

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

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

HR-50-HD-1

Submitted on: 4/2/2022 7:23:04 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

HR-50-HD-1

Submitted on: 4/2/2022 7:25:52 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/HR50 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 Kawanānakoā 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

HR-50-HD-1

Submitted on: 4/3/2022 3:54:13 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

HR-50-HD-1

Submitted on: 4/3/2022 8:46:02 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

HR-50-HD-1

Submitted on: 4/3/2022 11:25:16 PM

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

Submitted By	Organization	Testifier Position	Testify
Leon Florendo	Individual	Support	Remotely Via Zoom

Comments:

Aloha Chair Nakashima, Vice Chair Matayoshi, and members for the committee,

My name is Leon Fuimaono Florendo and I am a Counselor at Leeward Community College Waianae Moku. I am testifying as an individual and do not represent the University of Hawaii. I am also a father of twin 12 years old girls attending Kaimuki Middle School and a son who is 9 years old at Liholiho Elementary School.

I wholeheartedly support HCR 56 / HR 50 Requesting the Department of Education (DOE) to Implement a Filipino History, Culture, and Identity Social Studies Course for High School Students.

I strongly support ***HCR 56 / HR 50*** because I believe it is long overdue. As a young Filipino Samoan from Waianae and an alumnus. I first learned about Filipino history, culture and identity in Hawaii as a 21 years old college student at UH Manoa taking an Ethnic Studies course 33 years ago. I feel that it is an injustice that Filipinos represent 25% of Hawai'i state population and 23.4% DOE largest ethnic population and have contributed a lot to Hawai'i history beyond working on the plantation and hotel. The fact that today the Hawai'i state DOE does not offer courses that cover Filipino history, culture, and identity is a tragedy and long overdue. My children should not have to wait till attending College to learn about their Filipino history, culture, and identity.

Salamat po for the opportunity to testify.

Leon Fuimaono Florendo

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

HR-50-HD-1

Submitted on: 4/4/2022 10:04:58 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

HR-50-HD-1

Submitted on: 4/4/2022 1:05:05 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 the impacts of COVID-19.

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

Sincerely,

Charlene Bumanglag, PhD

HR-50-HD-1

Submitted on: 4/4/2022 1:35:18 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 HR 50

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 HR 50. 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 HR 50. Thank you for the opportunity to offer my testimony.

Sincerely,

Jeffrey Moniz, PhD

Vice Chancellor for Academic Affairs, UH West O'ahu