



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

Date: 04/05/2022

Time: 02:00 PM

Location: 325 Via Videoconference

Committee: House Judiciary & Hawaiian
Affairs

Department: Education

Person Testifying: Keith T. Hayashi, Interim Superintendent of 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, 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 always 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 to do that.

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 many 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" (CDI5100). 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 many 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.



TESTIMONY SUBMITTED BY

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

TESTIMONY IN STRONG SUPPORT HCR56/HR50

The Hawai`i Friends of Civil Rights supports programs and policies that ensure equal access, diversity and inclusion. HF CR strong supports HCR56/HR50 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 and HR 50.

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

HOUSE COMMITTEE ON
JUDICIARY AND HAWAIIAN AFFAIRS
Tuesday, April 5, 2022, 2:00 PM
Conference Room 325 & Videoconference

April 2, 2022

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

My name is Chachie Abara and I am a community member, director of operations at KasamahanCo. Kasamahan Co is a multi-media platform that uplifts Filipinos in Hawai'i through a podcast that shares their narrative. 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 I was inspired and changed after I took my first IP 364 course at the University of Hawai'i at Manoa which stands for Indo Pacific Philippine Pop Culture course which was taught by Professor Dr. Jayson Parba. This course and many others provided by the University has taught me not to be ashamed about embracing my own cultural roots but gave me an opportunity to heal from unhealed traumas that I did not know I needed to learn and unlearn from. Oftentimes, I asked myself why I haven't had the chance to learn about this course. I built a platform called Reclaiming Filipino/x/a Identity which is now called, Kasamahan Co as a way for folks and others to have a platform to share their story as a Filipino who were born and raised in Hawaii growing up but also for those as transplants, settlers that made a contribution to building a Filipino community in Hawai'i. My passion led me to my destiny of being a storyteller and giving a voice for our community. If it weren't for classes like these that helped me look back into my cultural roots, I wouldn't have gathered the courage to find what I want to do in life, I know there is still so much for me to grow. Having classes like these that would provide students the opportunity to learn about their ethnic and cultural history will create a better community. Through looking back at my history, I stumble upon this book, "Little Manila in the Heart" written by Dawn Mabalon, who collected oral histories, old newspaper articles, shreds of people's memories and photograph to paint a memory back in Los Angeles, California which I aspire and continue to aspire as I am collecting the narratives of Filipinos in Hawai'i. As

our national hero once said, “Know History, Know Self – No History, No self” This quote transcends the importance of how history and self are inevitably intertwined. For High school students, this is the time and moment to truly know themselves and it's through learning the true history of what happened that will help them further their life. For me, anytime I was able to reconnect with my culture and history. Anytime I was having conversations with my community through my podcast, it slowly healed me inside. This gave me hope that when we start now, when we start to focus on letting our students look back and learn at the history of their ancestors it heals a community and it breaks the stigma of intergenerational trauma. As I conclude this testimony, I would like to say that with taking Filipino classes and Ilokano classes, I am proud to say that I have graduated the University of Hawaii at Manoa with a Bachelor’s in Psychology and Ilokano Studies. My dream and my dream for this generation to come is to create a Filipino multimedia company that will spot Filipino visionaries, storytellers and creatives to talk about our history from the good, the bad and to be a trailblazer. Please support the institution of implementing a Filipino History, Culture, and Identity Social Studies Course for High School Students.

Thank you for the opportunity to testify.

Sincerely,

Chachie Abara



TINALAK FILIPINO EDUCATION COUNCIL

HOUSE COMMITTEE ON JUDICIARY AND HAWAIIAN AFFAIRS

Tuesday, April 4, 2022, 2:00 PM
Conference Room 325 & Video Conference

To: Chair Nakashim, Vice Chair Matayoshi, and House Members of the Judiciary and Hawaiian Affairs Committee

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

Subject: Support for HCR56 / HR50 Filipino Social Studies Course for High School Students

The Tinalak Filipino Education Council strongly supports HCR56 / HR50 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.



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

My name is Marissa Halagao and I am a Junior at Punahou School. I am submitting on behalf of the **Filipino Curriculum Project**, a public-private school collaboration that creates and advocates for Filipino representation in our high school curriculum.

