR56 HD1, Requesting the Department of Education to Implement a Filipino History, Culture, and Identity Social Studies Course for High School Students. As you know, people of Filipino ancestry (local born and immigrant) comprise 25% of the state's population and we are the second largest ethnic group in Hawai'i. It is time that our history in Hawai'i and the USA, our heritage practices, and our cultural contributions be taught in our public schools.

Moving forward with HCR56 HD1 would demonstrate that the leaders of the State of Hawai'i value the many and diverse contributions of Filipinos/Filipino Americans to our local and national historical, social, cultural, and economic tapestry.

Implementing a social studies course about Filipino/Filipino American history, culture, and identity through various learning tools will provide students and teachers a tangible and formalized way toward co-creating and engaging with a positive learning commons at the high school level about who we are and not what others assume or project us to be. Through a well-constructed social studies course we can begin to dismantle negative and persistent stereotypes about Filipinos while instilling a sense of full belongingness in Hawai'i and the USA among students of Filipino ancestry.

Thank you for your time and sincere attention in moving HCR56 HR1 forward.

Sincerely,



Wayland Quintero, Ph.D, MFA
Discipline Coordinator- Philippine/Filipino Studies Program
Leeward Community College, Pearl City, Hawai'i

SENATE COMMITTEE ON EDUCATION
Monday, April 25, 2022, 1:30 PM
Conference Room 225 & Videoconference

April 23, 2022

Dear Chair Kidani, Vice Chair Mercado Kim, Senator Dela Cruz, Senator Fevella, and Senator Kanuha,

My name is Jennifer Padua, and I am an Assistant Professor in the College of Education at the University of Hawai'i at Mānoa (UHM). While I draw on my professional knowledge, I am testifying as an individual and do not represent the UHM.

I strongly support **HCR56 / HD1** Requesting the Department of Education to implement a Filipino History, Culture, and Identity Social Studies Course for High School Students.

Currently, in the Hawaii Department of Education (HIDOE), Filipinos are the largest student population at 23.4% but have significantly low college-going rates at 54%.

Research shows that students of color perform better academically when they see themselves in the curricula and are taught by educators of the same ethnicity. In the HIDOE, there are over 2,500 courses. But the only Filipino-focused courses are in World Languages and offered at Farrington and Waipahu High Schools. If students are proficient in speaking Filipino or Ilokano, there is no need to enroll in this language course. Although Filipinos arrived in Hawai'i in the early 1900s, their contributions to our state are not explicitly mentioned in the social studies or language arts curriculum. Moreover, Filipino educators make up only 8% of the HIDOE teaching force. As a result, Filipino students and educators often do not see their identity or culture as significant to our state's history, schooling, or lives.

Therefore, I believe passing **HCR56 / HD1** is the first step in providing support for Filipino students and educators.

Thank you for the opportunity to testify.

Sincerely,

Jennifer Padua

HCR-56-HD-1

Submitted on: 4/24/2022 12:50:16 PM

Testimony for EDU on 4/25/2022 1:30:00 PM

Submitted By	Organization	Testifier Position	Testify
Jeffrey Moniz	Individual	Support	Written Testimony Only

Comments:

Dear Chair Kidani, Vice Chair Kim, and the Members of the Senate Committee on Education,

I'm writing to express my strong support, as an individual, for HCR 56 HD1. I'm requesting that the efforts described in the resolution be implemented. Increasing the representation of Filipinos in the curriculum, along with efforts to recruit and retain teachers of Filipino ancestry, would be beneficial for all students. Students of Filipino ancestry stand to benefit from being affirmed in their educational experience. Non-Filipino students stand to gain valuable knowledge, understanding, and appreciation for the backgrounds of a sizable portion of our population. For these reasons, I strongly support HCR 56 HD1. Thank you for the opportunity to offer my testimony.

Sincerely,

Jeffrey Moniz, PhD

Vice Chancellor for Academic Affairs, UH West O'ahu

SENATE COMMITTEE ON EDUCATION
Monday, April 25, 2022, 1:30 PM
Conference Room 225 & Videoconference

April 25, 2022

Dear Chair Kidani, Vice Chair Mercado Kim, Senator Dela Cruz, Senator Fevella, and Senator Kanuha:

My name is Nicole Alia Salis Reyes and I am an Associate Professor in the College of Education at the University of Hawai'i at Mānoa. While I draw on my professional knowledge and expertise, I am testifying as an individual and do not represent the University of Hawai'i.

