

California Department of Education

Executive Office

SBE-003 (REV. 11/2017)

tlsb-cfird-jul18item01

# California State Board of EducationJuly 2018 AgendaItem #08

## Subject

2020 Ethnic Studies Model Curriculum: Approval of the Schedule of Significant Events, Advisory Committee Application, and Guidelines.

## Type of Action

Action, Information

## Summary of the Issue(s)

California *Education Code* *(EC)* Section 51226.7 directs the Instructional Quality Commission (IQC) to develop, and the State Board of Education (SBE) to adopt, a model curriculum in ethnic studies. The statute requires that the IQC work with an advisory committee of stakeholders and integrate course outlines currently used by local educational agencies in California. At its meeting on May 17, 2018, the IQC approved a Schedule of Significant Events, an application for the advisory committee, and a set of guidelines for the development of the document.

## Recommendation

The California Department of Education (CDE) recommends that the SBE approve the following:

* Schedule of Significant Events
* Application to Serve on the Model Curriculum Advisory Committee
* Draft Guidelines for the 2020 Ethnic Studies Model Curriculum

## Brief History of Key Issues

Assembly Bill 2016, Chapter 327 of the Statutes of 2016, added Section 51226.7 to the *EC,* which directs the IQC to develop and the SBE to adopt a model curriculum in ethnic studies. The legislation includes a deadline of December 31, 2019, for IQC action and March 31, 2020, for final SBE action.

The law states that the IQC must collaborate with faculty from ethnic studies programs and a group of representatives from local educational agencies, a majority of whom are teachers who have experience or educational background in the study and teaching of ethnic studies. The intent of the Legislature was that the model curriculum would serve as a model for districts who wished to offer ethnic studies courses and that it would include course outlines aligned to the University of California’s A–G admissions requirements.

The law did not include an appropriation, and work on the project did not begin until funding was provided by the Legislature in the omnibus budget bill for 2017–18. A Webinar meeting to gather public input on the project was hosted by the CDE on January 9, 2018. At its meeting on May 17, 2018, the IQC recommended a timeline, advisory committee application, and document guidelines that will shape the development of the model curriculum to the SBE. The guidelines were crafted based upon the requirements in the statute and public input received at the January 9 Webinar.

## Summary of Previous State Board of Education Discussion and Action

This is the first item brought to the SBE related to this project. The Schedule of Significant Events (Attachment 1) details the dates when the SBE will be asked to take action related to the development of the model curriculum.

## Fiscal Analysis (as appropriate)

The CDE estimates that the development of the model curriculum will cost $351,200. That amount includes the cost of a contracted primary writer, travel and meeting expenses for the members of the advisory committee, and a part-time Staff Services Analyst position that was funded to support the project.

## Attachment(s)

Attachment 1: Schedule of Significant Events (1 page)

Attachment 2: Ethnic Studies Model Curriculum Advisory Committee Application (6 pages)

Attachment 3: Draft Guidelines for the 2020 Ethnic Studies Model Curriculum (3 pages)

# Attachment 1: Schedule of Significant EventsEthnic Studies Model Curriculum

This timeline is subject to change. The State Board of Education (SBE) will only take action on changes to the approved timeline if they affect Instructional Quality Commission (IQC) or SBE action dates.

| **Milestone Event** | **Date** |
| --- | --- |
| Public Input Webinar | January 9, 2018 |
| IQC recommends Timeline, Model Curriculum Advisory Committee (MCAC) Application, and Guidelines | May 17, 2018 |
| SBE approves Timeline, MCAC Application, and Guidelines | July 11–12, 2018 |
| Recruitment of MCAC members | August 1 – October 17, 2018 |
| IQC recommends MCAC members | November 15–16, 2018 |
| SBE appoints MCAC | January 9–10, 2019 |
| Three MCAC meetings | February 14–15, 2019March 21–22, 2019April 25–26, 2019 |
| IQC reviews draft curriculum and approves for public review | May 16–17, 2019 |
| IQC posts draft curriculum for public feedback | June – August 2019 |
| IQC analyzes field review results and revises draft curriculum | September 19–20, 2019 |
| IQC recommends draft curriculum to the SBE | November 14–15, 2019 |
| SBE action on draft curriculum | January or March 2020 |
| Statutory deadline for SBE action | March 31, 2020 |

