

SB_HB1059 Testimony_Adrienne Poon_Fav.pdf

Uploaded by: Adrienne Poon

Position: FAV



April 2, 2026

Testimony on: HB1059/SB# pending - State Department of Education - Asian American History - Accurate Instruction
Committees: Senate Education, Energy, and the Environment

Position: Favorable

Dear Chair Senator Brian J. Feldman, Vice Chair Cheryl C. Kagan, and Members of the Education, Energy, and the Environment Committee,

I am writing to express my strong support for Maryland HB1059/SB# pending, "*Education – Asian American History – Professional Development and Library Materials*," which seeks to enhance professional development opportunities for educators by incorporating Asian American history training programs into the state's Continuing Professional Education Development program and through expansion of library resources. This initiative is a crucial step toward ensuring that Maryland's educators and the community have access to high-quality, vetted resources that will enrich the curriculum and provide students with a more inclusive and accurate understanding of American history.

As a community leader and advocate for OCA Greater Washington DC Chapter, we are in strong support of Maryland House Bill 1059 to better equip educators with the knowledge and skills to teach *Asian American History* in Maryland schools through professional development and expansion of library resources. Stories of our communities have largely been invisible, and the lack of understanding of our histories is a major factor towards the resurgence of Anti-Asian hate that we have seen in the last few years.

These hate incidents rose by nearly 150% nationally since the beginning of the COVID-19 pandemic. The roots of anti-Asian hate are systemic and deeply embedded, yet the AAPI experience has long been invisible in school curriculums. Nearly 13%, (12.6%) of incidents were reported from school age youth suggesting that anti-Asian racism may begin at earlier ages. In particular, bullying of Asian American students can lead to significant impacts on psychological health, well-being, self-esteem, and development.

Having experienced racially-motivated bullying as a high school youth, I felt incredibly isolated growing up, especially in school systems that did not teach about the history and experiences of people from our communities. The parts of Asian American history that I learned were through self-education and were often traumatizing without having the opportunity for discussion. I learned about the Chinese Exclusion Act, for example, from flipping through a school text book and was horrified that there had been a law that legally excluded people of my ethnicity from this country. On a school field trip to Ellis Island during middle school, I saw an exhibit of a shack and when I read the story behind it, I learned about 120,000 Japanese Americans were forced into internment camps under horrible conditions. There were no other students from my school who visited the exhibit and it felt even more isolating that I could not discuss it. In high school, one of my teachers went as far as integrating the FuManChu racist caricature into the day's history lesson, and even used accent mocking Chinese people while teaching.

These experiences motivated me as an adult to engage with the AAPI community in service as well as advocacy around anti-Asian hate and promoting inclusion of AAPI history as part of K-12 school curriculum. Having grown up in a system that did not teach this history, I am advocating for a different more diverse experience for the next generation of youth.

Within a broader diversity framework, this bill would offer an opportunity to create greater sensitivity to the AAPI experience, reduce stereotyping, school bullying, and ultimately hate incidents in the longer term. There have been many positive contributions of AAPIs to the United States including as political leaders, arts, sciences, and the building of infrastructure such as the Transcontinental Railroad. Through both oral and written historical sources, the story of the AAPI community's vibrancy, civic engagement, resiliency, and hopes for a brighter future emerge and provide opportunities to teach about helping to build the very fabric of America.

Without specific inclusion in the curriculum, these experiences and contributions have been largely unknown, which contributes to the othering of the Asian American community as perpetual foreigners, when in fact there is an over 400 year history of the Asian American community in the US as well as a long rich history of the Pacific Islander community.

In summary, an expanding training and library resources for educators to teach Asian American history would be a



OCA GREATER WASHINGTON, DC – Asian Pacific American Advocates
EMBRACING THE HOPES AND ASPIRATIONS OF ASIAN PACIFIC AMERICANS

positive benefit to reflect the diversity of communities living in Maryland and create greater sensitivity to diverse experiences from a young age, which may lead to longer term positive impacts such as reductions in stereotyping, bullying, and hate incidents. Therefore, we urge the committee to pass Maryland House Bill 1059/SB# pending. Please feel free to contact me with any questions: Adrienne.oca.dc@gmail.com.

