

To the honorable education committee chairs and members,

My name is Ye Pogue. I am the Director of Research of Asian Americans for Equal Rights (AAER), which is a nonpartisan grassroots organization focusing on Asian data disaggregation on federal, state and local levels. I am also a doctoral candidate in Social Policy and a trauma researcher at Brandeis University. **AAER supports this Senate Bill No. 359.**

We believe Asian or any ethnic subgroup's data collection in primary and secondary education imposes psychological harms to students and parents. Also, it damages the trusting and collaborative relationship between parents, teachers and school authorities.

First, the data collection imposes psychological harms on students and parents. Many parents of American born children are immigrants. Many of them endured various implicit biases and explicit prejudices and even hatred because of their national or ethnic origin. Also, it takes longer for many Asian immigrants to obtain a green card, which is the only pathway to citizenship and has a country based quota. The volumes of application from Chinese, Indian and Filipino immigrants hit the quota every year. Indian immigrants have the longest queue and waiting time; for many of them, the waiting is more than 10 years or even 20 years. Without a green card, immigrants have very limited rights, and the period of waiting is very stressful. If the education system asks the same nation of origin data, which is the reason for their stressful lived experience, then the parents have a high risk of considering this practice a threat, and this stress will spill over to their children.

Second, the data collection damages the relationship between parents, teachers, and school authorities. The schools and the teachers will perform the role of the data collectors. If the parents consider this data collection is a threat, they may demand the teachers or school authorities to explain. In the current school system, the teachers and school authorities are predominately White and American born, and we believe the current system is unable to answer the questions about the issue of race and "why divide us" to the parents' satisfaction. The parents may consider the teachers uncaring, incapable, or even racist. Also, the teachers and authorities may disagree with this data collection, but they are not able to withdraw from this practice. It is unnecessary and counterproductive to introduce a political debate on campus about such a contested and tension-loaded issue related to race. It is counterproductive to the role of educators and disruptive to the relationship between the parents, teacher, and school authorities.

These harms mentioned above also apply to other non-Asian racial group, such as Hispanic, Arabic, Black.

For the psychological well-being of all the shareholders in the primary and secondary education system, we urge the education committee to report the bill favorably out of the committee, and amend the language to prohibit any type of ethnic subgroup's data collection.

Ye Pogue

Director of Research of Asian Americans for Equal Rights