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

We are creating a curriculum about Filipino history, culture and identity and are submitting a course proposal to the DOE. We are made up of 11 student collaborators from Waipahu, Kapolei, Farrington, Roosevelt, Punahou and Kamehameha Schools, and we all submitted written testimony about why having more Filipino representation in school is important to us and underrepresented Filipino students. We are aware that there are some opportunities to learn about Filipino history in school, but we feel like it is not enough. We want a focused course, one that can go in depth and further empower Filipino students. Our curriculum is made up of three units: Historical Context, Culture and Connections, and Filipinos in Hawaii, with an overarching theme of identity and culminates in a social justice project that uplifts our community.

Our curriculum is geared towards Filipinos and non-Filipinos that hopefully inspires others to embrace their ethnic identities and strengthen connections. We've received support from various education leaders, and we hope we can gain your support as well to help us bring more Filipino representation to education that fosters student voice.

Thank you for the opportunity to testify.

Sincerely,

The Filipino Curriculum Project Team

Marissa Halagao, Punahou School '23
Mariah Iris Ramo, Waipahu High School '23
Lauren Watarida, Kapolei High School '23
Blaine Bacerra, Kapolei High School '23
Allyza Espinosa, Roosevelt High School '23
Landee Resuella, Kamehameha High School '23
Halle Myan Umayam, Kapolei High School '22
Jalen Jor Espejo, Farrington High School '22
Raymart Billote, Waipahu High School '21
Kailee Trias, Waipahu High School '21
Caitlin Jayne Agnes, Kapolei High School '21

HCR-56-HD-1

Submitted on: 4/3/2022 11:29:45 PM

Testimony for JHA on 4/5/2022 2:00:00 PM

Submitted By	Organization	Testifier Position	Testify
Leon Florendo	Sariling Gawa Youth Council	Support	Remotely Via Zoom

Comments:

Aloha Chair Nakashima, Vice Chair Matayoshi, and members for 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 / HR 50 Requesting the Department of Education to Implement a Filipino History, Culture, and Identity Social Studies Course for High School Students.

Sariling Gawa Youth Council supports ***HCR 56 / HR 50*** 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

HOUSE COMMITTEE ON
JUDICIARY AND HAWAIIAN AFFAIRS

Tuesday, April 5, 2022, 2:00 PM
Conference Room 325 & Videoconference

April 4, 2022

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

My name is Kailee Trias and I am a first year student at Ritsumeikan Asia Pacific University. I am part of the Filipino Curriculum Project, a public-private school collaboration that advocates for Filipino representation in our high school curriculum.

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 the Filipino community is very underrepresented in the state of Hawaii's education, when roughly a quarter of the population are this ethnic group. I am mixed with only 50% Filipino blood, but grew up in a full-fledged Filipino home barely learning anything about my culture because my family never taught me at home. This is a big issue for second generation Filipinos; families sometimes refuse to teach their children about their history and background because they think it would be easier for the child and themselves. I later graduated from Waipahu High School feeling completely disconnected from my culture because it was also severely lacking in Filipino education—when about 70% of the school population is Filipino according to the DOE themselves—the only program available was Ilokano language class. My goal is to eradicate the misconceptions and ignorance that people have of Filipinos and our history, and to encourage mixed students to feel pride and know their identity among the other ethnicities they have in their blood. Therefore, I believe every student should have the opportunity to learn about Filipino history and culture, especially those who are mixed and in the same state of disconnection due to their families not educating them at home. Being disconnected from our culture strips a part of our identity and the motivation to learn about ourselves. Having more programs and activities that support Filipino history and culture will inevitably encourage and motivate Filipino students to express themselves more freely, and teach non-Filipino students our history and acceptance of the community.

Thank you for the opportunity to testify.

Sincerely,

Kailee Trias

HCR-56-HD-1

Submitted on: 4/2/2022 7:23:34 PM

Testimony for JHA on 4/5/2022 2:00:00 PM

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

Comments:

HOUSE COMMITTEE ON

JUDICIARY AND HAWAIIAN AFFAIRS

Tuesday, April 5, 2022, 2:00 PM

Conference Room 325 & Videoconference

April 2, 2022

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

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 [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 I was born in Hawai'i, grew up in Kāne'ohe, attended K-12 public schools and during this time, I never learned about Filipinos in 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.