Thank you,

Adrienne Poon

Adrienne Poon
Board Member at Large
Past President (2021-2023)
OCA-Greater Washington, DC Chapter
Asian Pacific American Advocates

HB1059_Alan Cheung_fav.pdf

Uploaded by: Alan Cheung

Position: FAV

DR. ALAN CHEUNG
701 King Farm Boulevard, #318
Rockville, Maryland 20850
email: cheala@gmail.com mobile: 301-254-1238
March 27, 2026

TO: Honorable Brian J. Feldman, Chairperson; Honorable Cheryl C. Kagan, Vice Chairperson, and the Honorable Members of the Maryland Senate Education, Energy, and the Environment Committee,

I am writing in strong support of the bill, **State Department of Education - Asian American History - Accurate Instruction.**

This bill is critical to ensuring that Asian American history is implemented consistently and meaningfully across Maryland schools. Too often, whether this history is taught well depends on chance—such as an individual teacher’s background knowledge or whether a school happens to have appropriate resources—rather than a reliable, statewide commitment to equitable education.

This legislation aligns with the goals of the Blueprint for Maryland’s Future by promoting equitable educational opportunities regardless of zip code. This bill ensures consistency, sustainability, and accountability across districts.

The need for this bill remains urgent. Schools play a critical role in shaping understanding, countering stereotypes, and fostering respect among students. Accurate, well-supported instruction in Asian American history benefits not only Asian American students, but all students, by strengthening civic understanding and cultural literacy.

I am the first Asian American elected to the Board of Education, Montgomery County Public School in 1990 and the first member from an ethnic, cultural minority to serve as the President of the Board of Education. With the increasing Asian American population in Montgomery County and the State of Maryland and looking forward in the 21st Century, America and Asian countries would have the largest economy in the world, it would be logical and advantageous for our students and citizens to learn and understanding the history and culture of Asians, especially Asian American History in our Country and State of Maryland. Without knowledge in our history, our root would be shallow and our culturally foundation would not be strong. Brian and Cheryl, you know me well and I strongly urge you and your committee to vote for the passing the proposed bill.

Thank you for your leadership and continued commitment to Maryland’s students.

Sincerely,

Alan Cheung

President (1982-83), OCA-DC

Founding members:

Association of Chinese American Physicians, Mid-Atlantic Chapter

Chinese American Parent Association of Montgomery County

Senior Advisor, Chinese Culture and Community Center, Montgomery County.

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Founding members:

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Chinese American Parent Association of Montgomery County

Senior Advisor, Chinese Culture and Community Center, Montgomery County.

HB1059ElikaVeng_fav.pdf

Uploaded by: Elika Veng

Position: FAV

Committees: Senate Education, Energy, and the Environment

Testimony on: **State Department of Education - Asian American History - Accurate Instruction**

Position: Favorable

April 1, 2026

Chair Senator Brian J. Feldman, Vice Chair Cheryl C. Kagan, and Members of the Education, Energy, and the Environment Committee,

I write in strong support of the bill, **State Department of Education - Asian American History - Accurate Instruction**.

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The need for this bill remains urgent. Schools play a critical role in shaping understanding, countering stereotypes, and fostering respect among students. Accurate, well-supported instruction in Asian American history benefits not only Asian American students, but all students, by strengthening civic understanding and cultural literacy.

As an Asian American college student, I strongly support the consistent implementation of Asian American history across Maryland schools. Growing up, the history curriculum I was taught was overwhelmingly Eurocentric. I never saw my own community’s stories reflected in the classroom, which often left me feeling isolated and like an outsider. It was not until much later that I realized history is multifaceted and full of diverse perspectives that must be addressed. I never want future generations of Asian American students to experience that same sense of invisibility when sitting in their classrooms. Educating all students about Asian American history fosters a more accurate understanding of our country and benefits everyone because it is American history.

I respectfully urge a favorable report on this bill. Thank you for your leadership and continued commitment to Maryland’s students.

Sincerely,
Elika Veng
Washington, DC

Senate Ed Committee testimony.pdf

Uploaded by: Ginny Gong

Position: FAV

Chair Senator Brian J. Feldman, Vice Chair Cheryl C. Kagan, and Members of the Education, Energy, and the Environment Committee,

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This legislation aligns with the goals of the Blueprint for Maryland’s Future by promoting equitable educational opportunities regardless of zip code. This bill ensures consistency, sustainability, and accountability across districts.

