

SB304_AAPI Caucus_FAV.pdf

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Position: FAV



MARYLAND LEGISLATIVE ASIAN AMERICAN
AND PACIFIC ISLANDER CAUCUS
MARYLAND GENERAL ASSEMBLY

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TO: Senator Paul G. Pinsky, Chairman
Senator Cheryl C. Kagan, Vice Chairman
Education, Health, and Environmental Affairs Committee Members

FROM: Maryland Legislative Asian American & Pacific Islander (AAPI) Caucus

DATE: February 3, 2022

RE: SB304 Education – Public Schools – Asian American History
Curriculum Requirement

**The AAPI Legislative Caucus Supports SB304 – Education – Public
Schools – Asian American History Curriculum Requirement.**

The AAPI Legislative Caucus comprises members of the Maryland General Assembly committed to supporting legislation that improves the lives of Asian Americans and Pacific Islanders throughout our state. The AAPI Legislative Caucus seeks to engage the Asian American and Pacific Islander communities in Maryland, and ensure that their legislative and policy goals are represented within the General Assembly. The AAPI Legislative Caucus is a crucial voice in the development of public policy that uplifts the AAPI community and benefits the state of Maryland.

Students in the state of Maryland cannot have a full understanding of the history of our state and nation without the inclusion of the contributions and struggles of Asian Americans. Studies have shown that teaching a more diverse historical curricula can provide better academic outcomes, including an increase in high school graduation rates.¹

The list of groups was not arbitrarily chosen – it includes the groups of official legislative caucus as well as a category for American Indians (as phrased in the Education article), and flexibility for the State Board and the Maryland State Department of Education to identify others, if appropriate.

This subject not only has academic benefits, but also has the capacity to increase student engagement and build character as students learn how people from their own or different backgrounds faced challenges, overcame them, and made contributions to American society. The AAPI community helped to build this country and the great grandchildren of their descendants

¹ “Ethnic studies increases longer-run academic engagement and attainment” by S. Bonilla, T. Dee, & E. Penner, 2021, PNAS 118 (37).

deserve to learn about their accomplishments, as all other Americans learn about their heritage. In the long term, the addition of this curriculum will help students build empathy toward their peers while understanding how those in power have marginalized minority groups.

The Asian American History Curriculum Requirement will require the State Board of Education to develop curriculum content standards for a unit of instruction on Asian American history in public schools in the state. County boards and local schools will then adopt age appropriate standards in line with the State's standards. The new standards will include lessons on the events of Asian American history and contributions as a community to the economic, cultural, social, and political development of the United States. There is a growing need for Maryland students to receive factual and well-rounded education in American History. In a free society and democracy all of our constituents deserve to hear a more inclusive and diverse American history.

Across the country, states are starting to require more ethnic studies in their school curriculums, including bills passed in California, Connecticut, Florida, New York, and Ohio. Illinois and New Jersey have taken it a step further, becoming the first two states to require that Asian American history be taught in public schools. We believe the State of Maryland should pursue these educational standards because the educational attainments of all Marylanders require a common understanding of our collective history. Expanded American history is about our collective experience as a nation, without leaving out important chapters because they spoil an imagined projection of a perfect past, when many groups were ostracized, ignored, and ridiculed. Our past belongs to all of us, and we all must have the same facts to draw from to decide our collective future.

For these reasons, the AAPI Legislative Caucus respectfully requests a favorable report on SB304. Thank you for the opportunity to express our support.

Testimony.pdf

Uploaded by: Aiden Zhang

Position: FAV

Testimony in SUPPORT of Senate Bill 304

Education - Public Schools - Asian American History Curriculum Requirement

Senate Education, Health and Environmental Affairs Committee February 3, 2022

1:00 PM ET

Presented to: Paul G. Pinsky, Chairman

By: Aiden Zhang

FAVORABLE

My name is Aiden Zhang, a student in the Howard County Public School System. I urge the Maryland General Assembly to accept SB304, which would require schools in Maryland to teach at least one unit on Asian American history in K-12 schools. Asian Americans have been an important part of building this great nation, but we are cast in the shadows most of the time. SB304 would help highlight our contributions and experiences.

Unfortunately, with a rise in anti-Asian hate crimes in the US, I feel that the general public has no knowledge on what Asian Americans went through when they first arrived. Education can help combat this.

SB304 can help combat racial stereotypes driven by the Covid-19 pandemic. We worked for the nation, fought for the nation, and died for the nation. Our history should be shared, not covered up. We can change the current status quo and ensure that Asian Americans are respected, and their achievements recognized.

Again, I strongly urge a favorable outcome on SB304.

Thank You,

Aiden Zhang

Testimony in Support

Uploaded by: Angela Cabellon

Position: FAV



HOWARD COUNTY OFFICE OF COUNTY EXECUTIVE

3430 Courthouse Drive ■ Ellicott City, Maryland 21043 ■ 410-313-2013 Voice/Relay

Calvin Ball
Howard County Executive
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February 3, 2022

Senator Paul Pinsky, Chair
Education, Health and Environmental Affairs Committee
2 West, Miller Senate Office Building
Annapolis, Maryland 21401

Re: **TESTIMONY OF SUPPORT**: SB 304 – Education – Public Schools – Asian American History
Curriculum Requirement

Dear Chair Pinsky, Vice Chair Kagan and Members of the Committee,

My name is Angela Cabellon and I have worked in state and local government for nearly 15 years. I currently serve as the Deputy Chief Administrative Officer for Howard County Executive Calvin Ball. For the last several years, I have also served as the incident commander for the COVID-19 pandemic and work very closely with the Asian American Pacific Islander (AAPI) community, which is 18% of Howard County's population.

I have worked on education policy as a deputy in Governor O'Malley's Office of Policy as the Assistant Secretary in the Department of Human Services, a local Social Services Director in Montgomery County, and currently, spearheading initiatives and policies impacting the AAPI community in Howard County.

In my current capacity as a Liaison to the AAPI community on behalf of the County Executive, I have overseen the establishment of Howard County's first AAPI Workgroup. This Workgroup has been active in education, health, business and cultural initiatives. The AAPI Workgroup also issued a strong statement standing up against AAPI Hate during the hardest time in our history and following burglaries of Asian businesses just one year ago. I am also working in collaboration with our community members on the establishment of an AAPI Cultural Center so that we have a welcoming place for all to enhance and provide a full array of educational opportunities.

As a public policy advisor, liaison to our AAPI community, and an alumna of the University of Maryland, College Park where I, along with several student organizers pushed for the successful establishment of the Asian American Studies Program, I urge a **favorable report on Senate Bill 304**. This proposed legislation which would require the State Board of Education to develop curriculum for units of instruction on Asian American history in public schools in Maryland.

This bill would lead to the development of a statewide curriculum that better reflects Asian American experiences and contributions, in Maryland and our region, while allowing local boards to determine the amount of instruction and implementation of these standards.

Unfortunately, there are numerous examples of anti-Asian hate in our country's history. Education can be an effective and important tool to combat the racism that fuels this hate and misunderstanding.

