



TESTIMONY IN SUPPORT OF HOUSE CONCURRENT RESOLUTION 44

March 26, 2026

Chair Justin H. Woodson
Vice Chair Trish La Chica
House Committee on Education (EDN)
Hawai'i State Legislature
State Capitol
Honolulu, Hawai'i 96813

RE: Support for HCR 44 (2026) – Artificial Intelligence Literacy and Usage Curriculum

Aloha Chair Woodson, Vice Chair La Chica, and Members of the Committee,

My name is Andy Omer Gokce, Executive Director of Kūlia Academy, a public charter school in Kalihi.

I am writing in strong support of HCR 44 (2026), which urges the Department of Education to co-develop a Grades 6 through 12 artificial intelligence literacy and usage curriculum with teachers.

Artificial intelligence is rapidly transforming the global economy, workforce, and daily life. Ensuring that Hawai'i's students are not only familiar with AI, but are able to use it responsibly, critically, and creatively, is essential to preparing them for the future.

At Kūlia Academy, we have already begun integrating artificial intelligence and data science into our curriculum as part of a broader effort to provide students with real-world, future-ready skills. Our experience has shown that students can meaningfully engage with AI concepts, tools, and ethical considerations when instruction is thoughtfully designed and aligned to their developmental level.

We especially appreciate that this resolution recognizes the importance of collaborating with educators and drawing from existing research, global frameworks, and locally developed models. Hawai'i has a unique opportunity to

lead in this space by building a culturally relevant, equity-focused AI curriculum that reflects our students, communities, and values.

We respectfully encourage that the development of this curriculum include:

- Strong emphasis on ethical, transparent, and responsible AI use;
- Opportunities for hands-on, project-based learning;
- Integration across subject areas rather than isolated instruction; and
- Ongoing evaluation and adaptation to keep pace with rapidly evolving technologies.

HCR 44 is a forward-thinking and necessary step toward ensuring that Hawai'i's students are prepared to thrive in an increasingly AI-driven world.

Mahalo for your leadership and for the opportunity to provide testimony in support of this important measure.

Sincerely,



Andy Omer Gokce
Executive Director
Kulia Education Foundation
2340 Omilo Lane
Honolulu, HI 96819
(808) 551-1413
andy@kuliaacademy.org



HCR 44/HR 40, URGING THE DEPARTMENT OF EDUCATION TO CO-DEVELOP A SIXTH TO TWELFTH GRADE ARTIFICIAL INTELLIGENCE LITERACY AND USAGE CURRICULUM WITH TEACHERS.

MARCH 31, 2026 · EDN HEARING

POSITION: Support.

RATIONALE: The Democratic Party of Hawai'i Education Caucus **supports** HCR 44/HR 40, urging the Department of Education to co-develop a sixth to twelfth grade artificial intelligence literacy and usage curriculum with teachers.

Artificial intelligence is already deeply embedded in educational settings nationwide. During the 2024–2025 school year, surveys found that approximately 85 percent of teachers and 86 percent of students reported using AI tools for educational purposes, including tutoring support, feedback generation, and lesson preparation. Despite this widespread adoption, most students receive little to no formal instruction on how these tools function, their limitations, or their ethical implications. Without intentional literacy education, students are left to navigate AI independently, increasing the risk of personal misuse and academic harm.

When implemented thoughtfully, AI can offer meaningful educational benefits. Research indicates that AI-supported learning tools can personalize instruction, provide immediate feedback, and support multilingual learners and students with diverse learning needs. Educators also report that AI can reduce administrative burdens, allowing teachers to devote more time to instruction and

student engagement. Emerging academic research further suggests that AI can serve as a learning scaffold when paired with clear pedagogical guidance and student literacy frameworks.

At the same time, the risks of unregulated or poorly understood AI use in classrooms are well documented. The Brookings Institution and other education researchers warn that excessive reliance on generative AI may contribute to “cognitive off-loading,” where students substitute AI-generated outputs for independent reasoning, writing, and analysis, potentially undermining long-term skill development. Studies also highlight concerns about academic integrity, student data privacy, algorithmic bias, and unequal access to high-quality AI tools, which may exacerbate existing educational inequities if left unaddressed.

These concerns are especially relevant in Hawai‘i, where cultural context, linguistic diversity, and local values must be reflected in educational policy. Research emphasizes that AI systems developed without cultural grounding can fail to serve Indigenous and local communities effectively, particularly in language preservation and culturally responsive instruction. This bill recognizes this reality by emphasizing culturally relevant instruction and educator training, ensuring that AI literacy education aligns with Hawai‘i’s unique social and cultural landscape.

Preparing students for the future workforce also requires proactive engagement with AI literacy. University of Hawai‘i Economic Research Organization reports suggest that AI is more likely to augment, rather than replace, skilled labor in the islands, increasing demand for workers who possess critical thinking and technological fluency. Providing students with foundational AI literacy in high school strengthens college and career readiness while empowering students to responsibly use emerging technologies.

This resolution recognizes both the promise and the perils of artificial intelligence in education. By uplifting structured AI literacy, it helps ensure that AI serves as a tool for learning, rather than a threat to educational integrity and social cohesion.

Contact: educationcaucusdph@gmail.com · 808-679-7454

**TESTIMONY IN SUPPORT OF HCR 44 and H.R. NO. 40
URGING THE DEPARTMENT OF EDUCATION TO CO-DEVELOP A SIXTH TO
TWELFTH GRADE ARTIFICIAL INTELLIGENCE LITERACY AND USAGE
CURRICULUM WITH TEACHERS**

**Rep Justin H. Woodson, Chair
Rep Trish La Chica, Vice Chair
Members, Committee on Education**

Hearing: Mar 31, 2:00 p.m.

Aloha, Chair and Members of the House of Representatives,

I write in strong support of H.R. No. 40, which urges the Department of Education to co-develop an artificial intelligence literacy and usage curriculum for students in grades six through twelve.

This resolution is both timely and necessary.

Artificial intelligence is no longer a distant or emerging concept—it is already shaping how we learn, work, communicate, and make decisions. Ensuring that our students are not only users of technology, but informed, ethical, and critical thinkers about AI, is essential to their future success and to the well-being of our society.

From a Hawai‘i perspective, this effort carries an even deeper kuleana.

Our students must be equipped not only with technical skills, but with the ability to navigate AI through the lens of values—values grounded in responsibility, integrity, and care for community. AI systems are not neutral; they reflect the data and perspectives from which they are built. Without intentional education, there is risk of bias, cultural misrepresentation, and inequitable outcomes that can disproportionately impact Native Hawaiian and local communities.

By co-developing this curriculum with teachers, the Department of Education acknowledges that those closest to our students are best positioned to shape how AI is taught in ways that are relevant, practical, and grounded in real classroom experience.

Equally important is the emphasis on:

- Ethical and accountable use of AI,
- Equitable access across all communities in Hawai‘i, and
- Ongoing evaluation and adaptation as technologies evolve.

I would also encourage that, as this curriculum is developed, consideration be given to incorporating place-based and culturally grounded perspectives. In Hawai‘i, ‘ike (knowledge) is not only technical—it is relational. Teaching students how AI intersects with culture, language, ‘ike kūpuna, and intellectual property will be critical in protecting and perpetuating what makes Hawai‘i unique.

This measure represents an important step in preparing our keiki not just to participate in an AI-driven world, but to help shape it with wisdom, balance, and responsibility.

Mahalo for the opportunity to testify in strong support of H.R. No. 40.

Respectfully,

LEIMOMI KHAN