



TINALAK FILIPINO EDUCATION COUNCIL

HOUSE COMMITTEE ON EDUCATION

Thursday, March 24, 2022, 2:00 PM
Conference Room 309 & Videoconference

To: Chair Woodson, Vice Chair Kapela, and House Members of the Education 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 Hawaii, 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. And they lack qualified licensed world language teachers--there is 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 required Filipino content covered in visual and performing arts, English language arts, math, science and social studies 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 required to be covered in the social studies 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.



March 23, 2022

Dear Chair Woodson, Vice Chair Kapela, and House Members of the Education 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 the DOE, by connecting with 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

HR-50

Submitted on: 3/23/2022 11:01:02 AM

Testimony for EDN on 3/24/2022 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 Education

March 24, 2022 at 2:00pm

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

HCR 56/HR50 REQUESTING THE DEPARTMENT OF EDUCATION TO IMPLEMENT A FILIPINO HISTORY, CULTURE, AND IDENTITY SOCIAL STUDIES COURSE FOR HIGH SCHOOL STUDENTS

Chair Woodson, Vice Chair Kapela, and Representatives Au Belatti, Clark, Costales, Ganaden, Gates, Hashimoto, Ohno, Quinlan, Takayama, Yamane, Okimoto:

Thank you for the opportunity to submit testimony on HCR 56 and HR 50. 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 shortcomings relative to students and professionals of Filipino ethnicity within Hawai‘i’s K-12 and higher educational systems. I concur with the assertions in HCR 56 and HR 50 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 and HR 50 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.

HOUSE COMMITTEE ON EDUCATION

Thursday, March 24, 2022, 2:00 PM

Conference Room 309 & Videoconference

March 23, 2022

Dear Chair Woodson, Vice Chair Kapela, and House Members of the Education 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

HR-50

Submitted on: 3/23/2022 12:25:16 PM

Testimony for EDN on 3/24/2022 2:00:00 PM

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

Comments:

HOUSE COMMITTEE ON EDUCATION

Thursday, March 24, 2022, 2:00 PM

Conference Room 309 & Videoconference

March 23, 2022

Dear Chair Woodson, Vice Chair Kapela, and House Members of the Education 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) and member of the UHM College of Education Tinalak Council. I have also taught in the 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 HR50, Requesting the Hawai'i Department of Education (HIDOE) to Implement a Filipino History, Culture, and Identity Social Studies Course for High School Students.

I support HR50 because I never learned about Filipinos in Hawai'i while attending K-12 public schools in the 1990s and early 2000s. Despite Filipinos having the largest population of any ethnic group in Hawai'i (70% being of Ilokano/Ilocano ethnicity), and the largest student demographic in Hawai'i public schools, Filipinos in Hawai'i are invisible in K-12 curriculum, systemically 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, Filipino graduates are disproportionately enrolling into 4-year college institutions. The low enrollment is due to significant barriers like financial aid resources, cultural heritage reinforcement, and institutional support systems. Consequently, Fall 2021 at UHM enrollment data shows that the total Filipino student population was only 9.1% (1,767/19,098), undergraduates accounted for 10.6% (1,493/14,059), and Graduate students accounted for 5.4% (267/4,978). 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 alarming low and disproportionate representation. In 2016, Filipino faculty only accounted for only 2.6% of the entire UH Mānoa faculty. In 2021 they accounted for only 5.9%. At the College of Education, only 5 out of 174 faculty members or 2.8% are of Filipino descent.

Filipinos are underrepresented at the College of Education as teacher candidates and graduate students. As the highest producing licensure Education Preparation Program (EPP) in the Hawai‘i, this low number of Filipino teacher candidates consequently leads to under-representation of Filipino teachers and administrators employed in the Hawai‘i Department of Education.

The most recent data in 2021 Filipinos shows that Filipinos have one of the lowest representations of teachers and administrators at the Hawai‘i Department of Education. This is problematic because Filipino youth represent the majority of the public school demographic. From 1974 to 1991 data shows that Filipino teachers have historically been the lowest ethnic group represented in Hawai‘i public schools. This trend is also reflected in the underrepresentation of Filipino administrators.

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.

We can support Filipino students through the passing of HR50 and mandating that the Hawaii Department of Education (HIDOE) implement Filipino history, culture, and identity social studies course for high school students.

Thank you for the opportunity to testify.

Sincerely,



Phillippe Rivera Fernandez-Brennan, M.Ed. (He | Him)

UH Mānoa, Curriculum Studies | PhD Student

pfgalici@hawaii.edu

HOUSE COMMITTEE ON EDUCATION
Thursday, March 24, 2022, 2:00 PM
Conference Room 309 & Videoconference

March 23, 2022

Dear Chair Woodson, Vice Chair Kapela, and House Members of the Education 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

HOUSE COMMITTEE ON EDUCATION

Thursday, March 24, 2022, 2:00 PM
Conference Room 309 & Videoconference

March 23, 2022

Dear Chair Woodson, Vice Chair Kapela, and House Members of the Education 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 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 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 SCR131 / SR115 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

Submitted on: 3/23/2022 1:03:54 PM

Testimony for EDN on 3/24/2022 2:00:00 PM

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

Comments:

March 23, 2022

Dear Chair Woodson, Vice Chair Kapela, and House Members of the Education 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 year old girls attending Kaimuki Middle School and a son who is 9 year old 3rd grader at Liholiho Elementary School.