This underrepresentation of Filipino teachers and administrators and lack of Filipino curriculum has led to the 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 [HCR56](#) / [HR50](#) and mandating that the Hawaii 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

HCR-56-HD-1

Submitted on: 4/2/2022 7:24:53 PM

Testimony for JHA on 4/5/2022 2:00:00 PM

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

Comments:

Testimony Presented Before the
House Committee on Judiciary and Hawaiian Affairs
April 5, 2022 at 2:00pm

Doris Ching
Emeritus Vice President for Student Affairs
University of Hawai‘i System

HCR 56 HD1/HR 50 HD1 REQUESTING THE DEPARTMENT OF EDUCATION TO IMPLEMENT A FILIPINO HISTORY, CULTURE, AND IDENTITY SOCIAL STUDIES COURSE FOR HIGH SCHOOL STUDENTS

Chair Nakashima, Vice Chair Matayoshi, and Members of the Committee Representatives Ichiyama, Kobayashi, LoPresti, Lowen, McKelvey, Nakamura, Takumi, Tokioka, Ward:

Thank you for the opportunity to submit testimony on HCR 56 HD1 and HR 50 HD1. 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 Kawananakoa 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 education systems. I concur with the assertions in HCR 56 HD1 and HR 50 HD1 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 HD1 and HR 50 HD1 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.

HOUSE COMMITTEE ON JUDICIARY AND HAWAIIAN AFFAIRS

Tuesday, April 5, 2022, 2:00 PM

Conference Room 325 & Videoconference

April 2, 2022

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

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 HCR56 / HR50 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. HCR56/HR50 can help to pave the way. Thank you for the opportunity to testify.

Sincerely,

Nicole Alia Salis Reyes

HCR-56-HD-1

Submitted on: 4/3/2022 10:58:12 AM

Testimony for JHA on 4/5/2022 2:00:00 PM

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

Comments:

Aloha Chair Nakashima, Vice Chair Matayoshi, and House members of the Judiciary and Hawaiian Affairs Committee:

My name is Stephen Fernandez-Brennan and I'm a resident of Makiki writing to support HCR56, to implement a Filipino history, culture and identity social studies course for Hawai'i high school students.

I'm proud of the diversity of cultures and ethnicities in Hawai'i but I'm also aware of opportunities for improvement. Filipinos are the largest ethnic group in the DOE and yet their educational outcomes don't match their numbers. **Unfortunately, Filipinos perform 15-20% lower in proficiency standards and college going rates** compared to their East Asian peers. And while 91% graduate from high school, only 54% attend four year colleges, which can limit career opportunities in the future. Research at UC Santa Barbara and elsewhere has shown that when courses are designed to support specific populations of students who are not achieving educational success, those students' outcomes (attendance, grades) improve dramatically. HCR 56 is a very modest step to help support the single largest cohort of students in the Hawai'i DOE -- and I strongly support HCR 56.

Mahalo for your consideration -
Stephen Fernandez-Brennan
Makiki, O'ahu

HCR-56-HD-1

Submitted on: 4/3/2022 3:53:37 PM

Testimony for JHA on 4/5/2022 2:00:00 PM

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

Comments:

April 3, 2022

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

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

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 you all know Hawaii is the mixing bowl of ethnicities and backgrounds and you cannot deny the large population of Filipinos. 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

HOUSE COMMITTEE ON
JUDICIARY AND HAWAIIAN AFFAIRS

Tuesday, April 5, 2022, 2:00 PM
Conference Room 325 & Videoconference

April 2, 2022

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

My name is Raymart Billote and I am a freshman at the University of Hawai'i –West Oahu. 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 whenever I ask my Filipino friends who were born here if they can speak in Tagalog or Ilokano, their responses are always "I can only understand." It turns out many were encouraged not to speak any Filipino languages and not learn anything about their Filipino heritage. 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 under the table.

I support this resolution because first, not only Filipinos who lack knowledge of their ethnic background but also non-Filipinos will have the opportunity to learn more about our rich history and what it really means to be Filipino. The more they understand our culture, the more effortless we build a welcoming and giving community. Second, I support this resolution because Filipinos in the diaspora, especially in Hawaii, are losing their grip on their Filipino identities. I support this resolution to free Filipinos in the diaspora from experiencing identity crises. So that our younger 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. I want my younger sister and the whole next generation to grow up in a community where they feel valued. I support this resolution because it allows us Filipinos to have pride in our cultural heritage. I support this resolution because I believe that representation *does* matter. Finally, I support this resolution because I know that

education has the power to make every student feel seen. 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 Billote