I am proud that more than twenty years ago, University of Maryland gained the first Asian American Studies program in the region. As the President of the Asian American Student Union and then the President of the Student Government Association, I was able to take see through the program's implementation and even take classes before I graduated in 2002.

I was deeply motivated because when I was a student at Eleanor Roosevelt High School in Prince George's County, I did not have a deeper understanding of the contributions and experiences of Asians in America, ranging from building the Transcontinental Railroad to the unfortunate Japanese American Internment.



HOWARD COUNTY OFFICE OF COUNTY EXECUTIVE

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It was not until college that I understood the scope of Asian American contributions, as well as the modern social perils of the model minority myth and the impact of Asians being perceived as perpetual foreigners.

It is important to diversify and update our educational curriculum to better reflect various contributions and experiences of groups who have not been fully represented in the past. The contributions of Asian Americans to American history are taught incompletely, if at all, throughout our state's schools. SB 304 seeks to address this problem by ensuring that a unit of Asian American history is taught at least once during elementary, middle and high school.

Asian American Studies should not be relegated to higher education. It should just be a part of the educational curriculum and normalized, as Asian-derived people have been in America as early as the 1600's.

As a result of COVID-19-related fears and misinformation, the country has seen an increase in anti-Asian bullying in schools across the country. SB 304 provides a pathway to raise the voices of individuals and communities that have not been fully heard in the past and show that those lives and histories matter. The addition of Asian American history to the curriculum is critical to change discriminatory perceptions that persist in our country. This bill gives the students of Maryland a chance to appreciate a more complete history of our state and nation, which includes the contributions and struggles of Asian Americans.

Therefore, we urge a **favorable report on SB 304**. Thank you for your time and consideration.

Angela Cabellon

Deputy Chief Administrative Officer and Liaison to the AAPI Community
Office of Howard County Executive Calvin Ball

SB 304_ElizabethChung_FAV.pdf

Uploaded by: Clarence Lam

Position: FAV



**Asian American
Center of Frederick**
Enhance. Empower. Enrich

45 E All Saints Street, Frederick, MD 21701
www.aacfmd.org

**Written Testimony in SUPPORT of Senate Bill 304
Education - Public Schools - Asian American History Curriculum Requirement
Senate Education, Health and Environmental Affairs Committee
February 3, 2022 1:00 PM ET**

Presented to: Paul G. Pinsky, Chairman

By: Elizabeth Chung, Executive Director - Asian American Center of Frederick

FAVORABLE

Asian American Center of Frederick (AACF) is a non-profit agency whose mission is to equip our community with essential skills and knowledge to be self-sufficient and independent. AACF urges a favorable report on SB 304, which would require the State Board of Education to develop curriculum for units of instruction on Asian American history in public schools in Maryland. This bill would lead to the development of a statewide curriculum that better reflects Asian American experiences and contributions, in Maryland and our region, while allowing local boards to determine the amount of instruction and implementation of these standards.

Unfortunately, there are numerous examples of anti-Asian hate in our country's history. We also experience Anti-Asian hate in our Frederick public schools. Education can be an effective and important tool to combat the racism that fuels this hate and misunderstanding. It is important to diversify and update our educational curriculum to better reflect various contributions and experiences of groups who have not been fully represented in the past. The contributions of Asians to American history are taught incompletely, if at all, throughout our state's schools. SB 304 seeks to address this problem by ensuring that a unit of Asian American history is taught at least once during elementary, middle and high school.

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Therefore, we urge a favorable report on SB 304. Thank you for your time and consideration.

Respectfully,

Elizabeth Chung

Elizabeth Chung,
Executive Director

SB304_LAM_FAV.pdf

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Position: FAV

CLARENCE K. LAM, M.D., M.P.H.
Legislative District 12
Baltimore and Howard Counties



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Education, Health, and Environmental Affairs
Committee

Executive Nominations Committee

Joint Committee on Ending Homelessness

Chair

Joint Committee on Fair Practices and
State Personnel Oversight

Chair

Howard County Senate Delegation

THE SENATE OF MARYLAND ANNAPOLIS, MARYLAND 21401

Support SB 304: Education – Public Schools – Asian American History Curriculum Requirement

Background:

- American history, as it is currently taught in Maryland public schools, does not adequately include or reflect the contributions and struggles of Asian Americans.
- Studies have shown that teaching a more diverse historical curricula can provide better academic outcomes, including an increase in high school graduation rates.¹
- Other states have required that public school students are taught about various racial and ethnic groups' roles throughout American history.
 - In October 2021, California Gov. Gavin Newsom was the first to sign a bill that requires all public high school students to take an ethnic studies course in order to graduate.²
 - Other states that have passed bills requiring more ethnic studies in their school curriculums, include Connecticut, Florida, New York, and Ohio.
 - Illinois and New Jersey have become the first two states to require Asian American history be taught in public schools.

What Does SB 304 Do?

- SB 304 requires the State Board of Education to develop curriculum content standards for units of instruction on Asian American history in public schools in the state.
- This statewide curriculum would better reflect Asian American experiences and history in Maryland, and our region, and ensure consistency of this education across the state.
 - Each county board of education would need to adopt age-appropriate standards in line with the State's standards, but would maintain the flexibility to determine the amount of instruction and implementation of these standards.
 - Each county board of education would be required to ensure that a unit of instruction on Asian American history is taught at least once during elementary school, once during middle school, and once in a history course required to graduate from high school.
- The new standards would include lessons on the events of Asian American history and contributions as a community to the economic, cultural, social, and political development of the United States.

¹ "Ethnic studies increases longer-run academic engagement and attainment" by S. Bonilla, T. Dee, & E. Penner, 2021, PNAS 118 (37).

² "California makes ethnic studies a high school requirement" by J. Gecker, 2021, AP News.

Why is SB 304 needed?

- As a result of COVID-19-related fears and misinformation, the country has seen an increase in anti-Asian violence in our communities and bullying in our schools.
- Since 2018, hate crimes targeting Asian Americans have more than doubled in Maryland.
- According to a March 2021 national survey, 64% of Asian Americans reported being asked “Where do you come from?” The assumption being that they are not from the US.³
- The addition of Asian American history to the curriculum is critical to change discriminatory perceptions that persist in our country and promote peace.
- Age-appropriate instruction on the involvement and role of Asian Americans in American history is necessary for students to receive a well-rounded, inclusive education.
 - Asian American education will help increase student engagement and build character, as students learn how people from their own or different backgrounds faced challenges, overcame them, and contributed to American society.
 - All of us, including the individuals and descendants of the Asian American community, deserve to learn about the accomplishments and struggles of people who were excluded, or whose lives were misrepresented, in the histories that were written.
- The state of Maryland is the correct jurisdiction to pursue education standards, because the educational attainments of all Marylanders should require common understandings of our collective history.