My commitment to supporting this bill comes from my experience as a grandparent, former classroom teacher, school administrator, and community advocate at both the local and national levels. In addition to these roles, during my tenure as an Administrator with Montgomery County government and MCPS, I had the opportunity to serve as a regularly scheduled guest speaker for the HR17 Course, “Ethnic Groups in American Society”, which is mandatory for all new MCPS teachers within 5 years of employment. Included in each Course is a class on the Asian Pacific American community. I taught that class for more than a decade and realized that professional training of this kind was critical to ensuring that

those with direct impact on our students have some basic understanding of the diversity of the community and the underlying issues related to being an obvious minority in the classroom. For Asian American students, their appearance, their names, and the sound of the spoken language are sources of constant sensitivity and at times – ridicule and bullying. Add to this, their history in this country and their history amongst themselves, and the challenges become magnified. Understanding the issues, the misperceptions and stereotypes of the Asian American community are critical to understanding the challenges encountered by the APA students. APA students need to be reassured that they are not “foreigners”, as many perceive them to be, - that they are very much a part of the fabric of this wonderful state and this wonderful country.

The need for this bill remains urgent. Schools play a critical role in shaping understanding, countering stereotypes, and fostering respect among students. Accurate, well-supported instruction in Asian American history benefits not only Asian American students, but all students, by strengthening civic understanding and cultural literacy.

I respectfully urge a favorable report on this bill. Thank you for your leadership and continued commitment to Maryland’s students.

Sincerely,

Ginny Gong

Former MCPS Administrator

Retired, Director, Community Use of Public Facilities

HB1059 Testimony_Hank Hoang_Fav.pdf

Uploaded by: Hank Hoang

Position: FAV

Committees: Senate Education, Energy, and the Environment

Testimony on: **State Department of Education - Asian American History - Accurate Instruction**

Position: Favorable

April 1, 2026

Chair Senator Brian J. Feldman, Vice Chair Cheryl C. Kagan, and Members of the Education, Energy, and the Environment Committee,

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As a parent of a one-year old child, I respectfully urge a favorable report on this bill. Thank you for your leadership and continued commitment to Maryland’s students.

Sincerely,

Hank Hoang

Derwood, Maryland

HB1059 Jasper Chen FAV .pdf

Uploaded by: Jasper Chen

Position: FAV

Committees: Senate Education, Energy, and the Environment

Testimony on: **State Department of Education - Asian American History - Accurate Instruction**

Position: **Favorable**

April 1, 2026

Chair Senator Brian J. Feldman, Vice Chair Cheryl C. Kagan, and Members of the Education, Energy, and the Environment Committee

Hi, my name is Miles Chen, and I'm a 5th grader at Bannockburn Elementary School in Montgomery County.

I was so happy when I heard that HB1059 crossed to the Senate. When I testified, I told the Ways and Means committee it was my third year coming here and asking for better cultural representation in Maryland classrooms. I felt so seen when Chair Wilkins spoke directly to me after my testimony and said she would work to advance the bill. I hope I can have that same impact on this committee today because I'm really looking forward to meeting Governor Moore.

Right now, Asian American history is often missing or barely mentioned in classrooms. That means teachers may want to teach it, but don't have the lesson plans or books that reflect our stories.

I experienced this myself last year in 4th grade. I had an assignment to write a persuasive essay about a personal area of expertise, and I chose Jensen Huang, the CEO of NVIDIA. But when I looked for information at school, there were no classroom materials and no library books about him. So I had to do my own research at home. I used books from my own library and searched for articles myself. I had to teach myself—because the school didn't have the resources.

And that's the problem. I shouldn't have to become my own teacher just to see myself reflected in what I learn.

Asian American history is American history. Students shouldn't have to keep asking year after year to be seen.

I respectfully ask for a favorable report on HB1059. Thank you.

Committees: Senate Education, Energy, and the Environment

Testimony on: **State Department of Education - Asian American History - Accurate Instruction**

Position: **Favorable**

April 1, 2026

Chair Senator Brian J. Feldman, Vice Chair Cheryl C. Kagan, and Members of the Education, Energy, and the Environment Committee

My name is Jasper Chen and I'm an 8th grader at Pyle Middle School in Montgomery County. First, thank you Delegate Valderamma for moving HB1059 across the finish line in the House and bringing it here to the Senate. I also have to say, it's kind of nice to be in a new room—I've spent the last 3 years testifying in the House Ways and Means Committee, so this is a nice change of scenery!