HOUSE COMMITTEE ON
JUDICIARY AND HAWAIIAN AFFAIRS

Tuesday, April 5, 2022, 2:00 PM
Conference Room 325 & Videoconference

April 2, 2022

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

My name is Caitlin Jayne Agnes and I am 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** 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 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: 4/3/2022 8:44:50 PM

Testimony for JHA on 4/5/2022 2:00:00 PM

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

Comments:

HOUSE COMMITTEE ON

JUDICIARY AND HAWAIIAN AFFAIRS

Tuesday, April 5, 2022, 2:00 PM

Conference Room 325 & Videoconference

April 2, 2022

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

HOUSE COMMITTEE ON
JUDICIARY AND HAWAIIAN AFFAIRS

Tuesday, April 5, 2022, 2:00 PM
Conference Room 325 & Videoconference

April 4, 2022

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

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 HCR56 / HR50 Requesting the Hawaii Department of Education (HIDOE) 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 also support HCR56 / HR50 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

HCR-56-HD-1

Submitted on: 4/4/2022 8:11:48 AM

Testimony for JHA on 4/5/2022 2:00:00 PM

Submitted By	Organization	Testifier Position	Testify
Lorenzo Perillo	Individual	Support	Written Testimony Only

Comments:

April 2, 2022

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

My name is Dr. Lorenzo Perillo and I am an Assistant Professor in the Department of Theatre and Dance at the University of Hawai‘i at Mānoa. I am testifying as an individual and do not represent the University of Hawai‘i.

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 it is long overdue to infuse Filipino content in the K-12 curriculum.

Studies show that multicultural content or ethnic studies courses increase academic achievement of racial and ethnic groups and promotes positive racial and ethnic attitudes among all groups.

Filipinos make up 25% of the population in Hawai‘i and yet are under-represented in the field of education.

Filipinos comprise 23.4% of the student population according to the 2019-2020 HODOE data report and while they had high graduation rates (91%), they had low college-going rates (54%).

Moreover, two of the three most frequently reported non-English languages spoken at home in Hawai'i - Ilocano and Tagalog.

As an alumnus of public schools throughout primary, secondary, and higher education, I firmly believe that all students are entitled to an equitable and high quality education. My own ethnic studies education in higher education at UC Berkeley on Filipino history, culture, and identity, provided me with a sense of pride, self-worth, and sense of belonging that helped challenge the legacy of colonialism and discrimination I faced as young Filipino boy. Knowing the long history of Filipino contributions to society, the value systems that were strengthen Filipino identity formation, and the shared struggles with other ethnic and cultural groups can provide an immeasurably positive impact on all students in Hawai'i.

Thank you for the opportunity to testify.

Sincerely,

Dr. Lorenzo Perillo

HCR-56-HD-1

Submitted on: 4/4/2022 10:03:57 AM

Testimony for JHA on 4/5/2022 2:00:00 PM

Submitted By	Organization	Testifier Position	Testify
Breanna Agas	Individual	Support	Remotely Via Zoom

Comments:

April 4, 2022

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

My name is Breanna Komata Agas and I am a graduate student at the University of Hawai‘i Mānoa. I am testifying as an individual and do not represent the University of Hawai‘i.

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: 4/4/2022 10:10:43 AM

Testimony for JHA on 4/5/2022 2:00:00 PM

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

Comments:

Dear Chair Nakashima, Vice Chair Matayoshi, and the Committee on Judiciary & Hawaiian Affairs,

I am writing in support of HCR 56 SD1 because Filipinos are the largest Asian ethnic group in Hawai'i, and it is time the Department of Education to recognize and support the educational needs of this community.

The rise of anti-Asian hate crimes across the U.S. is alarming. Filipino women and men are among those that have been attacked. Postcolonial and Indigenous Filipinos in the Philippines also experience human rights abuses for speaking out against social, cultural, political, and economic injustice perpetrated by government, military, and corporate policies. This is one of the reasons that many Filipinos have to out-migrate to places like Hawai'i and the U.S.

Hawai'i can be a leader to stand up and prevent this kind of hate by ensuring that the Department of Education provides all people, including Filipinos, to access and learn about Filipino history, culture, and identity social studies courses in our public High Schools.

Filipino youth and the broader Filipino community need support from our public education system to encourage the development and dissemination of curriculum that is relevant and resonates with the experiences of their Philippine ancestors and contemporaries, as well as our Hawai'i-based communities.

Please support HCR 56 HD1.