³ “Anti-Asian hate incidents and the broader landscape of racial bias” by J. Wong & K. Ramakrishnan, 2021.
<https://aapidata.com/blog/cross-racial-march2021-survey/>

SB304_bsinger_fav.pdf

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Position: FAV



FAVORABLE

Senate Bill 304 - Education - Public Schools - Asian American History Curriculum Requirement

Jewish Community Relations Council of the Jewish Federation of Howard County

Betsy Singer and Laura Salganik, Co-chairs

Senate Education, Health and Environmental Affairs Committee
Hearing - February 3, 2022

The Jewish Community Relations Council (JCRC) of the Jewish Federation of Howard County has worked closely with the Asian American community over the past several years. We have jointly represented and supported our communities as we advance cooperation and understanding through educational and cultural activities. Many of these have been through and/or related to the Howard County Public School System.

The Jewish Community Relations Council fully supports and urges a **favorable report from this Committee on SB 304**. This important bill would require the State Board of Education to develop curriculum materials for units of instruction on Asian American history that would then be taught in every public school in Maryland. There is a need for a more inclusive statewide curriculum that better reflects Asian American experiences and contributions, in Maryland and our region. This bill also allows for flexibility so that each of the twenty-four local boards of education can determine the specific amount of instruction necessary for the implementation of these standards.

We believe that through a comprehensive statewide curriculum, all students in the Maryland Public Schools can become better informed about Asian American history, the contributions of Asian Americans, and the role of Asian Americans in the ongoing development of our Nation. It would also enable the Asian students throughout the public schools to have a sense of pride and feel that they are part of this Nation's history and culture moving forward.

All too often there are negative comments and/or action taken or directed at Asian students in the public school. This is frequently based upon a lack of knowledge or understanding and preconceived notions or prejudice. An effective way to limit or end these types of occurrences is through a comprehensive curriculum, as proposed in SB 304, which will benefit all students.

We are aware of the increase of anti-Asian incident that have occurred during the past few years around the state and country. For example, the 2019 report of the Howard County Office of Human Rights and Equity shows that there were eleven (11) Hate-Bias incidents against Asians. We believe that through the comprehensive curriculum that SB 304 would establish there would be an educational aspect presented that could provide accurate and historically correct information that could reduce, and hopefully eliminate prejudices toward Asian Americans. Therefore, we urge a **FAVORABLE REPORT ON SB 304**. Thank you for your time and consideration.

Betsy Singer, Columbia, MD 21044, 443-812-2525
Laura Salganik, Columbia, MD 21044, 301-221-5143

SB 304 testimony.pdf

Uploaded by: Ella Jiao

Position: FAV

Testimony in SUPPORT of Senate Bill 304 Education - Public Schools - Asian American
History Curriculum Requirement

FAVORABLE

My name is Ella Jiao, I am a 10th grader at River Hill High School in Howard County, and I am here to testify in support of SB 304. Anti-Asian hate still persists to this day, and it ultimately stems from ignorance. These acts are not just happening now; hundreds of years of exclusion, erasure, and invisibility have led to the changes that need to be implemented. SB 304 is an essential bill that will allow for the education of the students in Maryland on Asian American history. There are more than 22 million Asian Americans in America, making up about 6% of the US population, yet our stories are not shared, voices still not heard. Asian American history is taught incompletely, if at all, throughout schools in our state. SB 304 will work to combat this issue as it requires the State Board of Education to develop a curriculum on Asian American history that is taught at least once in elementary, middle, and high schools. The existing curriculum only focuses on a few milestones, such as the Chinese Exclusion Act of 1882, or the Japanese incarcerations during World War 2, but these stories, while important, do not paint an accurate picture of the Asian American experience. History is not only a list of events in a history textbook, but rather the collection of thousands of personal stories of struggles and successes. Personally, I just read the book *The Joy Luck Club* by Amy Tan, which tells the story of generational struggles of Asian American women, which increased my understanding of Asian American experiences that differ from my personal ones. The incorporation of not only history curriculum, but literary works such as this one, will broaden the understanding of the Asian American experience, personalizing the events learned about in history textbooks with characters and plot lines relatable to students. Asian Americans have been in this country for a long time, because such stories are not told, Asian Americans are still seen as foreigners to this country, a perpetual “other,” and during national crises such as the Covid-19 pandemic, we are seen as the enemy. This is the reason so much anti-Asian hate still exists; without being represented as an integral part of this country, it is easy for misinformation and fear to spread. Diversifying the education system and incorporating the history of underrepresented groups, especially Asian Americans, will help to diminish the existing prejudices that fuel the hatred revealing itself in these anti-Asian acts. This bill will allow the students of Maryland to grasp a more complete understanding of the history of the state and the nation, which includes the contributions and struggles of Asian Americans. Therefore, I urge a favorable report on SB 304. Thank you for your time and consideration.

testimony-SB-304.pdf

Uploaded by: Grace Chen

Position: FAV

**Testimony in SUPPORT of Senate Bill 304
Education - Public Schools - Asian American History Curriculum Requirement**

**Senate Education, Health and Environmental Affairs Committee February 3, 2022
1:00 PM ET**

**Presented to: Paul G. Pinsky, Chairman
By: Grace Chen**

FAVORABLE

Dear Chairman and Members of the Senate Education, Health and Environmental Affairs Committee,

My name is Grace Chen and I am a 9th grader at Marriotts Ridge High School of Howard County. On the weekends, I attend Howard County Chinese School to learn my heritage, language, and my ethnic culture. I am also a member of Howard County Chinese School AAPI Youth Ambassadors Program. I am writing this testimony in support of the Senate Bill SB-304 Title "Education - Public Schools - Asian American History Curriculum Requirement".

I urge a favorable report on SB-304, which would require the State Board of Education to develop curriculum for units of instruction on Asian American history in public schools in Maryland. This bill would lead to the development of a statewide curriculum that better reflects Asian American experiences and contributions, in Maryland and our region, while allowing local boards to determine the amount of instruction and implementation of these standards.

Sad, but true, there is not much knowledge about Asian-American history that is currently taught in school. Specifically, content about the contribution of Asian-Americans' to our country is not shown at all, resulting in frequent, biased opinions and stereotypes that do not define Asian people.

The evidence that I must testify with was something that happened when I was in 6th grade. In Spanish class, me and my classmates were learning how to express what we do and do not like. The other students were saying "me gusta comer perro", which translates to "I like to eat dogs". This hurt my feelings deeply, and still, I wasn't able to stand up for myself against the other 11-year-olds. None of my other Asian friends in my class could say anything at all, and the teacher didn't even mention it. These biased opinions and stereotypes that are correlated with Asian people don't reflect the truth at all!

Asian Americans are Americans. The contributions of Asians to American history are taught incompletely, if at all, throughout our state's schools. SB-304 seeks to address this problem by ensuring that a unit of Asian American history is taught will be very imperative.

I strongly support adding the contribution of Asian Americans' and other culture groups' in our social studies curriculum. When Sir Francis Bacon published in his work, *Meditationes Sacrae* (1597), he had a famous saying: "knowledge itself is power". My understanding of this saying is, equipped with broad knowledge and being well-educated, our young generation will be able to understand what has happened in the history around the world. Once we grasp this knowledge, we can fully and finally respect each other, appreciate each other, reunite and stand strong to move our nation towards a better future.

