

HOUSE BILL REPORT

SHB 1577

As Passed House:
March 4, 2019

Title: An act relating to addressing data gathering of student participation in K-12 computer science education.

Brief Description: Concerning K-12 computer science education data.

Sponsors: House Committee on Education (originally sponsored by Representatives Callan, Stonier, Steele, Vick, Bergquist, Senn, Slatter, Jenkin, Goodman, Pettigrew, Ybarra, Dent, Harris, Tarleton, Dolan and Lekanoff).

Brief History:

Committee Activity:

Education: 2/14/19, 2/19/19 [DPS].

Floor Activity:

Passed House: 3/4/19, 97-0.

Brief Summary of Substitute Bill

- Requires school districts to submit to the Office of the Superintendent of Public Instruction (OSPI), and the OSPI to post conspicuously on its website, information related to computer science classes, the demographics of students enrolled in a computer science program, and information about the computer science instructors.

HOUSE COMMITTEE ON EDUCATION

Majority Report: The substitute bill be substituted therefor and the substitute bill do pass. Signed by 19 members: Representatives Santos, Chair; Dolan, Vice Chair; Paul, Vice Chair; Steele, Ranking Minority Member; McCaslin, Assistant Ranking Minority Member; Volz, Assistant Ranking Minority Member; Bergquist, Caldier, Callan, Corry, Harris, Kilduff, Kraft, Ortiz-Self, Rude, Stonier, Thai, Valdez and Ybarra.

Staff: Megan Wargacki (786-7194).

Background:

This analysis was prepared by non-partisan legislative staff for the use of legislative members in their deliberations. This analysis is not a part of the legislation nor does it constitute a statement of legislative intent.

Data Collection. The Comprehensive Education Data and Research System (CEDARS) is a longitudinal data system managed by the Office of the Superintendent of Public Instruction (OSPI) to collect, store and report data related to students, courses, and teachers. The data collected is either mandated by state or federal law, or approved by the Data Governance Group at the OSPI.

There is a course catalog in CEDARS for all courses in each grade offered at each public school.

Student-related information in CEDARS includes each student's gender, grade level, demographics, eligibility for certain education programs, and a record of all courses attempted by the student. For students in grades 9 through 12, final grades and credit information for each course attempted and earned by the student are also stored in CEDARS.

There is also information in CEDARS about the staff teaching each course or assigned to a homeroom, including each staff member's gender, academic degrees, and certification.

Summary of Substitute Bill:

Beginning June 30, 2020, and by June 30 annually thereafter, school districts must submit to the Office of the Superintendent of Public Instruction (OSPI), and the OSPI must post conspicuously on its website, a report for the preceding academic year that must include the following data:

- the total number of computer science courses offered in each school and whether these courses are advanced placement classes;
- the number and percentage of students who enrolled in a computer science program, disaggregated by: gender; race and ethnicity; special education status; English learner status; eligibility for the free and reduced-price lunch program; and grade level; and
- the number of computer science instructors at each school, disaggregated by: certification, if applicable; gender; and highest academic degree.

Appropriation: None.

Fiscal Note: Available.

Effective Date: The bill takes effect 90 days after adjournment of the session in which the bill is passed.

Staff Summary of Public Testimony:

(In support) This bill ensures that there is good quality and consistent computer science (CS) data statewide. This is foundational to be able to determine where there are access and equity issues, and where scaffolding can be created across the kindergarten through twelfth grade (K-12) system that promotes the connection to our workforce pipeline. It is crucial that the state tracks where CS courses are taught and who takes these courses. Exposure to rigorous and engaging CS in K-12 is critical to address the major equity issues. The lack of access to CS creates significant inequalities in education, especially for those who have traditionally

been underrepresented in CS. This data can help to plan for effective implementation of CS courses and direct resources to ensure that students across the state are receiving the same quality of education. This requires districts to report participation data at all grades, so that the state can look at where girls are losing interest.

There are over 500,000 jobs in coding today, and women have fewer than 25 percent of those jobs. The pipeline cannot keep up with the demand for new workers in the technology industry. Washington has almost 18,000 open technology jobs. The average state salary for a computing occupation is more than \$170,000 per year, which is twice the average state salary. The state has acknowledged the value and importance of computing skills by passing policies and expanding access to CS courses within K-12, and has devoted \$8 million towards training educators in this emerging fields. However, the state does not know how these policies are closing the gender gap to create a more equitable technology future.

Some changes need to be made so that the bill language aligns with agency rules and timelines consistent with other data collections.

(Opposed) None.

Persons Testifying: Representative Callan, prime sponsor; Brenna Nieva, Girls Who Code Alumni; Maggie Glennon, Code.org; and Shannon Thissen, Office of the Superintendent of Public Instruction.

Persons Signed In To Testify But Not Testifying: None.