# Attachment 2: Application to Serve on the Model Curriculum Advisory Committee

**2020 Ethnic Studies Model Curriculum**

**Applications must be received by 3 p.m. Wednesday, October 17, 2018.**

California *Education Code* Section 51226.7, created by Assembly Bill 2016 (Chapter 327 of the Statutes of 2016) authorizes the Instructional Quality Commission (IQC) to develop, and the State Board of Education (SBE) to adopt, a model curriculum in ethnic studies. The model curriculum will provide guidance to school districts considering offering courses in ethnic studies and will include course outlines for ethnic studies courses that meet the A–G requirements of the University of California and California State University.

The SBE and the State Superintendent of Public Instruction (SSPI) are seeking candidates to serve on the Model Curriculum Advisory Committee (MCAC) that will assist the IQC and SBE in the development of the model curriculum. The MCAC will work with a primary writer contracted with the California Department of Education to develop a draft of the model curriculum.

The MCAC will consist of up to 20 individuals with experience, expertise, and/or interest in ethnic studies. The authorizing statute specifically calls for the IQC to develop the model curriculum with participation from faculty of ethnic studies programs at universities and colleges with ethnic studies programs and a group of representatives of local educational agencies, a majority of whom are kindergarten to grade twelve teachers who have relevant experience or education background in the study and teaching of ethnic studies.

Panel members will attend three two-day meetings in Sacramento on the following dates:

* February 14–15, 2019
* March 21–22, 2019
* April 25–26, 2019

MCAC members will receive their actual and necessary travel expenses for attending the meetings listed above; however, there is no stipend associated with this appointment.

Instructions:

* Answer all questions. The system will notify you if a required field was not completed.
* After answering all the questions on a page, select the “Next” button.
* You must submit a brief résumé with your application on the last page.

If you have a question or technical difficulty completing the application please contact ethnicstudies@cde.ca.gov for assistance.

## Applicant Information

**Salutation: (Mr. Ms. Dr.)**

**First Name:**

**Last Name:**

**MI:**

**Home Street Address:**

**Home City:**

**Home State:**

**Home Zip Code:**

**Home Phone:**

**E-mail:**

**Employer’s Business Name:**

**Current Position Title:**

**Business Street Address:**

**Business City:**

**Business State:**

**Business Zip Code:**

**Teacher**

Preschool/Transitional Kindergarten Teacher

K–12 Teacher

Teacher Librarian

**Education, Non-Teacher**

College/University Faculty

County Office of Education Administrator

Curriculum Specialist

District Administrator

School Board Member

School Principal/Administrator/Vice Principal

**Not Education**

Business/Industry Representative

Community Member

Parent/Guardian of Pre-K–12 Student

Professional Organization Representative/Staff

Other

**Grade Levels of Expertise** (select all that apply)

Preschool/Transitional Kindergarten

K–2

3–5

6–8

9–12

Post-Secondary

**Years Teaching:**

**Experience Teaching English Learners**

Have you provided instruction to English Learners?

If yes, at what grade levels and for how many years? List any specialized credential, certificate, or training in this area.

**Experience Teaching Students with Disabilities**

Have you provided instruction to students with disabilities?

If yes, at what grade levels and for how many years? List any specialized credential, certificate, or training in this area.

**Highest Degrees/Certifications**

List your highest academic degrees and/or certifications, including those specific to ethnic studies education, earned and the awarding institution. List your highest achievement first.

**Degree/Certification #1:**

**Institution #1:**

**Degree/Certification #2:**

**Institution #2:**

**Degree/Certification #3:**

**Institution #3:**

**Degree/Certification #4:**

**Institution #4:**

**Areas of Expertise and Leadership** (limit to 2,000 characters)

Describe how your education and experience prepared you to participate as an advisory committee member*.* As part of your response, please describe your specific experience and expertise in ethnic studies educationand your experience providing effective instruction to all students, including English learners and students with disabilities, developing curriculum or assessments, and/or serving as an instructional leader.

