

SENATE BILL REPORT

SSB 5023

As Passed Senate, March 4, 2019

Title: An act relating to ethnic studies materials and resources for public school students.

Brief Description: Concerning ethnic studies materials and resources for public school students.

Sponsors: Senate Committee on Early Learning & K-12 Education (originally sponsored by Senators Hasegawa, Conway, Frockt, Wellman, Wilson, C. and Saldaña).

Brief History:

Committee Activity: Early Learning & K-12 Education: 1/18/19, 1/25/19 [DPS-WM, DNP].

Ways & Means: 2/07/19, 2/18/19 [DPS (EDU)].

Floor Activity:

Passed Senate: 3/04/19, 43-5.

Brief Summary of First Substitute Bill

- Requires the Office of the Superintendent of Public Instruction (OSPI) to identify and make available ethnic studies materials and resources for use in grades 7–12.
- Directs OSPI to convene an advisory committee to advise, assist, and make recommendations regarding the identification of ethnic studies materials and resources.
- Encourages public schools with students in grades 7-12 to offer an ethnic studies course that incorporates the materials and resources.

SENATE COMMITTEE ON EARLY LEARNING & K-12 EDUCATION

Majority Report: That Substitute Senate Bill No. 5023 be substituted therefor, and the substitute bill do pass and be referred to Committee on Ways & Means.

Signed by Senators Wellman, Chair; Wilson, C., Vice Chair; Hunt, McCoy, Mullet, Pedersen, Salomon and Wagoner.

Minority Report: Do not pass.

Signed by Senators Hawkins, Ranking Member; Holy and Padden.

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.

Staff: Ailey Kato (786-7434)

SENATE COMMITTEE ON WAYS & MEANS

Majority Report: Do pass.

Signed by Senators Rolfes, Chair; Frockt, Vice Chair, Operating, Capital Lead; Mullet, Capital Budget Cabinet; Braun, Ranking Member; Brown, Assistant Ranking Member, Operating; Bailey, Becker, Billig, Carlyle, Conway, Darneille, Hasegawa, Hunt, Keiser, Liias, Palumbo, Pedersen, Rivers, Schoesler, Van De Wege, Wagoner and Warnick.

Staff: Kayla Hammer (786-7305)

Background: The Office of the Superintendent of Public Instruction has a number of powers and duties including preparing courses of study and other materials necessary for the discharge of education duties. School district boards of directors have broad discretionary power to determine and adopt written policies not in conflict with other law that provide for the development and implementation of programs, activities, services, or practices.

State law requires OSPI to develop and periodically revise the essential academic learning requirements (EALRs). EALRs identify knowledge and skills all public school students need to know and be able to do based on the student learning goals. The student learning goals include civics and history. Civics and history include the understanding of different cultures and participation in representative government. The current EALRs and grade-level expectations for social studies incorporate references to cultures and ethnic groups.

Summary of First Substitute Bill: Ethnic Studies Materials and Resources. By September 1, 2020, OSPI must identify and make available ethnic studies materials and resources for use in grades 7–12. The materials and resources must be designed to prepare students for global citizenship in a global society, with an appreciation for the contributions of multiple cultures.

The materials and resources must be available on OSPI's website.

School districts are encouraged to offer an ethnic studies course incorporating the materials and resources.

Ethnic Studies Advisory Committee. OSPI must convene an advisory committee to advise, assist, and make recommendations regarding the identification of ethnic studies materials and resources. The advisory committee must develop a framework to support teaching ethnic studies. The advisory committee must include a majority of educators with experience in teaching ethnic studies and include educators representing the Washington State commissions on African-American Affairs, Asian Pacific American Affairs, and Hispanic Affairs, and the Governor's Office of Indian Affairs.

Appropriation: None.

Fiscal Note: Available.

Creates Committee/Commission/Task Force that includes Legislative members: No.

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

Staff Summary of Public Testimony on Original Bill (Early Learning & K-12 Education): *The committee recommended a different version of the bill than what was heard.* PRO: A well-rounded education includes evidence-based ethnic studies in order to develop a culturally responsive student body. This bill aligns with the basic education goals by providing an opportunity for students to understand different cultures. Currently, school districts and schools are individually pulling together ethnic studies curriculum. OSPI can provide a comprehensive framework and a curriculum library, so school districts can choose what they would like to use.

Persons Testifying (Early Learning & K-12 Education): PRO: Jerry Price, OSPI; Kaaren Heikes, Washington State Board of Education; Simone Boe, Washington Education Association.

Persons Signed In To Testify But Not Testifying (Early Learning & K-12 Education): No one.

Staff Summary of Public Testimony on First Substitute (Ways & Means): PRO: The costs outlined in the fiscal note are reasonable and the time outlined in the bill is appropriate to allow experts on the advisory committee to develop the curriculum that will be available to school districts.

Persons Testifying (Ways & Means): PRO: Senator Bob Hasegawa, Prime Sponsor; Jerry Price, OSPI; Simone Boe, Washington Education Association.

Persons Signed In To Testify But Not Testifying (Ways & Means): No one.