Thank you,
Dr. Ellen-Rae Cachola

RAVEN JULIA SEVILLEJA, ESQ.

E-mail: rjsevilleja@gmail.com | JD/Hawai'i Bar Number 10645

HOUSE COMMITTEE ON JUDICIARY & HAWAIIAN AFFAIRS

Tuesday, April 5, 2022, 2:00 PM

Conference Room 325 & Videoconference

April 4, 2022

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

My name is Raven Sevilleja, and I respectfully and strongly support HCR56 and HC50, Requesting the Department of Education to Implement a Filipino History, Culture, and Identity Social Studies Course for High School Students. I strongly support this Concurrent Resolution and Resolution in the interest of many young, Filipinos, whose history, much like mine, deserve to be represented in Hawai'i's education. We can all agree that Filipinos in Hawai'i are a part of a rich history of this land, and the recognition of this identity through education would promote excellence and pride in our young generation.

I'm currently a Deputy Prosecuting Attorney with the City and County of Honolulu, in the Career Criminal Unit of the Special Prosecution Division. I have been licensed to practice law since 2016. I have a J.D. from the William S. Richardson School of Law, and a Bachelor of Arts from the University of Hawai'i at Mānoa. I am the second in my family to have achieved a degree past high school. I am the Executive Vice President of the Filipino Jaycees of Honolulu and a member of the Hawaii Filipino Lawyers Association and the Honolulu County Committee on the Status of Women.

I can trace all of my roots back to a small barangay, or village, in Bangui, in the province of Ilocos Norte, the Philippine's northernmost region. I am the first and only attorney that has come from this village. Both my grandparents and parents from both sides of my family immigrated from this barangay, to California and Hawai'i in the 80's.

My paternal grandmother was a pastor at the Filipino United Church of Christ in Waipahu, as well as an ESL teacher at Waipahu Intermediate. My paternal grandfather was also a pastor, and a janitor for an apartment building on California Avenue in Wahiawa. My maternal grandfather worked on the plantations, until he could petition my grandmother, my mother, and her siblings to come to Hawai'i. My mother is a proud Farrington grad. My mother and father worked three jobs between the two of them to put me through a private elementary school. I attended a public high school, until I was able to take the student loans out myself to attend a university.

I spent all my summers in Wahiawa or Ewa Beach growing up, staying with my family when I was not attending school in California. I transferred to UH from a community college in the middle of my sophomore year of college. But prior to my permanent move to Hawai'i, I was one of a handful of Filipino students in a class of 800+ juniors at Crescenta Valley High School in Los Angeles. In 2007, I took my second AP class in high school, AP U.S. History. I was woefully ignorant of the history between the US and the Philippines, and I secretly looked forward to learning about the Philippine-American War at the very least.

What I learned over the course of one academic year was a paragraph, the was read out loud in class. All I remember was listening to my classmate read the heading of the seven-sentence or so paragraph, "Our Little Brown Brothers," a label coined by William Howard Taft, the first American Governor-General

RAVEN JULIA SEVILLEJA, ESQ.

E-mail: rjsevilleja@gmail.com | JD/Hawai'i Bar Number 10645

of the Philippines, and later the 27th US President. Taft assured then President McKinley that, “our little brown brothers would need fifty or one hundred years of close supervision to develop anything resembling Anglo-Saxon political principles and skills.” The accompanying picture was a political cartoon, depicting indigenous Filipinos with comical smiles on their faces, welcoming U.S. military men.

I walked through my childhood and teenage years, burdened with shame, ashamed of my heritage. Shame that I was a child of immigrants, shame that I heard three languages spoken at home. Shame of my brown skin, stemming from being scolded to stay out of the sun, because no one would marry me. I was passing as Hawaiian in high school. Sometimes Mexican, Puerto Rican, or Black and Japanese. Initially, I quietly said Filipino, until I got tired of explaining where the Philippines was on a map to most kids who asked.


Having spent all my summers in Wahiawa and Ewa Beach, and the last twelve years in Hawai'i, I feel more at home than I ever did in Los Angeles. Sometimes I wonder what it would be like if I was taught something different growing up. With the passage of this Concurrent Resolution and Resolution, I won't have to wonder what it would be like for the next generation. With the Grammy awards, with Biden's appointment of Ms. Coloretti to serve in the White House as the country's highest-ranking Filipino-American, in the advent of this country's first Filipino-American Attorney General Rob Bonta in California, I wonder what it would've been like if I had such role models during my childhood. Instead of being told I couldn't run for president because of what I looked like or didn't look like, things would have been different.