**Previous Committee Experience**

**Have you ever served on a committee that was engaged in standards or curriculum development or the review of instructional materials?**

**If yes, please specify** (Required if “Yes” is selected above – limit to 2,000 characters)

## Relationship with Publishers: Conflict of Interest Disclosure Statement

Your answers below will serve as the disclosure of certain information as required by the “Statement of Activities that are Inconsistent, Incompatible, or in Conflict with Duties of a Member of an Educational Policy Advisory Commission or a Committee or Panel Thereof,” as amended January 1978 and *California Code of Regulations*, Title 5 (5 *CCR*), Section 18600. Your answers will be the basis for an eligibility ruling in the event some activity appears to be inconsistent, incompatible, or in conflict with the duties assigned to the advisory committee.

For the questions below, “immediate family” is defined as your spouse and dependent children (California *Government Code* Section 82029).

**Question 1:**

Do you or a member of your immediate family have, or have you had, a business relationship at any time over the last 12 months with a publisher that produces instructional materials for California? If YES, list the company(-ies) that you have dealt with and the amount (if any) of remuneration received. (Use 1,000 characters or less.)

**Question 2:**

Are you currently employed by, or under contract to, any person, firm, or organization which will do business with or submit instructional materials to the California Department of Education (CDE)? If YES or UNCERTAIN, please explain and provide as much detail as possible, including name of firm, nature of contract, dates of contract, and compensation. (Use 1,000 characters or less.)

**Question 3:**

Have you ever been employed by or had any other kind of contractual relationship with any person, firm, or organization doing business with, or submitting instructional materials to, the CDE? If YES or UNCERTAIN, please explain and provide as much detail as possible, including name of firm, nature of contract, dates of contract, and compensation. (Use 1,000 characters or less.)

**Question 4:**

Do you expect to receive any royalty payments during your period of service on the advisory committee? If YES or UNCERTAIN, please explain and provide as much detail as possible, including name of firm, nature of contract, dates of contract, and compensation. (Use 1,000 characters or less.)

**Question 5:**

Were you or any member of your immediate family an author, contributor, or editor of (or consultant on) any textbook, other curriculum material, or project proposal that is likely to be submitted to the CDE? If YES or UNCERTAIN, please explain and provide as much detail as possible, including name of firm, nature of contract, dates of contract, and compensation. (Use 1,000 characters or less.)

**Question 6:**

Have you received compensation, do you expect to receive compensation, or do you have any other kind of contractual relationship with any organization that is either a subsidiary, parent organization, or “sister organization” of any entity which will do business with your advisory body or will submit materials to your advisory body? If YES or UNCERTAIN, please explain and provide as much detail as possible, including name of firm, nature of contract, dates of contract, and compensation. (Use 1,000 characters or less.)

**Gender (optional)**

Male

Female

Decline to state

Other (please specify)

**Ethnicity (optional)**

Please select all that apply from below:

Hispanic/Latino

American Indian or Alaska Native

Asian

Black or African American

Native Hawaiian or Other Pacific Islander

White

Decline to state

Other (please specify)

## Applicant Acknowledgement

I understand that this application becomes public information when submitted.

## Applicant Certification

The answers to the questions under Relationship to Publisher: Conflict of Interest Disclosure Statement are true and correct to the best of my knowledge and belief.

I and my supervisor are aware that, while travel and per diem costs will be reimbursed at standard state rates, no stipend is provided to members of the advisory committee.

I have discussed this application with my supervisor and have received approval for release time as appropriate to participate in all related activities.

## Supervisor/Employer Information

**First Name:**

**Last Name:**

**Position Title:**

**Phone:**

**E-mail: (generates e-mail message to employer)**

When you submit your application form, a message will be automatically sent to the employer’s e-mail address you enter above.