In summary, I sincerely support this bill and urge a favorable report on SB-304. I look forward for your decision.

Thank you for your time!

Sincerely,

Grace Chen

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Uploaded by: Jamie Lok

Position: FAV

February 1, 2022

Senate Education, Health, and Environmental Affairs Hearing

Senate Bill 304

Education- Public Schools - Asian American History Curriculum Requirement

**Written Testimony from Jamie Lok (402 King Farm Blvd, Ste 125-150, Rockville MD 20850, mocopaan@gmail.com), Montgomery County Progressive Asian American Network (MoCoPAAN)
FAVORABLE**

I am a Board Member of the Montgomery County Progressive Asian American Network (MoCoPAAN) and the parent of two children who attend public schools in the state. This testimony is in FAVOR of the proposed legislation.

MoCoPAAN's mission is to raise the visibility of Asian Americans, to collectivize and lift up progressive voices and to offer allyship through strategic communications. In so doing, MoCoPAAN works to demonstrate that Asian Americans have a multitude of voices. MoCoPAAN serves as a voice on issues that affect people of diverse backgrounds: representation, equity and inclusion; immigrant rights; and racial discrimination and profiling. MoCoPAAN carries out its mission through speaking engagements, community education, and advocacy.

MoCoPAAN members represent diverse backgrounds, including Chinese, Indian, Korean, Vietnamese, Japanese, Indonesian, Cambodian, and Filipino Americans; first and second generation immigrants; and MCPS students and parents in our county. Based on their years of experience with Asian American activism on the national level, MoCoPAAN leadership regularly engages in public engagement opportunities to educate the broader community on the role Asian Americans have played in shaping U.S. history along with other communities of color.

The spike in reported hate and violence directed at Asian Americans during the pandemic has made clear that more education on Asian Americans is needed. MoCoPAAN heard from students about the sense of fear and isolation. They expressed concerns about returning to school. Also, they said that they would've felt more supported in their learning environment if they had seen the Asian Americans' history, contributions and challenges represented in the curriculum, as well as diverse faculty and systems support.

In general, ethnic studies exposure like that proposed in this bill is associated with positive learning outcomes in the K-12 public school context.ⁱ A 2010 study of a Filipino American history curriculum showed positive outcomes in terms of identity and sense of community among both Filipino and European American students.ⁱⁱ

Learning about the history of Asian Americans and other non-white groups will also further the understanding and analytic skills needed to navigate our diverse world and promote inclusion for all students.

Around the country, a movement is underway to promote Asian American history in state bills. Already, bills have been passed in Illinois and New Jersey. MoCoPAAN supports the inclusion of ethnic studies in the K-12 curriculum. Senate Bill 304 is in alignment with this goal, and therefore, MoCoPAAN expresses support for its enactment.

ⁱ Sleeter, Christine E., and Miguel Zavala. *Transformative ethnic studies in schools: Curriculum, pedagogy, and research*. Teachers College Press, 2020.

ⁱⁱ Halagao, P. E. (2010). Liberating Filipino Americans through decolonizing curriculum. *Race Ethnicity & Education*, 13(4), 495-512. H

SB304_JWong_fav.pdf

Uploaded by: Janelle Wong

Position: FAV

February 1, 2022

Senate Education, Health, and Environmental Affairs Hearing

Senate Bill 304

Education- Public Schools - Asian American History Curriculum Requirement

Testimony from Janelle Wong (5410 Duvall Dr. Bethesda, MD)

Montgomery County Progressive Asian American Network (MoCoPAAN)

FAVORABLE

I am a Board Member of the Montgomery County Progressive Asian American Network (MoCoPAAN) and the parent of two children who attend public schools in the state. This testimony is in SUPPORT of the proposed legislation.

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American history curriculum showed positive outcomes in terms of identity and sense of community among both Filipino and European American students.²

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² Halagao, P. E. (2010). Liberating Filipino Americans through decolonizing curriculum. *Race Ethnicity & Education*, 13(4), 495-512. H

SB 304_HorizonFoundation_fav.pdf

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Position: FAV



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February 3, 2022

COMMITTEE: Senate Education, Health and Environmental Affairs Committee
BILL: SB 304 – Education – Public Schools – Asian American History Curriculum Requirement
POSITION: Support

The Horizon Foundation is Howard County's community health foundation and the largest independent health philanthropy in the state of Maryland. We lead community change so everyone in Howard County can live a longer, better life.

Advancing racial equity is one of the Foundation's strategic priorities and is central to our mission of improving the health and wellness of *everyone* in Howard County. As part of this work, we convene the Howard County Equity Collaborative, which is comprised of a group of grantees that apply a racial equity lens to their work and collaborate on equity issues related to the social determinants of health, including education. We have worked closely with the Howard County Chinese School as part of these efforts and with other organizations representing the large and diverse Asian American community in Howard County.

To that end, we urge a **favorable vote on SB 304**, which would require the State Board of Education to develop curriculum for units of instruction on Asian American history in public schools in Maryland. This bill would lead to the development of a statewide curriculum that better reflects Asian American experiences and contributions, in Maryland and our region, while allowing local boards to determine the amount of instruction and implementation of these standards.

Unfortunately, there are numerous examples of anti-Asian discrimination and persecution in our country's history. Education can be an effective and important tool to combat the racism that fuels this hate and misunderstanding. It is important to diversify and update our educational curriculum to better reflect the contributions and experiences of groups who have not been fully represented in the past. The contributions of Asians to American history are taught incompletely, if at all, throughout our state's schools. SB 304 seeks to address this problem by ensuring that a unit of Asian American history is taught at least once during elementary, middle and as a required course for graduation at the high school level.

As a result of COVID-19-related fears and misinformation, we have seen an increase in anti-Asian bullying in schools across the country. SB 304 provides a pathway to raise the voices of individuals and communities that have not been fully heard in the past, and show that those lives and histories matter. The addition of Asian American history to the curriculum is critical to change discriminatory perceptions that persist in our country. This bill gives the students of Maryland a chance to appreciate a more complete history of our state and nation, which includes the contributions and struggles of Asian Americans.

For the Horizon Foundation, equity means that everyone has a fair and just opportunity to live a long, healthy life – and no one is left behind because of who they are. We support SB 304 and its efforts to promote better understanding of Asian American history, elevate the voices of Asian American leaders and fight against systemic racism in all forms.

Therefore, we urge a **favorable report on SB 304**. Thank you for your time and consideration.

AAST testimony Feb1 2022 AsAmHistory MD bill.pdf

Uploaded by: Julie Park

Position: FAV



UNIVERSITY OF
MARYLAND

ASIAN AMERICAN STUDIES PROGRAM

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February 1, 2022

Senate Education, Health, and Environmental Affairs Hearing

Senate Bill 304

Education- Public Schools - Asian American History Curriculum Requirement

Testimony from Julie Park (juliepar@umd.edu) Director & Professor, Asian American Studies UMD, College Park)

I am the Director of the Asian American Studies Program at the University of Maryland, College Park. This testimony is in SUPPORT of the proposed legislation.