I 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.

I strongly support HCR 56 / HR 50 because I believe it is long overdue. As a young Filipino Samoan from Waianae and an alumni. I first learned about Filipino history, culture and identity in Hawaii as a 21-year-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 Hawaii state population and 23.4% DOE. The largest Asia none Caucasian ethnic population and have contributed a lot to Hawaii rich history. The fact that today the Hawaii state DOE does not offer courses that cover Filipino history, culture, and identity is a tragedy and long overdue. I share with my children their rich Filipino history but if they are not learning about it in school then it is just dad telling stories. My children should not have to wait until attending College to learn about their Filipino history, culture, and identity.

Salamat po for the opportunity to testify.

Leon Fuimaono Florendo

HR-50

Submitted on: 3/23/2022 1:23:40 PM

Testimony for EDN on 3/24/2022 2:00:00 PM

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

Comments:

Dear Chair Woodson, Vice Chair Kapela, and Members of the House Education Committee:

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

HOUSE COMMITTEE ON EDUCATION

Thursday, March 24, 2022, 2:00 PM
Conference Room 309 & Video Conference

March 23, 2022

Dear Chair Woodson, Vice Chair Kapela, and House Members of the Education Committee,

My name is Mariah Iris Ramo, and I am an 11th-grade student at Waipahu High School. 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 because I am a proud Filipino immigrant. Filipinos are the largest ethnic group in Hawaii's public schools. However, we are under-represented in Education. To illustrate, there are no Filipino-focused courses. There are world language courses, but Filipino and Ilokano are only offered in Waipahu High School and Farrington High School. It is also rare to learn a bit of the culture in any existing courses. I think those statistics played and continue to play a massive role in why I, and many others, feel ashamed of our skin color and thick accent. Therefore, I believe that this bill is the ultimate key that can help build a better world: a place where individuals are not judged for who they are and where they came from.

Thank you for the opportunity to testify.

Sincerely,



Mariah Iris Ramo

HR-50

Submitted on: 3/23/2022 1:43:45 PM

Testimony for EDN on 3/24/2022 2:00:00 PM

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

Comments:

March 20, 2022

Dear Chair Woodson, Vice Chair Kapela, and House Members of the Education 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

HR-50

Submitted on: 3/23/2022 1:46:18 PM

Testimony for EDN on 3/24/2022 2:00:00 PM

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

Comments:

Dear Chair Woodson, Vice Chair Kapela, and House Members of the Education 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

Submitted on: 3/23/2022 1:50:55 PM

Testimony for EDN on 3/24/2022 2:00:00 PM

Submitted By	Organization	Testifier Position	Testify
Raymart Billote	Individual	Support	Written Testimony Only

Comments:

HOUSE COMMITTEE ON EDUCATION

Thursday, March 23, 2022, 2:00 PM

Conference Room 229 & Videoconference

March 23, 2022

Dear House Members of the Education 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 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 w was terrified people would make fun of my accent when I was in high school. Every morning, I would always look myself in the mirror and ask: “Would they think that I am too F.O.B. if I were to wear this?” Many local-born Filipinos I know are not familiar with their Filipino background. Whenever I ask them 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 in any Filipino languages. 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 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

March 21, 2022

Testimony to the House Committee on Education

Re: HCR 56/HR 50

Dear Chair Woodson, Vice Chair Kapela, and House Members of the Education Committee:

I am Dr. Jeanne Batallones and **I submit this testimony in strong support of HCR 56/HR 50**, requesting the Hawai'i Department of Education (HIDOE) to Implement a Filipino History, Culture, and Identity Social Studies Course for High School Students. **I am urging you to support these measures.**

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

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

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

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

Respectfully submitted,
Jeanne Batallones Ed.D

HOUSE COMMITTEE ON EDUCATION

Thursday, March 24, 2022, 2:00 PM
Conference Room 309 & Videoconference

March 23, 2022

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

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

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

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

I also support SCR131 / SR115 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

Submitted on: 3/23/2022 2:00:39 PM

Testimony for EDN on 3/24/2022 2:00:00 PM

Submitted By	Organization	Testifier Position	Testify
Agnes Malate	Individual	Support	Written Testimony Only

Comments:

My name is Agnes Malate and am in strong support of IMPLEMENT A FILIPINO HISTORY, CULTURE, AND IDENTITY SOCIAL STUDIES COURSE FOR HIGH SCHOOL STUDENTS.. As I high school freshmen learning about the different cultures of Hawa‘i empowered and was a catalyst to gain more self-confidence and pride as a Filipino. I served as president of my junior and senior class at Waipahu High School and went on to get a PhD in education.

Having Filipino history, culture, and identity social studies course for high school students is valuable not just for the Filipino community but for our diverse state.

Maraming salamat po for the opportunity to provide testimony and considering our request.

HR-50

Submitted on: 3/23/2022 5:21:38 PM

Testimony for EDN on 3/24/2022 2:00:00 PM

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

Comments:

HOUSE COMMITTEE ON EDUCATION

Thursday, March 24, 2022, 2:00 PM

Conference Room 309 & Video Conference

March 23, 2022

Dear Chair Woodson, Vice Chair Kapela, and House Members of the Education 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 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 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