I strongly support HCR 56 HD1 Requesting the Department of Education to Implement a Filipino History, Culture, and Identity Social Studies Course for High School Students, along with recommendations to integrate Filipino content into the HIDOE standards and recruit more Filipino teachers.

As a Kanaka Maoli and Filipina woman, a scholar of higher education, and the first in my father's family to earn a college degree, I am deeply interested in issues of Indigeneity, diversity, equity, and inclusion. There is a noticeable educational outcome gap when it comes to Filipinos in Hawai'i. Whereas Filipinos comprise 25 percent of the total population of Hawai'i and 23.4 percent of all students enrolled in HIDOE schools, they are underrepresented at all levels in the UH System. Currently, Filipinos comprise only 17.4 percent of students enrolled in the UH community colleges, 12.3 percent of undergraduates enrolled in UH four-year institutions, and 5.5 percent of graduate students enrolled in UH four-year institutions. So, while other statistics might suggest that Filipinos are performing in the middle of the pack in terms of academic achievement and socio-emotional learning in the HIDOE, these college-going rates reveal that there is still a disconnect that is hindering Filipinos in their pursuit of quality education.

I believe that an important factor in this disconnect stems from the virtual invisibility of Filipinos within the curriculum and teaching staff of the HIDOE. Currently, the only Filipino-focused courses in the HIDOE are in Filipino and Ilokano languages, which are only offered at Farrington and Waipahu High Schools. There are no courses offered that focus on Philippine studies, Filipino American studies, Filipino history, Filipino culture, or Filipino literature. There are also no HIDOE subject standards that relate to Filipino

content. Moreover, only 8 percent of the teaching workforce of the HIDOE identifies as Filipino. As a result, Filipino students often do not see themselves, their families, or their communities reflected in their K12 experiences. This is problematic when we know that academic achievement and positive racial/ethnic attitudes are linked to students being able to connect with educators who share the same ethnic/racial backgrounds as well as to students being able to engage in culturally sustaining coursework.

What is taught in schools and by whom matters. Sadly, I have heard countless personal stories from students who have been made to feel ashamed to be Filipino. These stories are absolutely heartbreaking and have been deeply shaped both by intergenerational trauma and by negative schooling experiences. Unfortunately, the Philippines and Hawai'i share similar histories and ongoing experiences with U.S. colonialism. Schools have historically been used to reinforce American superiority and both Filipino and Hawaiian inferiority, contributing to senses of negative self-concept and perpetuating societal hierarchies with Filipinos and Hawaiians at the bottom. This is unacceptable, but there is hope. Research also suggests that education, when it is culturally sustaining and decolonized, can be used toward community uplift.

If we want Hawai'i to thrive now and into the future, then we need Hawai'i to be a place where Kānaka Maoli and Filipinos, two of Hawai'i's largest ethnic groups, can thrive. Education plays a vital role in this. We must support education that best supports these populations. HCR 56 HD1 can help to pave the way. Thank you for the opportunity to testify.

Sincerely,

Nicole Alia Salis Reyes

HCR-56-HD-1

Submitted on: 4/24/2022 10:18:29 AM

Testimony for EDU on 4/25/2022 1:30:00 PM

Submitted By	Organization	Testifier Position	Testify
Breanna Agas	Individual	Support	Written Testimony Only

Comments:

Dear Chair Kidani, Vice Chair Mercado Kim, Senator Dela Cruz, Senator Fevella, and Senator Kanuha,

I strongly support HCR56 / HR50 requesting the Department of Education to Implement a Filipino History, Culture, and Identity Social Studies Course for High School Students

I support HCR56 / HR50 as a second-generation Ilocano and Yonsei/Gosei. Growing up in Hawai'i, I have struggled with my identity, especially in my being Filipinx. In educational systems, there was little to no genuine representation and depiction of Filipina/o/xs in Hawai'i. Our accomplishments were rendered invisible. Despite our historical presence in Hawai'i, Filipinx youth still grapple with who they are, where they come from, and where they can go. This is reflected in the lack of Filipinx in higher education (e.g., undergraduate/graduate students, university faculty) and even in teaching positions in the Department of Education.

At the University of Hawai'i at Mānoa, Filipinx, students make up 10.6% of undergraduate students and only 5.4% of graduate-level students. Not only is this concerning, but it also suggests that Filipinx will be underqualified for higher-level labor markets and this will inhibit them from rising in socioeconomic status.

To garner more enrollment, we must modify our courses to allow for students to see their own communities, heritage, and ancestors represented. When students are heard or felt in their curriculum, they feel that they belong and therefore are relevant to educational spheres and the greater community of Hawai'i.