Our Asian American Studies Program recently celebrated its 20th Anniversary. Thousands of students have taken our courses in Asian American history. I have seen firsthand the benefits of an Asian American Studies curriculum for students in terms of knowledge acquisition, identity development, and enhancing the ability of students of all backgrounds to navigate a more diverse world.

Asian American Studies at the University of Maryland was born out of student demands. And this is the case in our state as well. Hundreds of students have now signed petitions and advocated for more course content on Asian Americans and other racial minority groups. Our program continues to grow because demand is high.

Students come to our flagship university with very little exposure to the history and experiences of Asian Americans. At the beginning of this semester, one of our instructors surveyed her class of 40 students and asked how often they were taught about Asian Americans in high school. Fully one-third of the class said “none at all” and 65% said “a little.” There is room to grow here.

I represent the field of Asian American Studies and know that there is a wealth of material that can enrich the student learning experience in this state.

Sincerely,

Julie Park, PhD
Director of Asian American Studies Program
Associate Professor, Sociology
University of Maryland, College Park

SB0304 Kelly Ji Favorable.pdf

Uploaded by: Kelly Ji

Position: FAV

Kelly Ji
SB0304
Favorable

First, I just want to say thank you to everyone for taking the time to read written testimonies. I'm here to testify in favor of SB0304. My name is Kelly Ji, and I am the president of the Asian American Progressive Student Union (AAPSU), an organization made up of middle and high schoolers from Montgomery County Maryland. Since our founding in 2020, AAPSU has worked tirelessly to advocate for local progressive policies and Asian American civic engagement. This included the approval of an APIDA studies elective in our own high schools.

Following the approval of the elective, however, us and like-minded community organizations soon ran into a problem. The elective was just that: an elective. Only students who wanted to learn about Asian American and Pacific Islander history would do so, and the classes would be made up of predominantly AAPI students. While the option of curriculum inclusion was heartwarming, it was distinctly different from the actual integration of APIDA history into the larger compulsory curriculum. To put it simply, the elective only gave and continues to give people a choice as to whether or not they wanted to learn about AAPI history. Those who do not want to take it, or don't have space in their schedules to do so, are missing the history of one of the most important and diverse minority groups in the country. How are we supposed to ensure equality and recognition of diversity when our diverse groups are not included in the compulsory curriculum?

SB0304 ensures that every student in public schools is able to acknowledge the cultural and ethnic backgrounds of their APIDA peers. Discrimination against Asian Americans is, and always has been, a rampant problem in the United States. Combating discrimination starts first with education: students *need* to understand that equality is a right, which starts with equal representation in the classroom, and extends to the recognition of diverse backgrounds from a young age (elementary school).

Of course, there is the age-old rebuttal: that identity politics and acknowledgement of racial or ethnic identity inhibits progress. In other words, everyone should be treated the same, in a color-blind way. The only way to progress as a society is to ensure that everyone is truly equal, and treated as a monolith. This rebuttal is extremely harmful, and dangerous to the comfort of BIPOC and AAPI youth as well as adults. Regardless of stated rules or established means of treatment, there is always going to be a perceived difference between white people versus everyone else. The failure to recognize that difference will always lead to conflict, and reflects a denial of the different histories and experiences of racial groups in the United States.

Instead, we should be striving for a school system that celebrates differences and diversity for the multitude of perspectives and intercultural communication that they provide. All students need to be taught the backgrounds of the other students they're surrounded with throughout high school. Only then can we achieve a more equitable and welcoming school system for all students.

SB 304_LanlanXu_fav.pdf

Uploaded by: Lanlan Xu

Position: FAV

Testimony in **SUPPORT of Senate Bill 304**
Education - Public Schools - Asian American History Curriculum Requirement

Senate Education, Health and Environmental Affairs Committee
February 3, 2022
1:00 PM ET

Presented to: Paul G. Pinsky, Chairman
By: Lanlan Xu

FAVORABLE

I urge a **favorable report on SB 304**, which would require the State Board of Education to develop curriculum for units of instruction on Asian American history in public schools in Maryland. This bill would lead to the development of a statewide curriculum that better reflects Asian American experiences and contributions, in Maryland and our region, while allowing local boards to determine the amount of instruction and implementation of these standards.

Unfortunately, there are numerous examples of anti-Asian hate in our country's history. During the Covid-19 pandemic, we are witnessing a spike of anti-Asian violence across the country. From March 19, 2020 to September 30, 2021, Stop AAPI Hate documented [10,370 hate incidents](#). These violent attacks are just the tip of the iceberg. Racism, xenophobia and discrimination are widely felt among AAPI communities. Xenophobia and racism are fueled by rampant ignorance of AAPIs as an integral part of American society, and ignorance is the soil in which hate grows. We must combat hate by changing the dominant narrative.

Education can be an effective and important tool to combat the racism that fuels this hate and misunderstanding. It is important to diversify and update our educational curriculum to better reflect various contributions and experiences of groups who have not been fully represented in the past. The contributions of Asians to American history are taught incompletely, if at all, throughout our state's schools. SB 304 seeks to address this problem by ensuring that a unit of Asian American history is taught at least once during elementary, middle and high school.

SB 304 provides a pathway to raise the voices of individuals and communities that have not been fully heard in the past, and show that those lives and histories matter. The addition of Asian American history to the curriculum is critical to change discriminatory perceptions that persist in our country. This bill gives the students of Maryland a chance to appreciate a more complete history of our state and nation, which includes the contributions and struggles of Asian Americans.

Therefore, I urge a **favorable report on SB 304**. Thank you for your time and consideration.

Lanlan Xu
Howard County, MD

SB0304 JCRC 2.1.22.pdf

Uploaded by: Laura Salganik

Position: FAV



FAVORABLE

Senate Bill 304 - Education - Public Schools - Asian American History Curriculum Requirement

**Jewish Community Relations Council of the Jewish Federation of Howard County
Betsy Singer and Laura Salganik, Co-chairs**

Senate Education, Health and Environmental Affairs Committee
Hearing - February 3, 2022

The Jewish Community Relations Council (JCRC) of the Jewish Federation of Howard County has worked closely with the Asian American community over the past several years. We have jointly represented and supported our communities as we advance cooperation and understanding through educational and cultural activities. Many of these have been through and/or related to the Howard County Public School System.

The Jewish Community Relations Council fully supports and urges a **favorable report from this Committee on SB 304**. This important bill would require the State Board of Education to develop curriculum materials for units of instruction on Asian American history that would then be taught in every public school in Maryland. There is a need for a more inclusive statewide curriculum that better reflects Asian American experiences and contributions, in Maryland and our region. This bill also allows for flexibility so that each of the twenty-four local boards of education can determine the specific amount of instruction necessary for the implementation of these standards.

We believe that through a comprehensive statewide curriculum, all students in the Maryland Public Schools can become better informed about Asian American history, the contributions of Asian Americans, and the role of Asian Americans in the ongoing development of our Nation. It would also enable the Asian students throughout the public schools to have a sense of pride and feel that they are part of this Nation's history and culture moving forward.

