



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

Date: 04/14/2022

Time: 02:00 PM

Location: 309 Via Videoconference

Committee: House Education

Department: Education

Person Testifying: Keith T. Hayashi, Interim Superintendent of Education

Title of Resolution: SCR 0131, SD1 REQUESTING THE DEPARTMENT OF EDUCATION TO DEVELOP 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 SCR 0131, SD1, which requests that the Department develop a Filipino History, Culture, and Identity Social Studies course for high school students.

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

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 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 a 0.5 general elective credit.

There are clear guidelines and procedures for course creation and submission for any school desiring to create a course, including a course on 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 utilize Filipino history, culture, and identity, as guided by their 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 SCR 0131, SD1.



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 [SCR131 SD1](#) Requesting the Department of Education to develop 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



TINALAK FILIPINO EDUCATION COUNCIL

HOUSE COMMITTEE ON EDUCATION

Thursday, April 14, 2022, 2:00 PM

Conference Room 304 & Videoconference

To: Chair Justin Woodson, Vice Chair Jeanne Kapela, and House Members of the Education Committee:

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

Subject: Support for SCR131 SD1 Filipino Social Studies Course for High School Students

The Tinalak Filipino Education Council supports SCR131 SD1 Requesting the Hawaii Department of Education (HIDOE) to Develop 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 HDOE subject standards, there is no 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 addressed in the 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 HDOE, 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 HDOE. 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.



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

TESTIMONY IN STRONG SUPPORT SCR 131 sd1

The Hawai`i Friends of Civil Rights supports programs and policies that ensure equal access, diversity and inclusion. HFCR strong supports SCR 131 sd 1 REQUESTING THE DEPARTMENT OF EDUCATION TO DEVELOP 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 as they will 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 schools 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 this resolution and I respectfully request you approve SCR 131 sd 1

Amy Agbayani

SCR-131-SD-1

Submitted on: 4/12/2022 9:58:00 AM

Testimony for EDN on 4/14/2022 2:00:00 PM

Submitted By	Organization	Testifier Position	Testify
Leon Florendo	Individual	Support	Written Testimony Only

Comments:

Aloha Chair Woodson, Vice Chair Kapela

My name is Leon Fuimaono Florendo I am counselor at Leeward Community College Waianae Moku and *I am testifying as an individual* and do not represent the University of Hawaii.

I strongly support **SCR 131/SD1** REQUESTING THE DEPARTMENT OF EDUCATION TO DEVELOP A FILIPINO HISTORY, CULTURE, AND IDENTITY SOCIAL STUDIES COURSE FOR HIGH SCHOOL STUDENTS.

I support **SCR 131/SD1** because I believe that we need to finish what was started back in 2019 with Act 266 but was cut short because of Covid19 pandemic. Also to advocate for my three children who are part of the 23.4 percent of Hawaii’s public-school students who 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.

In closing, your support of **SCR 131/SD1** will ensure that the University of Hawaii Pamantasan Council will continue to strive to create educational opportunities for all students to learn about the rich Filipino history, identity, and cultural heritage.

Salamat po, Leon F. Florendo

March 21, 2022

Testimony to the House Committee on Education

Re: SCR 131

Dear Chair Justin H. Woodson, Vice Chair Jeanne Kapela, and House Members of the Education Committee:

I am Dr. Jeanne Batallones and **I submit this testimony in strong support of SCR 131**, requesting the Hawai'i Department of Education (HIDOE) to Implement a Filipino History, Culture, and Identity Social Studies Course for High School Students. **I am urging you to support these measures.**

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

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

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

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

Respectfully submitted,
Jeanne Batallones Ed.D

HOUSE COMMITTEE ON EDUCATION

Thursday, April 14, 2022, 2:00 PM
Conference Room 309 & Videoconference

April 12, 2022

Dear Chair Woodson, Vice-Chair Kapela, and 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 education.

I **strongly support** [SCR131 SD1](#) Requesting the Department of Education to develop a Filipino History, Culture, and Identity Social Studies Course for High School Students.

I support [SCR131 SD1](#) 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

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

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

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

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

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

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

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

Thank you for the opportunity to testify.