Delegate Valderrama first introduced this legislation more than five years ago. Since then, students like me have testified, shared personal stories, and asked to be seen in our own education. Yet after all this time, the bill still has not passed. That is not just disappointing—it is unacceptable.

HB1059 gives teachers the training and resources they need to teach Asian American history accurately, and ensures age-appropriate materials are shared with every county. The Department will consult experts to make sure this history is taught correctly.

I also want to be honest: by the time funding and materials are in place in 2028, I'll already be halfway through high school. Every year this bill is delayed, another class of students goes without seeing their communities reflected in what they learn—and that absence leaves a mark that can't be erased.

I hope this is the year Maryland chooses to act—so my younger brothers and future students can see themselves in their education, and so no one has to keep asking to be seen in their own classrooms.

I respectfully urge you to pass HB1059. Thank you.

House Bill 1059 Favorable One Pasadena 2026.pdf

Uploaded by: John Jasen

Position: FAV

Education, Energy, and the Environment Committee
House Bill 1059
Favorable

Honorable Chair, Vice Chair, and Members of the Education, Energy, and the Environment Committee;

Please give House Bill 1059 a favorable report.

One Pasadena is an anti-bigotry group in Anne Arundel County. We live in an area that is well known for racism. We believe that education is an important component in our struggle to become a more inclusive community. There have been many instances of racism in our schools, just as there have by adult residents in Pasadena. The ignorance that some of these students learn at home is being inflicted on their classmates. Any curriculum that teaches them that people other than cisgender, heterosexual white people have made positive contributions to society is another strike against that ignorance. Please vote in favor of House Bill 1059, and help us take another step towards our goal of changing the culture of bigotry in Pasadena. Thank you.

Sincerely,
The One Pasadena Steering Committee
Pasadena, MD

XHB1059_MSEA_Lamb_FAV.pdf

Uploaded by: Lauren Lamb

Position: FAV

FAVORABLE
House Bill 1059
Education - Asian American History – Accurate Instruction

Senate Committee on Education, Energy, and the Environment
April 7, 2026

Lauren Lamb
Government Relations

The Maryland State Education Association supports House Bill 1059 as amended, which directs the State Department of Education to identify and offer professional development and materials to support educators' instruction on state standards related to Asian American history.

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 44 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 history education that is inclusive, accurate, and complete, and MSEA recognizes the importance of ensuring that educators are empowered to teach U.S. history thoroughly and effectively. It is essential that students receive a comprehensive multicultural education that cultivates respect and appreciation for all, which includes learning about the experiences and contributions of Asian Americans. This bill aims to ensure that educators have access to high-quality resources to aid their instruction on state standards relating to Asian American history.

Importantly, this bill does not mandate the creation or implementation of specific curriculum standards, as MSEA has longstanding concerns about legislating curriculum. We appreciate that this bill makes supplemental resources available to educators while ensuring that curriculum frameworks remain the purview of the State Board and local boards of education.

We strongly encourage the Maryland State Department of Education to similarly offer and award licensure renewal credit for resources that cover the experiences and contributions of the many communities whose stories are often underrecognized in U.S. history. Students benefit when educators have access to supplemental resources and training to implement instructional frameworks with fidelity.

We urge the committee to issue a favorable report on House Bill 1059.

Lorena Wu HB1059 Favorable.pdf

Uploaded by: Lorena Wu

Position: FAV

Committees: Senate Education, Energy, and the Environment

Testimony on: **State Department of Education - Asian American History - Accurate Instruction**

Position: Favorable

April 3, 2026

Chair Senator Brian J. Feldman, Vice Chair Cheryl C. Kagan, and Members of the Education, Energy, and the Environment Committee,

I write in strong support of the bill, **State Department of Education - Asian American History - Accurate Instruction**.

This bill is crucial for guaranteeing that Asian American history is taught consistently and meaningfully throughout Maryland schools. Currently, the quality and depth of this education often depend on chance factors, such as a teacher's personal knowledge or whether a school has the right resources. A dependable, statewide commitment to equitable education is essential to bring about lasting change.