All too often there are negative comments and/or action taken or directed at Asian students in the public school. This is frequently based upon a lack of knowledge or understanding and preconceived notions or prejudice. An effective way to limit or end these types of occurrences is through a comprehensive curriculum, as proposed in SB 304, which will benefit all students.

We are aware of the increase of anti-Asian incident that have occurred during the past few years around the state and country. For example, the 2019 report of the Howard County Office of Human Rights and Equity shows that there were eleven (11) Hate-Bias incidents against Asians. We believe that through the comprehensive curriculum that SB 304 would establish there would be an educational aspect presented that could provide accurate and historically correct information that could reduce, and hopefully eliminate prejudices toward Asian Americans. Therefore, we urge a **FAVORABLE REPORT ON SB 304**. Thank you for your time and consideration.

Betsy Singer, Columbia, MD 21044, 443-812-2525
Laura Salganik, Columbia, MD 21044, 301-221-5143

Asian American history in MD Public school curricu

Uploaded by: Mark Li

Position: FAV

Dear Senate,

Asian American history is just as important a part of American history as is African American history, Hispanic American history, etc. The purpose and value of including these distinct heritages into the curriculums of the public schools in Maryland are so the developing young people of our communities have a chance to appreciate and cherish the diverse and rich history of our country.

For students to have a complete acquaintance and perspective of our community, they need to be able to learn and be fully aware of all the different cultures that our country holds and their values.

The best way for students to do this is in school with their peers.

The importance of including and recognizing all the cultures of American history in the curricula of public schools in Maryland is that no ethnicity or race has greater prominence than another. All the people of this country hold relevance and significance. Therefore it is vital to make sure that all the people in our communities, and more importantly our young generation, feel represented and proud of their background and their contributions to the United States of America.

Asian Americans hold a pronounced place in the history of the United States of America just as every other ethnicity. Unfortunately much of the rich history of Asian Americans are nearly invisible to the students in Maryland who don't participate or learn about it specifically outside of school.

Once adding Asian American history as a part of the school curriculum, another abundance of knowledge and appreciation for one of the greatest factors of building up the United States America will be ready and accessible every single day to all of the students of Maryland.

No matter what and how many challenges we may face, there mustn't be anyone or anything left out, and there must be the opportunity for students to understand and love all of the many colors that have built and shaped the great paintings of our country.

Nash - testimony supporting SB 304.pdf

Uploaded by: Philip Tajitsu Nash

Position: FAV



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Testimony in **SUPPORT of Senate Bill 304**
Education - Public Schools - Asian American History Curriculum Requirement

Senate Education, Health and Environmental Affairs Committee
February 3, 2022
1:00 PM ET

Presented to: Paul G. Pinsky, Chairman

By: **Phil Tajitsu Nash**, AAST Co-Founder and Adjunct Lecturer, former Smithsonian Curator,
and Co-President of the Asian American Legal Defense and Education Fund (AALDEF)

FAVORABLE

As a co-founder and member of the faculty of the Asian American Studies Program (AAST) at the University of Maryland and an expert in Asian American History, **I urge a favorable report on SB 304**, which would require the State Board of Education to develop curriculum materials on Asian American History for use in Maryland's public schools. Appropriately, this Bill allows local boards to determine the amount of instruction and implementation of these standards. However, by making a state-wide commitment to teaching this history, Maryland will be taking a nationally-recognized stand for inclusion and understanding -- and against bigotry, hatred and anti-Asian American violence.

I am speaking here on behalf of the Asian American Legal Defense and Education Fund, which strongly supports this bill, but not officially on behalf of AAST. Dr. Julie Park, our Director, will be providing the official AAST testimony.

I have taught Asian American History for 38 years at City College of New York, Yale University, and, for the last 26 years, at AAST here in College Park. As a Staff Attorney, Board Member and now Co-President of the Asian American Legal Defense and Education Fund (AALDEF), I have spent over 40 years participating in Asian American History through projects such as the historic movement to redress Japanese Americans wrongfully interned behind barbed wire during World War II. As the Curator of the Asian Pacific American Program at the 2010 Smithsonian Folklife Festival, I led one of the nation's largest celebrations of Asian American History -- with 1200 members of the local Asian American community entertaining millions of visitors on the National Mall and online during ten days of music, dance, storytelling, cooking, and other activities. As a community advocate, I have given thousands of speeches, trainings, classroom presentations, and informal talks to K-12, university, corporate, non-profit, military, and governmental audiences on many aspects of Asian American History.

Through these decades of activity, I have come to see the importance of education to build pride, counter misinformation, and combat stereotypes. Like immigrants from every shore, Asian Americans have come to this country to better ourselves, to raise families, to create communities, and to strengthen the “more perfect union” that is the United States. We have accepted the challenge to grow the crops, build the railroads, iron the shirts, and cook the meals. We have provided a disproportionate number of the nation’s nurses and doctors, as well as business and science professionals. Yet we also are represented on Broadway, in public school classrooms, on the baseball diamond, and behind the wheel of your taxi.

Asian Americans are about 6% of the US population and over 370,000 people (6.1%) of the Maryland population. A recent study found that the nation’s 2.6 million Asian American K-12 students make up 5.4% of all students nationwide.

Instead of just going to school and focusing on their studies, however, a recent national report by Stop AAPI Hate found that 30% of Asian American parents had children who had experienced a hate incident at school in the previous year. While some might say this is related to the horrific spa killings in Atlanta last March, Asian American History teaches us that there have been many incidents like this over the years, as well as incidents of bullying, harassment, expulsions, and more.

This new curriculum mandated by **SB 304** should start by celebrating the successes of Asian American individuals and communities. However, the full story of Asian American History also includes two other parts: barriers that have held us back, and stories of those who overcame those barriers and, in the process, vindicated rights that are enjoyed today by people of all backgrounds.

Presenting Asian American History in this three-part format will show us as human beings who have taken charge of our own lives and who are bettering society as a whole by standing up for our rights. It also shows history as a process that each of us can shape by our actions, not a one-dimensional snapshot that paints us as Model Minorities or Perpetual Foreigners.

By ensuring that a unit of Asian American History is taught at least once during elementary, middle and high school, **SB 304** will go a long way toward vaccinating our state’s children against the scourge of racial intolerance, and help them to grow up with the Cultural Competence Toolkit they need to be productive and effective participants in an increasingly interconnected world. Instead of walking on eggshells, Maryland children of every background will develop the confidence that comes from understanding those around them and working with them to build a sustainable world of peace, justice and understanding.

In sum, I want to thank you for your consideration, and **strongly urge a favorable report on SB 304.**

IONHoCo SB 304 20220203.pdf

Uploaded by: Pravin Ponnuri

Position: FAV



Indian Origin Network of Howard County

Indian Origin Network of Howard County
4616 Broken Lute Way; Ellicott City MD 21042
info@ionhoco.org / 410-340-0529

Testimony in **SUPPORT of Senate Bill 304**
Education - Public Schools - Asian American History Curriculum Requirement

Senate Education, Health and Environmental Affairs Committee
February 3, 2022
1:00 PM ET

Presented to: Paul G. Pinsky, Chairman

By: Indian Origin Network of Howard County (IONHoCo) – Pravin Ponnuri

FAVORABLE

Indian Origin Network of Howard County (IONHoCo) strongly supports SB 304 to include Asian American history in public schools in Maryland.