Sincerely,

M. Vina Lanzona

HOUSE COMMITTEE ON EDUCATION

Thursday, April 14, 2022, 2:00 PM
Conference Room 309 & Videoconference

April 12, 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 grader 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 education.

I **strongly support** SCR131 SD1 Requesting the Department of Education to develop a Filipino History, Culture, and Identity Social Studies Course for High School Students.

I **strongly support** SCR131 SD1 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

SCR-131-SD-1

Submitted on: 4/12/2022 12:53:11 PM

Testimony for EDN on 4/14/2022 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

April 14, 2022 at 2:00pm

By Doris Ching

Emeritus Vice President for Student Affairs

University of Hawai‘i System

**SCR SD1 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, Members of the Committee Representatives Au Belatti, Clark, Costales, Ganaden, Gates, Hashimkoto, Ohno, Quinlan, Takayama, Yamane, Okimoto: Thank you for the opportunity to submit testimony on SCR 131 SD 1. I am testifying as a concerned individual and member of the Hawai‘i community. Having had the privilege of teaching in K-12 education with the Hawai‘i Department of Education at Kalakaua Middle School, August Ahrens School, and Kawanānākoa 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 SCR 131 SD 1 and firmly believe the addition of a course in the DOE curriculum will result in a marked improvement to overcome the current shortcomings. I, therefore, strongly support SCR 131 SD 1 Requesting the Hawaii Department of Education (HIDOE) to Implement a Filipino History, Culture, and Identity Social Studies Course for High School Students.

Thank you for your consideration and attention to this important matter.

HOUSE COMMITTEE ON EDUCATION

Thursday, April 14, 2022, 2:00 PM
Conference Room 309 & Videoconference

April 12, 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 education.

I strongly support [SCR131 SD1](#) Requesting the Department of Education to **develop** a Filipino History, Culture, and Identity Social Studies Course for High School Students.

I support [SCR131 SD1](#) 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

SCR-131-SD-1

Submitted on: 4/12/2022 6:00:50 PM

Testimony for EDN on 4/14/2022 2:00:00 PM

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

Comments:

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

My name is Charlene Bumanglag, and I am testifying as an individual and do not represent the University of Hawai‘i. I **strongly support SCR131 SD1** Requesting the Department of Education to Develop a Filipino History, Culture, and Identity Social Studies Course for High School Students.

I view SCR131 SD1 as a first fundamental step in restoring social equity in Hawai‘i where Filipinos, the largest ethnic group, have and continue to contribute to all sectors of Hawai‘i society. Developing a high school course about Filipinos through the Department of Education (DOE) for future offering is perhaps one of the most impactful routes for societal human connectedness in the state. Given COVID-19, which has separated and isolated people as well as reorganized systems, Hawai‘i’s people deserve strong approaches towards connectedness. And given Filipinos experiences of having the highest number of cases and deaths to COVID-19, Filipinos in Hawai‘i certainly need that. In prior years, I have taught “Filipinos in Hawai‘i,” a credit bearing course at the University of Hawai‘i over a few semesters. This was the first time that most of my undergraduate students, both Filipino and non-Filipino, many of whom were schooled in Hawai‘i’s public schools and some in private schools, were exposed to scholarship by and about Filipinos through readings, discussions, assignments, and excursions. As Filipinos compose of more than 25% of the state, all have had at minimum interactions with Filipinos. I observed that these learning opportunities 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 Hawai‘i with links to the motherland, the Philippines. The significant impact here with SCR 131 SD1 to develop a course about Filipinos is that it when implemented can 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 present-day impacts of COVID-19.

Thank your consideration and for the opportunity to testify in strong support of SCR 131 SD1.

Sincerely,

Charlene Bumanglag, PhD

SCR-131-SD-1

Submitted on: 4/12/2022 7:50:42 PM

Testimony for EDN on 4/14/2022 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, April 14, 2022, 2:00 PM

Conference Room 309 & Videoconference

April 12, 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), 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 [SCR131 SD1](#), Requesting the Department of Education to develop a Filipino History, Culture, and Identity Social Studies Course for High School Students.