This legislation supports the objectives of the Blueprint for Maryland's Future by advancing fair educational opportunities for all students, no matter their zip code. It promotes consistency, sustainability, and accountability across school districts.

The urgency for this bill remains high. Schools play a vital role in shaping students' understanding, challenging stereotypes, and nurturing respect. Providing accurate, well-supported instruction in Asian American history benefits not only Asian American students but all learners by enhancing civic awareness and cultural literacy.

As an Asian American student, I have frequently observed a lack of representation of my cultural history within the curriculum. Across subjects such as History, Science, and English, the perspectives presented are predominantly Eurocentric. However, I have been fortunate to learn from educators who have thoughtfully and deliberately broadened our understanding by incorporating the contributions of minority scientists and encouraging research on the roles marginalized groups played in the United States' efforts during World War II.

Unfortunately, many students who, like me, feel underrepresented in their educational experience may not have access to similar opportunities to explore their own cultural histories and contributions. This legislation seeks to ensure that all students are consistently afforded the chance to engage with diverse cultural narratives and recognize the significant impact of historically marginalized communities.

I respectfully urge a favorable report on this bill. Thank you for your leadership and continued commitment to Maryland's students.

Sincerely,

Lorena Wu

OCA-DC

Boysds, Montgomery County, Maryland

HB1059 Miles Chen FAV.pdf

Uploaded by: Miles Chen

Position: FAV

Committees: Senate Education, Energy, and the Environment

Testimony on: **State Department of Education - Asian American History - Accurate Instruction**

Position: **Favorable**

April 1, 2026

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I respectfully ask for a favorable report on HB1059. Thank you.

HB1059 Favorable Template (1).pdf

Uploaded by: Sidharth Harishanker

Position: FAV

Committees: Senate Education, Energy, and the Environment

Testimony on: State Department of Education - Asian American History - Accurate Instruction

Position: Favorable

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This legislation aligns with the goals of the Blueprint for Maryland’s Future by promoting equitable educational opportunities regardless of zip code. This bill ensures consistency, sustainability, and accountability across districts.

The need for this bill remains urgent. Schools play a critical role in shaping understanding, countering stereotypes, and fostering respect among students. Accurate, well-supported instruction in Asian American history benefits not only Asian American students, but all students, by strengthening civic understanding and cultural literacy.

As a student who goes to School in Maryland, and is of Asian American Descent I have often felt overlooked when it comes to curricula. The one day where I felt as though I was represented, was in class when my Biology teacher deliberately credited a theory we were learning to a brown community. This small action made a large impact, I remember going up to her after the class and thanking her. Not only did it make me more engaged in the class, it made me feel heard and seen. That is a feeling that EVERY student needs to feel, and it’s something that I urge the members of this committee to understand.

I respectfully urge a favorable report on this bill. Thank you for your leadership and continued commitment to Maryland’s students.

Sincerely,
Sidharth Harishanker
OCA-DC
Boyds, MD

HB1059 Testimony_Stan Tsai_Fav.pdf

Uploaded by: Stan Tsai

Position: FAV



Committees: Senate Education, Energy, and the Environment

Testimony on: **State Department of Education - Asian American History - Accurate Instruction**
Position: **Favorable**

April 1, 2026

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Stan Tsai
2026 Board Member-At-Large
OCA-Greater Washington, DC Chapter (OCA-DC)
Asian Pacific American Advocates

HB1059 FAV Y.So.pdf

Uploaded by: Yvonne So

Position: FAV

Committees: Senate Education, Energy, and the Environment

Testimony on: **State Department of Education - Asian American History - Accurate Instruction**
Position: **Favorable**

April 3, 2026

Chair Senator Brian J. Feldman, Vice Chair Cheryl C. Kagan, and Members of the Education, Energy, and the Environment Committee,

My name is Yvonne So. I am a MCPS mom of three boys and the Executive Vice President of OCA-DC, an Asian American civic organization. I write in strong support of HB1059, which advances the inclusion of Asian American history in Maryland's public school curriculum and strengthens educator preparation through professional development and instructional resources.

As a parent and an advocate, I believe inclusive education is essential to fostering understanding, empathy, and respect among students. Research consistently demonstrates that when students see themselves reflected in what they learn, they experience stronger engagement, improved academic outcomes, and greater self-confidence. Just as importantly, inclusive curriculum benefits *all* students by challenging stereotypes and promoting critical thinking rather than allowing misconceptions to persist unexamined.