The world has changed drastically over the past fifty years. The global economy has changed from that of a Europe centric economy to an Asian centric economy. In 2020 the 48 Asian economies contributed nearly 40% of the global GDP and this number keeps growing.

The world is diversifying at an unprecedented rate. Today about 6% of the US residents, and 6% of Maryland residents are of Asian Origin.

Today's students are exposed to the Asian culture and people of Asian Origin in all aspects of their lives. It is very likely that when our students grow up to become responsible adults they will have to interact with the Asian economies and the Asian culture as part of their professional careers.

Thus, it is imperative that we teach our kids about Asian cultures, Asian History, Asian contributions to the world, Asian contribution to the USA and Maryland in a structured manner, so that they may have a good understanding and appreciation of a group with whom they will need to interact and work with throughout their lives.

Therefore, we urge a **favorable report on SB 304**. Thank you for your time and consideration.

Testimony for SB304_Ryan Zhou.pdf

Uploaded by: Ryan Zhou

Position: FAV

Testimony for SB 304 by Ryan Zhou, Favorable

Dear State delegates,

My name is Ryan Zhou. I'm a 9th grade student at Howard High School. I am the student representative for the AAPI Advisory Committee of the Howard County Public School System. I am here today to voice my support of Senate Bill 304, requiring the public schools in the State of Maryland to develop and incorporate units of Asian American history into their curriculum.

The population of the State of Maryland, and our nation as a whole, has become increasingly diverse, with the Asian population being the fastest growing group. However, I feel that my identity as an American is oftentimes not fully recognized.

Over the last summer, while my brother and I were visiting colleges, a young girl came up to us welcoming us to the U.S, even though my brother and I were born in the U.S, and have spent our entire lives here in Howard County, Maryland. Without even talking to us, the little girl had determined that we were foreigners, and that we didn't come from here. I'm sure the young girl was just trying to be friendly, but it shows that to her, and a lot of other Americans as well, we are viewed as perpetual foreigners. As a result, anti-Asian racism and hate-crimes have increased exponentially in the last two years. This is largely due to the lack of education on AAPI history. As a minority group, AAPI contributions to the U.S have long been ignored.

AAPI history is the part of American history. Asian Americans helped build America to where it is today, from the building of the transcontinental railroads in the 1860's, a key point to American westward expansion, to the most decorated army unit composed completely of Japanese Americans during WW2. Even more, Asian American has helped to shape the American legal system. In my recent NHD project, I studied the 1886 US Supreme Court case - Yick Wo v. Hopkins, in which the Chinese laundry owners sued the City of San Francisco over discrimination. This was the first case in U.S. history that established that all persons, regardless of their race and nationality, are guaranteed equal protection and due process of our laws. This case was cited more than 160 times in future Supreme Court opinions, leading to the interpretation of the 14th Amendment of our constitution to its current form.

However, all these contributions the Asian American has made to our country has been neglected. I strongly advocate that the Asian American history be included into our school curriculum. I feel that it is very important to teach students, especially at a young age, that Asian Americans are not foreigners but an integral part of American society.

I implore that all the state delegates here join our course of making AAPI history part of the public school curriculum.

Xuan Weng_Testimony script.pdf

Uploaded by: Xuan Weng

Position: FAV

Good afternoon, Senator Pinsky and members of the Education, Health and Environmental Affairs Committee,

My name is Xuan Weng, a parent of three kids, a Chinese teacher in a private school in Maryland, and the principal of Howard County Chinese School. The Chinese School has been serving the local community in Howard County for 23 years, with more than 1700 students. The majority of our students are also public school students, and most of their parents are registered voters. I am testifying to support SB304 on behalf of the Chinese School community.

Today, I start with a true story between two of my 8th grade students, Joe and Sam. I use pseudonyms to protect their identity. Joe is an Asian American and Sam is not. Not only are they both star students, but they had also been close friends for almost 10 years, so did their families. One day in the last school year, they got into a fight and were sent to the Headmaster's office. It turned out that what caused the conflict was because Sam called Joe "Ching Chong".

"It was just a joke", said Sam, "I thought it was a joke! I never knew that phrase was something so offensive!" This ignorance, unfortunately, ended a 10-year friendship between two kids and their families. The true evil lies in the fact that someone can say (or do) something so offensive and racist without knowing it can be deeply hurtful to others.

Unfortunately, such ignorance and insensitivity have turned into a nation-wide surge of anti-Asian hate during the pandemic. According to [a national report](#), 9,081 incidents of harassment and violence against AAPI individuals were reported from March 2020 to June 2021.

Just two weeks ago, an Asian American woman was brutally killed as she was pushed in front of an oncoming train in a New York subway station.

As educators, our mission is to confront ignorance with knowledge. We *have* to *teach* our students to understand what “Ching Chong” means, to know what Asian American immigrants have experienced in the past century, to connect what is happening to Asian Americans today with the past, and to recognize and combat anti-AAPI American racism and discrimination.

Awareness leads the way to change! We should educate our kids about Asian American History as soon as possible in order to create a more diverse, more peaceful and more powerful future!

On behalf of the Howard County Chinese School community, I urge you to vote in favor of SB304. Thank you for the opportunity for me to speak. I am now available to answer questions that you may have.

SB 304_Lin_fav.pdf

Uploaded by: Zhijin Lin

Position: FAV

FAVORABLE

Testimony in Support of:

Senate Bill 304: Education - Public Schools - Asian American History Curriculum Requirement

Senate Education, Health, and Environmental Affairs Committee

February 3, 2022 1:00 P.M.

Zhijin J. Lin

3248 Pine Bluffs Dr,

Ellicott City MD, 21042

Dear Chairman Pinsky and members of the Committee,

My name is Jonathan Lin, and I am an 11th grade student at Marriotts Ridge High School in Ellicott City. I strongly support a favorable report of S.B. 304 due to my personal experiences and the current political climate.

I live in Howard County, which has almost triple the percentage of Asians compared to Maryland as a whole (19.3% vs. 6.7%). Yet throughout school, I've only been taught about Asian American history twice: once briefly 9th Grade U.S. History, and a second time as a passing reference when discussing *Korematsu v. US*. We've learned about the Constitution, the Founding Fathers, African Americans, Native Americans, abolitionists, women's suffrage, and more, but not Asian American history.

Contrary to what many may believe, Asian Americans have a long history in the United States. In fact, Filipino sailors settled in New Orleans in the late 1700s, and even helped the US fight the War of 1812. Over 15000 Chinese workers were instrumental in building the Transcontinental Railroad in the mid-1800s. However, these contributions were not always appreciated. Californian courts found that Asians could not testify against whites. Congress also passed the Chinese Exclusion Act, which the Supreme Court upheld. And in today's political climate, some erroneously believe that Asian Americans have always been well-off, are to blame for the Covid-19 pandemic, or are just here to steal jobs. Teaching Asian American history will help to change discriminatory perceptions and paint a more complete picture of the United States.

