
TO: House Ways and Means Committee

BILL: House Bill (HB) 1059 - Education - Asian American History - Professional Development and Library Materials

DATE: March 4, 2026

POSITION: Letter of Information

The Maryland State Department of Education (MSDE) is providing information regarding House Bill 1059 - Education - Asian American History - Professional Development and Library Materials, which requires the State Board of Education to evaluate specified Asian American history training programs for inclusion in MSDE's continuing professional development offerings, publicize those programs, and require MSDE to administer a grant program to support educator participation and library material purchases. To support the program, the Governor must include \$500,000 annually in the state budget beginning in fiscal year 2028.

MSDE supports efforts to provide Maryland students with inclusive and accurate history and appreciates the bill's goal of enhancing educator knowledge and instructional resources on Asian American history. However, HB1059 prescribes specific training providers and establishes a statutory grant program that duplicates existing professional development and instructional resource processes. Currently, MSDE integrates culturally responsive content and library materials through standards development, approved professional learning systems, and local decision-making structures. HB 1059 creates a separate program that risks fragmenting implementation and limiting flexibility to update offerings as instructional priorities evolve.

Maryland educators participate in extensive, often mandated, professional learning to maintain licensure and comply with regulatory requirements for implementing ongoing local and statewide initiatives, many of which are legislatively mandated. Collectively, this consumes a substantial portion of teachers' job-embedded professional learning time throughout the school year and summer months. Local school systems frequently report difficulty scheduling time for instructional planning, collaboration, and classroom preparation due to the volume of required training.

While HB1059 does not mandate participation, highlighting specific programs and funding for continuing professional development could unintentionally create new expectations for teachers and administrators. Any additional training should be considered thoughtfully within the broader context of educator capacity, instructional time, and implementation effectiveness.

The State Board and the Department respectfully request that the Committee consider this information in its deliberation of HB1059. For further information, please contact Laurel Cratsley, Interim Executive Director of Government Affairs, at Laurel.cratsley@maryland.gov.