



**TESTIMONY of the CT ASSOCIATION OF PUBLIC SCHOOL SUPERINTENDENTS (CAPSS)
Before the Education Committee**

**EDUCATION COMMITTEE
PUBLIC HEARING
WEDNESDAY, MARCH 6, 2019**

TESTIMONY OF CAPSS

Raised H.B. No 7082, AN ACT CONCERNING THE INCLUSION OF AFRICAN-AMERICAN STUDIES IN THE PUBLIC SCHOOL CURRICULUM

Raised H.B. No. 7083, AN ACT CONCERNING THE INCLUSION OF PUERTO RICAN AND LATINO STUDIES IN THE PUBLIC SCHOOL CURRICULUM

Good morning Senator McCrory, Representative Sanchez, Senator Berthel, Representative McCarty, and members of the Education Committee:

Thank you for the opportunity to testify before you today. My name is Fran Rabinowitz and I am the Executive Director for the Connecticut Association of Public School Superintendents (CAPSS). I am here to testify on Raised H.B. No. 7082 – An act Concerning the Inclusion of African-American Studies in the Public School Curriculum and Raised H.B. No. 7083 – An Act Concerning the Inclusion of Puerto Rican and Latino Studies in the Public School Curriculum.

I am here on behalf of CAPSS to speak in favor of HB 7082 and HB7083- the inclusion of African American, Latino and Puerto Rican history in every district's social studies curriculum. I can't imagine that there is a district that does not represent these histories in all curricula, but I would like to advocate for a more aggressive approach.

CAPSS believes it is time to have a statewide model curriculum in every content area. We already have statewide standards, and statewide curricula should follow. Every district spends countless hours developing curricula in every content area. With cutbacks in resources, I am not certain that every district can fund the updating and revisions necessary for our students to be prepared for a culturally diverse, global community. It

would be incredibly more effective and efficient to have a statewide model that districts could adopt. We could then ensure, for example, that African American, Latino and Puerto Rican history is integrated into social studies, certainly, but there are many other opportunities for inclusion.

If Connecticut had model curricula in all content areas, the contributions of all, including African Americans, Latinos, and Puerto Ricans could be represented in science, in the arts, in literacy and language arts. These curricula could be developed with suggested resources including books, websites, podcasts, etc. that truly represent all members of our school community.

Districts could use these curricula as a foundation and reference additional resources specific to their community, such as textbooks. I believe there would be widespread enthusiasm for this project.

We have incredibly talented educators in our state. I am confident that the curricula developed would inspire high levels of achievement, creativity, and enrichment. Training could be ongoing, and we could be confident that all children are receiving high-level content that is culturally inclusive and inspires learning for all.

I understand that resources are necessary to make this happen but believe business and philanthropic partners will be interested in contributing to this effort and that the amazing outcomes of this project and subsequent cost savings to districts make this a project that we should pursue.