I do not regret that period of my life. Our experiences, after all, shape us. But our futures are ours, alone, and yet together—in community. It's wonderful to see progress. It's wonderful to feel unsatisfied with the pace in which we're progressing—to want more, and demand more. I encourage you all, as our leaders, to allow our students to learn about their history, culture, and ancestors—just as much as they do about the people of the land they live on.

This is but a snapshot of my story, my truth, a truth that took generations of Filipinos to form. Even though I felt so small and even insignificant, in that AP US History class, I no longer carry that burden of shame. It's never too late to learn. And it's never too early to start.

Salamat, and mahalo, for taking the time to consider my testimony in support of HCR56 and HR50.

Sincerely,



Raven J. Sevilleja, Esq.

HCR-56-HD-1

Submitted on: 4/4/2022 1:01:39 PM

Testimony for JHA on 4/5/2022 2:00:00 PM

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

Comments:

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

My name is Charlene Bumanglag, and I am testifying as an individual and do not represent the University of Hawaii. 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 view HCR56/HR50 as a first fundamental step in restoring social equity in Hawaii where Filipinos, the largest ethnic group, have and continue to contribute to all sectors of Hawaii society. Implementing a high school course about Filipinos through the Department of Education (DOE) is perhaps one of the most impactful routes for societal human connectedness in the state. Given COVID-19, which has separated and isolated people as well as reorganized systems, Hawaii'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 Hawaii certainly need that. In prior years, I have taught "Filipinos in Hawaii," a credit bearing course at the University of Hawaii. This was the first time that most of my undergraduate students, both Filipino and non-Filipino, many of whom were schooled in Hawaii's public 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 deepened Filipino and non-Filipino students' sense of connectedness to themselves, their family members, their friends, and their diverse surrounding communities. For Filipino students, this also enhanced their connectedness to Hawaii with links to the motherland, the Philippines. Offering a course about Filipinos through the DOE will reach thousands of students, families, and educators throughout the state. This resolution passed, can certainly facilitate in offering aspects of human connectedness, which is much needed, especially given COVID-19.

Thank your consideration and for the opportunity to testify in strong support of HCR56/ HR50.

Sincerely,

Charlene Bumanglag, PhD

HCR-56-HD-1

Submitted on: 4/4/2022 1:32:19 PM

Testimony for JHA on 4/5/2022 2:00:00 PM

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

Comments:

Testimony in Support of HCR 56

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

I'm writing to express my strong support, as an individual, for HCR 56. 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. Thank you for the opportunity to offer my testimony.

Sincerely,

Jeffrey Moniz, PhD

Vice Chancellor for Academic Affairs, UH West O'ahu

HOUSE COMMITTEE ON
JUDICIARY AND HAWAIIAN AFFAIRS
Tuesday, April 5, 2022, 2:00 PM
Conference Room 325 & Videoconference

April 4, 2022

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

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 / HR50** 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 teacher educator, I am interested in diversity, equity, and the advocacy of recruiting and retaining educators from underrepresented ethnic groups such as Filipinos. Currently, in the HIDOE, only 8% of public school teachers are identified as Filipino, and in the UHM College of Education, only 11% of undergraduate Filipino students are pursuing a teaching license. I bring these statistics to your attention because Filipinos are the largest student population in the HIDOE at 23.4%, but they have significantly low college-going rates at 54%.

I support HCR56 / HR50 because 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. There are over 2,500 courses in the HIDOE. 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. In addition, despite Filipinos arriving in Hawai'i in the early 1900s, their contributions to our state are not explicitly mentioned in the social studies or language arts curriculum. As a result, Filipino students and educators often do not see themselves or their culture as significant to our state's history, schooling, or lives.

What is taught and by whom makes a difference. I have a few undergraduate students who pursued teaching because they did not have Filipino educators as role models and did not learn about Filipino history until they were college students. They believed if teachers understood their culture and identity as Filipino students, they would have a more positive experience during their public school years. Now as classroom teachers, they reported a lack of curricula resources to teach Filipino culture/history and not having colleagues of Filipino ethnicity. The lack of Filipino resources and educators has been persistent issues for decades.

I believe the passing of HCR56 / HR50 is a first step in improving educational outcomes for Filipino students. Seeing Filipino culture and history in the K-12 curricula and having Filipino teachers as role models may motivate Filipino students to enter college, possibly the teaching profession and to understand the importance of Filipino culture.