I support SCR131 SD1 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 and underrepresented 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 of Filipino students compared to East Asian ethnic groups and Whites in Hawai‘i is argued in research as a result of significant barriers like financial aid resources, cultural heritage reinforcement, and institutional support systems. Consequently, the UHM Fall 2021 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 Whites and other ethnic groups.

Data on Filipino faculty at the University of Hawai‘i at Mānoa shows similar trends with 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 UHM 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, which can lead Filipinos to go

through a process that scholars interpret as ethnic disidentification, a denial of their ethnic heritage and 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 [SCR131 SD1](#) 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

HOUSE COMMITTEE ON EDUCATION
Thursday, April 14, 2022, 2:00 PM
Conference Room 309 & Videoconference

April 14, 2022

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

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 SCR 131 SD1 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. SCR 131 SD1 can help to pave the way. Thank you for the opportunity to testify.

Sincerely,

Nicole Alia Salis Reyes

HOUSE COMMITTEE ON EDUCATION
Hearing on Senate Concurrent Resolution SCR131 SD1
Thursday, April 14, 2022, 2:00 PM
Conference Room 309 & Videoconference

April 12, 2022

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

My name is Dr. Wayland Quintero. I was raised in Hawai‘i, I am a father, an artist, and I serve as the Discipline Coordinator for the courses in Philippine/Filipino Studies at Leeward Community College. I submit this written testimony as an individual, strongly supporting **SCR131 SD1**, Requesting the Department of Education to develop a Filipino History, Culture, and Identity Social Studies Course for High School Students.

What I wish to share with members of this committee is that Filipino men and women have been significant participants in and contributors to the historical-societal fabric in Hawai‘i and the United States. For example, the first arrival of Filipino sugar plantation workers in 1906, preceded by Filipino musicians in the Royal Hawaiian Band, Filipinos as leaders of major labor movements in Hawai‘i and California, Filipinos as office holders. Filipinos have made great sacrifices on behalf of social and economic justice, and have made countless contributions to culture, the economy, and the political sphere for well over a century.

Developing and then implementing a Social Studies course for high school students that focuses on Filipinos is very timely and overdue. Teaching at the community college level, every semester I and my co-instructor in our courses, hear from students of Filipino ancestry just out of public high schools who express shame for being Filipino, a sense of not belonging here, viewed as perpetual outsiders no matter what generation they are, and at times invisible. I relate to these fresh out of high school students and they with me because I too felt similarly during my old school days. Issues related to group inferiority born out of racism and systemic marginalization have got to be addressed within the schools and for our pre-college learners. Thus, I believe that a Social Studies course devoted to the study of Filipinos would begin to help inculcate a stronger sense of belonging for students of Filipino ethnicity, “seeing themselves” as valued and prolific members of a past milieu and of contemporary society, while also providing non-Filipino students robust content about We, Filipinos, who shared and continue to participate in the weaving of our local and national historical, social, cultural and artistic, political, and economic tapestries.

Sincerely,



Wayland Quintero, PhD, MFA

SCR-131-SD-1

Submitted on: 4/12/2022 11:38:10 PM

Testimony for EDN on 4/14/2022 2:00:00 PM

Submitted By	Organization	Testifier Position	Testify
Patricio N Abinales	Individual	Support	Written Testimony Only

Comments:

HOUSE COMMITTEE ON EDUCATION

Thursday, April 14, 2022, 2:00 PM

Conference Room 309 & Videoconference

April 12, 2022

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

My name is [] and I am a [title position] at [UH Campus]. I am testifying as an individual and do not represent the University of Hawaii.

I strongly support [SCR131 SD1](#) Requesting the Department of Education to develop a Filipino History, Culture, and Identity Social Studies Course for High School Students.

I support SCR131 SD1 because [provide statistics, reasons, you may reference points from our ["Filipinos: An Invisible Majority in Hawai'i's K-12 Education" report](#)]

Thank you for the opportunity to testify.

Sincerely,

[Name]

**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 [] and I am a [title position] at [UH Campus]. 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 support HCR56 / HR50 because [provide statistics, reasons, you may reference points from our [“Filipinos: An Invisible Majority in Hawai‘i’s K-12 Education” report](#)]

Thank you for the opportunity to testify.