For our youth to know themselves, they must first learn their histories. Thank you for the opportunity to testify.

Sincerely,

Breanna Komata Agas

HCR-56-HD-1

Submitted on: 4/24/2022 12:47:23 PM

Testimony for EDU on 4/25/2022 1:30:00 PM

Submitted By	Organization	Testifier Position	Testify
Ellen-Rae Cachola	Individual	Support	Written Testimony Only

Comments:

SENATE COMMITTEE ON EDUCATION

Monday, April 25, 2022, 1:30 PM
Conference Room 225 & Videoconference

April 23, 2022

Dear Chair Kidani, Vice Chair Mercado Kim, Senator Dela Cruz, Senator Fevella, and Senator Kanuha,

My name is Clement Bautista, and I am a retired educational specialist and former director of the Office of Multicultural Student Services at the University of Hawaii at Manoa. I am testifying as an individual and do not represent the University of Hawaii.

I strongly support HCR56 HD1 requesting the Department of Education to implement a Filipino history, culture, and identity social studies course for high school students, to integrate Filipino content into content performance standards in existing courses, and to recruit and support Filipino teachers to teach this content.

I support this resolution because our national educational climate is witnessing a dangerous setback in teaching and encouraging social and cultural diversity in our youth. Although Hawaii has not fallen prey to the worst of the most recent “white washing” of our educational institutions and curriculum, we all know and appreciate the value of understanding, teaching, and promoting social and cultural diversity.

To accomplish this, we – as educators and leaders – must consciously and conscientiously include, debate and incorporate historical conflicts and issues generated by our cultural encounters and development. In particular, we cannot ignore the presence of the Filipino community in today’s society. Only by acknowledging and understanding the true diversity of who we are – as a culturally pluralistic community -- can we forge society that truly embodies the best of all our diverse social and cultural backgrounds.

Thank you for the opportunity to testify.

Sincerely,

Clement Bautista

HCR-56-HD-1

Submitted on: 4/24/2022 1:07:21 PM

Testimony for EDU on 4/25/2022 1:30:00 PM

Submitted By	Organization	Testifier Position	Testify
Katrina Abes	Individual	Support	Written Testimony Only

Comments:

SENATE COMMITTEE ON EDUCATION

Monday, April 25, 2022, 1:30 PM

Conference Room 225 & Videoconference

April 23, 2022

Dear Chair Kidani, Vice Chair Mercado Kim, Senator Dela Cruz, Senator Fevella, and Senator Kanuha,

My name is Katrina Abes and I am the First Year Student Support Coordinator for GEAR UP Hawai'i at Hawai'i P-20. I am testifying as an individual and do not represent the University of Hawaii.

I strongly support HCR 56 HD1. Requesting the Department of Education to implement a Filipino history, culture, and identity social studies course for high school students.

I support HCR 56 HD1. because as a 1.5 generation of Filipino ancestry, I found it extremely hard navigating the education system through my K-12 and post secondary years. While there are many factors, one of the reasons why I didn't seek for help was the lack of self-efficacy and a

lot of it had to do with the fact that my people was not represented in any curriculum therefore I felt invisible and not important. How do we expect and encourage students to think about college or academic success if they do not see themselves in the school curriculum?

Filipino children make up majority of the school demographics across the islands and there continues to be a lack of space to help develop their pride and identity except for extracurricular or supplemental activities. Passing this bill will normalize and set the standard that identity development and learning about their own culture is important. It will help build multicultural competence, interpersonal, and intrapersonal skills - skills that are needed in the workplace and serving the community.

Now that I have my own children in the DOE system, I want to use what I have learned in my extracurricular and supplemental activities to ensure that my children see it as part of their daily educational life.

Thank you for the opportunity to testify.

Sincerely,

Katrina Abes

HCR-56-HD-1

Submitted on: 4/24/2022 10:54:15 PM

Testimony for EDU on 4/25/2022 1:30:00 PM

Submitted By	Organization	Testifier Position	Testify
Nicole Silva-Carreira	Individual	Support	Written Testimony Only

Comments:

I am in **strong support** of HCR56, relating to Implement Filipino History and Department of Education.

I believe that students should be educated in the culture they are surrounded by. The Filipino culture here is very important because there are many Filipinos here. It is important for the students who are Filipino to learn more about their culture. It is also important for the non Filipino students to learn about Filipino culture because they are surrounded by Filipinos and their culture, especially since Filipinos make up a large and growing part of Hawaii.

It is important to educate students about the cultures that make up a large part of their community. There is also a lot of history in Hawaii that involves Filipino's.