Too often, conversations about bias and discrimination in schools are reactive — responding only after harm has occurred. Education is one of our most powerful preventive tools. By equipping students with a fuller and more honest understanding of the diverse communities that shape our state and nation, HB1059 helps prevent prejudice before it takes root. A comprehensive history education fosters civic literacy, empathy, and a shared sense of belonging — all of which are foundational to preparing informed and engaged citizens.

HB1059 is especially important because it recognizes that inclusion must be supported by implementation. Teachers want to teach diverse histories well, but too often lack the training, instructional materials, or structured guidance to do so effectively. By strengthening professional development opportunities and ensuring access to appropriate resources, this bill helps move inclusion from aspiration to practice. It provides the framework necessary for meaningful, sustainable integration of Asian American history into classroom instruction.

The stakes are too high to continue offering students an incomplete narrative of American history. Asian American history is American history. Maryland students deserve an education that reflects that truth.

I respectfully urge the Committee to issue a favorable report on HB1059. Thank you for your leadership and continued commitment to Maryland's students.

Sincerely,
Yvonne So

HB1059 Testimony_Annette Cheng_Fav.pdf

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Position: FWA



Committees: Senate Education, Energy, and the Environment

Testimony on: **State Department of Education - Asian American History - Accurate Instruction**
Position: **Favorable**

April 1, 2026

Chair Senator Brian J. Feldman, Vice Chair Cheryl C. Kagan, and Members of the Education, Energy, and the Environment Committee,

I write in strong support of the bill, **State Department of Education - Asian American History - Accurate Instruction**.

This bill is critical to ensuring that Asian American history is implemented consistently and meaningfully across Maryland schools. Too often, whether this history is taught well depends on chance—such as an individual teacher’s background knowledge or whether a school happens to have appropriate resources—rather than a reliable, statewide commitment to equitable education.

This legislation aligns with the goals of the Blueprint for Maryland’s Future by promoting equitable educational opportunities regardless of zip code. This bill ensures consistency, sustainability, and accountability across districts.

The need for this bill remains urgent. Schools play a critical role in shaping understanding, countering stereotypes, and fostering respect among students. Accurate, well-supported instruction in Asian American history benefits not only Asian American students, but all students, by strengthening civic understanding and cultural literacy.

I respectfully urge a favorable report on this bill. Thank you for your leadership and continued commitment to Maryland’s students.

Annette Cheng
2026 Treasurer
OCA-Greater Washington, DC Chapter (OCA-DC)
Asian Pacific American Advocates

HB 1059_ State Department of Education - Asian Am

Uploaded by: Trudy Tibbals

Position: UNF

HB 1059: State Department of Education - Asian American History - Accurate Instruction: Please vote to **OPPOSE** this bill.

Dear Education, Energy & the Environment Committee:

I am writing as a concerned resident of Maryland to strongly oppose **HB 1059**.

While I fully support the accurate, complete, and balanced teaching of **all** American history — including the contributions, struggles, and experiences of Asian Americans — I strongly oppose this bill for a simple reason: **Why single out one ethnic group for special state-mandated “accurate instruction” programs?**

All history should be taught accurately, without selective emphasis or curated materials for a specific ethnic group. Maryland’s history and social studies curriculum should present a comprehensive, fact-based account of our nation’s past that includes:

- The achievements and challenges of **all** ethnic, cultural, and religious groups
- European, African, Hispanic, Native American, and Asian contributions
- Both triumphs and failures in our shared history

By creating a dedicated program, professional development track, and funding stream exclusively for Asian American history, this bill promotes ethnic-based curriculum priorities rather than a unified, high-quality education for every student. It risks turning history instruction into a patchwork of group-specific narratives instead of fostering a common understanding of American history.

Maryland public schools already face significant challenges with declining test scores, teacher shortages, and basic proficiency in reading and math. The State Department of Education should focus on improving core academic outcomes for all students rather than developing targeted programs that highlight one demographic group.

I respectfully urge you to **oppose HB 1059** and vote against its passage in the Senate. Accurate instruction in history is essential — but it must apply equally to **all** of history, not just selected portions chosen for special treatment.

Thank you for your time and thoughtful consideration of my concerns regarding this important education and legislation.

Sincerely,

Trudy Tibbals