Sincerely,

[Name]

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 [] and I am a [title position] at [UH Campus]. 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 support HCR56 / HR50 because [provide statistics, reasons, you may reference points from our ["Filipinos: An Invisible Majority in Hawai'i's K-12 Education" report](#)]

Thank you for the opportunity to testify.

Sincerely,

[Name]

SENATE COMMITTEE ON EDUCATION

Monday, March 21, 2022, 3:15 PM

Conference Room 229 & Videoconference

March 19, 2022

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

My name is Patricio N. Abinales and I am a Professor at the Department of Asian Studies, University of Hawaii-Manoa. I am the Department's Philippine specialist and also study Southeast Asia. I grew up in the Philippines and wrote my dissertation on southern Philippine politics. Because of this expertise I have been requested by different organizations - from the National Public Radio to the U.S. State Department - to give briefings on what has been happening back home.

I am testifying as an individual and do not represent the University of Hawaii.

I strongly support SCR131 / SR115 Requesting the Hawaii Department of Education (HIDOE) to Implement a Filipino History, Culture, and Identity Social Studies Course for High School Students. This is very critical as in the 10 years as a professor in UH-Manoa, I have been repeatedly asked by my Filipino-American/Filipino-Hawaiian students to share with them my insights on Philippine political history. I expect these questions and requests will increase exponentially in the future years ahead. This is the principal reason why I strongly support SCR131 / SR115.

Thank you for the opportunity to testify.

Sincerely,

Patricio N. Abinales, Ph.D.

HOUSE COMMITTEE ON EDUCATION

Thursday, April 14, 2022, 2:00 PM
Conference Room 309 & Videoconference

April 12, 2022

Dear Chair Woodson, Vice Chair Kapela, and House Members of the Education 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 SCR131 SD1 Requesting the Hawaii Department of Education to develop a Filipino History, Culture, and Identity Social Studies Course for High School Students.

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

I support SCR131 SD1 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

SCR-131-SD-1

Submitted on: 4/13/2022 11:48:17 AM

Testimony for EDN on 4/14/2022 2:00:00 PM

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

Comments:

April 13, 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. 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 SCR131 SD1 Requesting the Department of Education to develop a Filipino History, Culture, and Identity Social Studies Course for High School Students.

I support SCR131 SD1 because as you all know Hawaii is the mixing bowl of ethnicities and backgrounds and you cannot deny the large population of Filipinos with 23.4% of the student population being Filipino. Growing up the amount of representation for Filipinos lacked and with a curriculum being formed, being able to come together and connect will be not only impactful to students learning by keeping them engaged, but it will make them feel comfortable and seen. I am a high school student, I have gone through a number of classes, but the ones that interested me the most, were the ones where I could connect to; the ones where I was engaged in the content. It is important to have content that students can connect to because it also helps them discover themselves. If this was a curriculum right now, not only would I enjoy it, but it would teach me about the history and heritage of where I come from, being a Filipino, being that it always something briefly covered or not covered at all in classes/courses.

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

Thank you for the opportunity to testify.

Sincerely,

Landee Resuello

SCR-131-SD-1

Submitted on: 4/13/2022 12:06:50 PM

Testimony for EDN on 4/14/2022 2:00:00 PM

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

Comments:

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 education.

I strongly support [SCR131 SD1](#) Requesting the Department of Education to develop a Filipino History, Culture, and Identity Social Studies Course for High School Students.

I support [SCR131 SD1](#) 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

SCR-131-SD-1

Submitted on: 4/13/2022 1:35:41 PM

Testimony for EDN on 4/14/2022 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 SCR131 SD1 Requesting the Department of Education to develop a Filipino History, Culture, and Identity Social Studies Course for High School Students.**

I support SCR131 SD1 because I believe there is a great need to provide this opportunity for our Filipinx youth. Given their size relative to their lack of representation in higher education, it is clear and evident that Filipinx students are lacking the needed support to thrive. For instance, 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 remedy this, 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