

HOUSE BILL REPORT

HB 2517

*As Reported By House Committee on:
Education*

Title: An act relating to student diversity training.

Brief Description: Establishing student diversity training programs.

Sponsor(s): Representatives Peery, Brough, J. Kohl, R. King, Winsley, Wineberry, Wang, Rasmussen and H. Myers; by request of Superintendent of Public Instruction and Board of Education.

Brief History:

Reported by House Committee on:
Education, January 29, 1992, DPA.

**HOUSE COMMITTEE ON
EDUCATION**

Majority Report: *Do pass as amended.* Signed by 19 members: Representatives Peery, Chair; G. Fisher, Vice Chair; Brough, Ranking Minority Member; Vance, Assistant Ranking Minority Member; Betrozoff; Broback; Brumsickle; Carlson; G. Cole; Dorn; P. Johnson; Jones; J. Kohl; Neher; Orr; Rasmussen; Roland; H. Sommers; and Valle.

Staff: Robert Butts (786-7111).

Background: From 1980 to 1990, the percentage of minority children in Washington's K-12 schools increased from 12.5 percent to 17.8 percent of the total student population. Future projections indicate that this increase in minority children will continue. In 1990, minority teachers comprised approximately 5.5 percent of the teaching work force.

The 1991 Legislature created Centers for the Improvement of Teaching in Educational Service Districts. The primary purposes of the centers are to administer and coordinate programs related to the recruitment and training of school personnel.

Summary of Amended Bill: Preparation Programs. By October 1993, teacher, administrator, educational staff associate, and educational paraprofessional preparation programs shall

submit to the state Board of Education a summary of the actions the program has taken to ensure its students will have the knowledge and skills necessary to effectively teach and work with students from diverse cultures, languages, ethnicity, and gender. The state Board shall synthesize these summaries, and report to the Legislature by December 15, 1994.

ESD Centers. The names of the Centers for the Improvement of Teaching, which are located within Education Service Districts (ESD), are changed to Professional Development Centers. In addition, the duties of the centers are expanded to include the establishment and operation of a student diversity training program. The training program, which will be governed by rules of the Superintendent of Public Instruction (SPI), may include, but shall not be limited to: culture, language, ethnic, and gender awareness; curriculum development; instructional strategies; communication and learning styles; assessment processes; classroom management; and teacher expectations.

Amended Bill Compared to Original Bill: Requirements that ESDs and SPI prepare reports were removed. A \$2 million appropriation was deleted.

Fiscal Note: Available.

Appropriation: Removed.

Effective Date of Amended Bill: Ninety days after adjournment of session in which bill is passed.

Testimony For: Teachers are not adequately prepared to work with the diverse students of today. Most educators have little day-to-day experience dealing with non-white individuals. The average academic achievement of minority students is below that of majority students. If the country is to grow economically, it is imperative that educators work more effectively with students of diverse backgrounds.

Testimony Against: None.

Witnesses: Virginia DeForest, American Association of University Women (supports); Carol Dittbenner, WSIEC (supports); Cynthia Rekdal, Washington Multicultural Network (supports); Fawn Martin, student (supports); and Marsha Costello and Bridget Cullerton, SPI (support).