I urge a favorable report on Senate Bill 304. Thank you for your time and consideration.

Sincerely,

Zhijin J. Lin

SB304 Asian American History 2.3.22.pdf

Uploaded by: Jeanette Ortiz

Position: UNF



SB304 EDUCATION - PUBLIC SCHOOLS - ASIAN AMERICAN HISTORY CURRICULUM REQUIREMENT

February 3, 2022

EDUCATION, HEALTH, AND ENVIRONMENTAL AFFAIRS COMMITTEE

OPPOSE

Jeanette Ortiz, Esq., Legislative & Policy Counsel (410.703.5352)

Anne Arundel County Public Schools (AACPS) opposes **SB304 Education - Public Schools - Asian American History Curriculum Requirement**. This bill requires the State Board of Education to develop curriculum for a unit of instruction on Asian American history in public schools in the State. It requires each county board of education to implement the Asian American history curriculum content standards, beginning in the 2023-2024 school year. The legislation also requires each county board of education to ensure that a unit of instruction on Asian American history is taught at least once during elementary school, middle school, and once in a history course required to graduate from high school.

AACPS supports local decision-making authority in developing curriculum and opposes efforts by the General Assembly to legislate curriculum, courses of instruction, assessments, or graduation requirements, firmly believing that this role belongs to local boards of education in conjunction with the State Board of Education. Accordingly, AACPS incorporates civics education throughout our curriculum – from elementary school to high school. Over the course of the last 5 years, each of these frameworks has been rewritten by committees of teachers, administrators and other stakeholders in a process overseen by MSDE and approved by the Maryland State Board of Education. The contributions of Asian Americans are featured in elementary, middle, and high school at AACPS. Whether it is the contribution of Asian Americans to civil rights highlighted in grades 4 and 5 or the integration of Asian American history in U.S. History courses, AACPS has worked to provide a more inclusive American history curriculum to students. AACPS agrees that public school curriculum must be more inclusive, and staff continues to review and rewrite curriculum utilizing an educational equity lens to help ensure more inclusivity.

It is important to note that AACPS supports with amendments HB47 Public Schools – Expanded American History – Development of Content Standards and Implementation. AACPS appreciates that the legislation places the responsibility for the development of content standards for a more inclusive and comprehensive American history where it belongs – with the Maryland State Board of Education. This bill requires that the content standards for expanded American history to include instruction on the history and contributions several groups of Americans, including Asian Americans and Pacific Islanders. AACPS believes that this bill is more inclusive and best addresses the issues surrounding an inclusive American history curriculum.

Accordingly, AACPS respectfully requests an **UNFAVORABLE** committee report on SB304.

SB 304.Asian American History Curriculum.pdf

Uploaded by: John Woolums

Position: UNF

BILL: Senate Bill 304
TITLE: Education - Public Schools - Asian American History Curriculum Requirement
DATE: February 3, 2022
POSITION: OPPOSE
COMMITTEE: Education, Health, and Environmental Affairs
CONTACT: John R. Woolums, Esq.

The Maryland Association of Boards of Education (MABE) opposes Senate Bill 304, which would mandate that Maryland schools include in the curriculum a unit of instruction on Asian American History.

MABE generally opposes efforts by the General Assembly to legislate curriculum, including the content standards on which curriculum is based, firmly believing that this role belongs to local boards of education in conjunction with the State Board. Therefore, MABE's opposition to this bill does not rest on an evaluation of the merits of teaching any specified subject matter, but rather opposition to statutorily mandating revisions to content standards and curriculum.

In creating the State Board and local boards of education, the General Assembly has delegated to them the responsibility for reviewing and adopting content standards and, at the local level, reviewing and adopting curriculum. The State Board establishes State content frameworks, state assessment standards, and minimum state graduation requirements. Each local board and school system implement locally-developed curriculum to ensure that the state content frameworks are followed, student performance standards are met, and students are prepared to meet graduation requirements.

For these reasons, MABE requests an unfavorable report on Senate Bill 304.

SB 304_SP_unf.pdf

Uploaded by: Sarah Reichert-Price

Position: UNF

Senator Paul G. Pinsky, Chair
and Members of
The Education, Health and Environmental Affairs Committee
Maryland Senate
Annapolis, Maryland

RE: SB 304- Education- Public Schools- Asian American History Curriculum Requirement- UNFAVORABLE

Dear Chairman Pinsky and Members of the Committee,

Teachers are struggling to conquer the already tight time restraints to include all academic requirements within the curriculum. Adding a unit of Asian American History to said curriculum simply adds to the pressure and tension thereof.

America is a mixture of many cultures. Requiring that Asian American History be part of school curriculum is a random pick, at best. This would set a precedent for all other cultures to "grab a piece of the pie" and demand that their culture also be studied, as part of the required curriculum.

As a retired Elementary school teacher, I am aware that the current History content is sufficient. Should there be any significant historical contributions by Asian Americans, it is included in the current content.

For these reasons, I ask that you vote an UNFAVORABLE Report for SB 304- Asian American History Curriculum Requirement.

Thank you for your time,

Sarah Price (representing self)
221 Miller Street
Westernport, MD

SB 304 - LOI - Education - Public Schools - Asian

Uploaded by: Ary Amerikaner

Position: INFO



Mohammed Choudhury
State Superintendent of Schools

BILL:	Senate Bill 304	DATE:	February 3, 2022
SUBJECT:	Education - Public Schools - Asian American History Curriculum Requirement	COMMITTEE:	Education, Health, and Environmental Affairs
POSITION:	Letter of Information		
CONTACT:	Ary Amerikaner 410-767-0090 ary.amerikaner@maryland.gov		

EXPLANATION:

The Maryland State Department of Education (MSDE) respectfully submits this information regarding **Senate Bill 304 – Public Schools – Asian American History Curriculum Requirement**, which would require the State Board of Education to develop curriculum content standards for a unit of instruction on Asian American History for Public schools in the state to be implemented 2023-2024 school year.

MSDE is supportive of ensuring that the contributions and histories of Asian Americans are included in the ongoing redevelopment and expansion of the Social Studies curriculum in the State of Maryland. The Department agrees that the concepts explored in SB 304 must be reflected in the fundamental premise of any Social Studies curriculum.

With requirements in the Blueprint for Maryland's Future that MSDE and the State Board develop new curricular standards and resources for every grade level designed to be used by local school systems to meet college and career ready standards for students by the end of 10th grade, MSDE registers concerns that unaligned processes and timelines for the completion of such similar and simultaneous work could be counterproductive both to MSDE and to local school systems.

As local school systems continue to update their curriculum in accordance with the revised standards and frameworks and look to make future changes to curricular standards as a result of the Blueprint, additional legislatively prescribed curricular mandates at this time could create implementation-based inefficiencies due to the nearly complete revision of curriculum already charged within the Blueprint.

We respectfully request that you consider this information as you deliberate **Senate Bill 304**. Please contact Ary Amerikaner, at 410-767-0090, or ary.amerikaner@maryland.gov, for any additional information.