Thank you for the opportunity to testify.

Sincerely,

Jennifer Padua

HCR-56-HD-1

Submitted on: 4/4/2022 2:02:15 PM

Testimony for JHA on 4/5/2022 2:00:00 PM

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

Comments:

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

My name is Agnes Malate and I would like to provide my strong support of HCR56/HR50 Requesting the Department of Education to Implement a Filipino History, Culture, and Identity Social Studies Course for High School Students.

I am a 1.5 generation immigrant. My parents and I traveled 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 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.

HCR-56-HD-1

Submitted on: 4/4/2022 2:28:11 PM

Testimony for JHA on 4/5/2022 2:00:00 PM

Submitted By	Organization	Testifier Position	Testify
Norman Sales	Individual	Support	Written Testimony Only

Comments:

HOUSE COMMITTEE ON
JUDICIARY AND HAWAIIAN AFFAIRS
Tuesday, April 5, 2022, 2:00 PM
Conference Room 325 & Videoconference

April 2, 2022

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

My name is Norman Sales and I am the School Strategic Planner at Farrington High School. I am testifying as an individual and do not represent Farrington.

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.

House Bill 3343 from the 24th legislature of the State of Hawaii recognizes that the “teachings of American history have often overlooked the historical role of Asian-Americans, including the role of Filipino-Americans, whose heritage spans a colonial, political, economic, and cultural relationship with the United States.” More than 10 years after the aforementioned bill was passed, the history, culture, and identity of Filipino students are still not emphasized in the Social Studies curriculum of the Department of Education. Many of my former Filipino students, who represent 58% of the student population at Farrington, return from their semesters in college sharing their frustrations of not learning more about their history in our high school classrooms. They had to wait until they reached their college lecture halls to learn how the history of Filipinos in Hawaii and the United States continue to shape their identities.

I support HCR56 / HR50 because our students deserve representation in the curriculum. They deserve to leave our high school classrooms with a better understanding of who they are and where they come from.

Thank you for the opportunity to testify.

Sincerely,

Norman Sales

HOUSE COMMITTEE ON
JUDICIARY AND HAWAIIAN AFFAIRS

Tuesday, April 5, 2022, 2:00 PM
Conference Room 325 & Videoconference

April 4, 2022

Dear House Members of the Judiciary and Hawaiian Affairs Committee:

My name is Sarah Joy Valdez and I am a student at University of Hawai'i.

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 it is a necessity with the growing population of Filipinos in Hawai'i. 25% of Filipinos makeup Hawai'i's population and is the 2nd largest group of people residing in Hawai'i. In public schools, there are about 23% Filipino students. I believe that this is a must considering these numbers.

Filipinos have been victims of colonization by the Spanish for 300 years and 50 years of imperialism by the Americans. Our whole identity and history have been about other countries enforcing us to forget ourselves. To this day, it continues to be erased as many of us try to escape poverty in our motherland and find peace in America. Living in America, has its own struggles as a Filipino and one of them is assimilation. This land is supposed to be a land for the free and to be able to express our individuality, yet we're constantly being pressured-especially in school-to comply with the norms and forget our culture due to the shame it might bring.

I should not walk into school and feel like I am ashamed that I am Filipino. Being ashamed of my heritage, my culture, and the language I speak means I am ashamed of my mother who went through hell to provide me a life that is different from hers. I do not want to be ashamed of my father's hardworking hands who spent decades cleaning houses and being looked down upon by his white counterparts. My parents are the epitome of resilience and what it means to be Filipino. This is my identity.

Allowing high school students a chance to have these classes will provide so many positive outcomes. They will learn the struggles of being colonized, they will understand

why poverty continues to be one of the biggest issues in the Philippines, they will learn why their family had to leave their home to start a new life in an unknown land, they will understand to love their brown skin because our ancestors have worn them with pride, and most importantly, they'll learn about themselves in the process and how to cope with the struggles as a Filipino. We, Filipinos, do not know much about ourselves and it is imperative that we do learn more about ourselves as it creates a better environment for students at home and at school. With the classes, I hope to create honest conversations within family members that could heal generations of trauma.

When we know who we are and how we got here at this moment; we then will know how to get to the future.

Thank you for the opportunity to testify.

Sincerely,

Sarah Joy Valdez