

**FAVORABLE**  
**Senate Bill 916**  
**Education - Curriculum Standards - Requirements**  
**(Educate to Stop the Hate Act)**

**Senate Committee on Education, Energy, and the Environment**  
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The Maryland State Education Association supports Senate Bill 916, which would establish the Department's process for developing, reviewing, and adopting content standards, curriculum standards, and curriculum resources routinely and in a manner that reflects the history of marginalized groups. It would also require that local curriculum guides and courses of study established by county boards of education be aligned with State content standards, curriculum standards, and curriculum resources.

MSEA represents 75,000 educators and school employees who work in Maryland's public schools, teaching and preparing our almost 900,000 students so they can pursue their dreams. MSEA also represents 39 local affiliates in every county across the state of Maryland, and our parent affiliate is the 3-million-member National Education Association (NEA).

Students deserve an education that is inclusive, historically accurate, and values dignity for all. Comprehensive, multicultural curricula that grapple honestly with history is essential to developing students who are aware of, appreciate, and respect the history and contributions of all people.

This legislation brings necessary attention to the contributions and histories of groups that have for too long been obscured or omitted in curricula. Standards revisions that focus on the root causes and historical context of marginalization will help ensure that students understand the dangers of prejudice, discriminatory policies, and abuses of power. By including stakeholder input – such as that of educators, families, and members of

underrepresented communities – we can ensure that school curricula reflect the experiences of groups as diverse as Maryland's student body.

We appreciate the language in this bill ensuring that updated content is incorporated into the frameworks rather than expanding the quantity of instruction required. Educators have finite instructional time in the school year, and in improving the accuracy and depth of our curricula, we do not want to reduce the overall time available for each standard. In cases where local boards are not in compliance with aligning standards, we would urge remedies other than withholding funds, which harms students and educators.

Going forward, we would support the provision of substantive, paid, and possibly credit eligible professional development to enhance educators' content knowledge on teaching the revised standards. It is essential that students receive an accurate and complete account of history so that they can work toward a better future, and educators must be empowered with the support they need to teach that history effectively.

**We urge the committee to issue a favorable report on Senate Bill 916.**