



Educational Harm of Restricted Curricula

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Ethnic Studies, with its 50-year track record of development and assessment, is a way for students to learn a well-rounded view of American democracy through a culturally relevant and critically engaged approach to education.

There have been decades of educational research and policy interventions meant to address educational inequities along race and class lines. The evidence from well implemented Ethnic Studies programs demonstrates:

- Students who take Ethnic Studies classes are more likely to (1) graduate high school, (2) pass state standardized tests, (3) have higher grade point averages, (4) complete significantly more course credits, and (5) have lower rates of absenteeism.
- The results are particularly important for **low-income, low-performing (prior to taking Ethnic Studies) racial minority** K-12 students – those frequently labeled “at risk.”

The scholarship is clear: **Ethnic Studies is one of the most promising educational practices to address persistent social inequities.**

Nationally, we have invested billions of dollars to address this issue, in particular in education, through national reports that highlight the problem and policy initiatives that address it, ranging from *The Moynihan Report* (1965) to *A Nation At Risk* (1983) to *No Child Left Behind* (2001) to the *Every Student Succeeds Act* (2015). As a nation, we have invested in our children and their education. We cannot allow a political push for restricted curricula to undermine

decades of commitments to broadening access and maximizing impacts of public education.

The Senate bill “Stop Critical Race Theory and Racial Discrimination in Schools and Other Public Institutions Act” currently under consideration would effectively prevent Ethnic Studies from being offered in Arizona public schools causing immense harm to the state.

- It would disallow one of the most promising forms of education at addressing race and class inequities from being offered, keeping existing attainment gaps in place instead of increasing graduation rates throughout the state.
- As a constitutional amendment, it would be practically impossible to repeal after implementation, making the effects felt for generations to come.
- The language of the bill is very similar to House Bill 2281 (2010) which was found to be unconstitutional in 2017. The litigation regarding this bill cost Arizona taxpayers more than \$5 million in legal fees, and we would face a similar legal battle that we would likely lose.
- The College Board has promised to revoke Advanced Placement (AP) status from classes in states that pass bills such as “Stop Critical Race Theory,” causing untold harm to all students throughout the state.

The path forward is clear to you as policymakers: **For the sake of our students and betterment of the state, this bill must not become law.**