[sent from EthnicStudies@cde.ca.gov]

Dear <First Name> <Last Name>:

This message is being sent to notify you that <First Name> <Last Name> (<e-mail address>), a member of your staff, has submitted an application to participate as a member of the advisory committee for the development of the 2020 Ethnic Studies Model Curriculum. If appointed by the State Board of Education, the candidate is committing to attend a sequence of meetings and to participate in the review and revision of draft documents between meetings. Advisory committee members will participate in three two-day meetings in February–April 2019 in Sacramento. Travel and per diem costs will be reimbursed at standard state rates.

**Upload a Résumé**

**Note:** Please attach a current résumé or brief curriculum vitae as it relates to your educational background and experience in ethnic studies education in kindergarten through grade twelve and/or higher education. If you are a classroom teacher, list the classes you are currently teaching, the grade level(s), and the language of instruction, if other than English. Also, please indicate any specialized training you have had in ethnic studies instruction in the past five years. Please limit your résumé to two or three pages, and include your name on each page. Please limit the size of the file to under 5 MB.

Once you select the "Submit" button below, your responses will be sent to the California Department of Education, and you will be redirected to the Ethnic Studies Web page.

# Attachment 3: Draft Guidelines for the 2020 Ethnic Studies Model Curriculum

The following guidelines are based on requirements in the authorizing statute (Assembly Bill 2016, Chapter 327 of the Statutes of 2016), feedback collected from the public at the Webinar held on January 9, 2018, and other public comment.

The guidelines recommended by the Instructional Quality Commission (IQC) and approved by the State Board of Education (SBE) will direct the work of the contracted primary writer(s) and the Model Curriculum Advisory Committee when it convenes in February–April 2019 to create a first draft of the curriculum. The model curriculum will undergo a public review and editing by the IQC prior to being recommended to the SBE.

## Statutory Requirements

The Ethnic Studies Model Curriculum must reflect the requirements in the authorizing statute as well as other legal requirements for curriculum in California. These include, but are not necessarily limited to, the following topics:

* The model curriculum shall be written as a guide to allow school districts to adapt their courses to reflect the pupil demographics in their communities.
* The model curriculum shall include examples of courses offered by local educational agencies that have been approved as meeting the A–G admissions requirements of the University of California and the California State University, including, to the extent possible, course outlines for those courses.
* The model curriculum must meet federal accessibility requirements pursuant to Section 508 of the United States Workforce Rehabilitation Act. Content that cannot be made accessible may not be included in the document.

## General principles. The Ethnic Studies Model Curriculumshall:

* Include accurate information based on current and confirmed research;
* When appropriate, be consistent with the content and instructional shifts in the 2016 *History–Social Science Framework,* in particular the emphasis upon student-based inquiry in instruction;
* Promote the values of civic engagement and civic responsibility;
* Align to the Literacy Standards for History–Social Studies within the *California Common Core State Standards* for English Language Arts and Literacy in History–Social Studies, Science, and Technical Subjects, as appropriate;
* Promote self and collective empowerment;
* Be written in language that is inclusive and supportive of multiple users, including teachers (single and multiple-subject), support staff, administrators, and the community;
* Encourage cultural understanding of how different groups have struggled and worked together, highlighting core ethnic studies concepts such as equality, justice, race, ethnicity, indigeneity, etc.;
* Include information on the ethnic studies movement, specifically the Third World Liberation Front (TWLF), and its significance in the establishment of ethnic studies as a discipline and work in promoting diversity and inclusion within higher education;
* Promote critical thinking and rigorous analysis of history, systems of oppression, and the status quo in an effort to generate discussions on futurity, and imagine new possibilities.

## Course Outlines. The Ethnic Studies Model Curriculum shall:

* Include course outlines that offer a thematic approach to ethnic studies with concepts that provide space for educators to build in examples and case studies from diverse backgrounds;
* Include course outlines that allow for ethnic studies to be taught as a stand-alone elective or integrated into an existing course (e.g., sociology, English language arts, and history);
* Include course outlines that allow for local, state-specific, national, and global inquiry into ethnic studies;
* Have the capability to engage multiple languages and genealogies;
* Engage a range of disciplines beyond traditional history and social sciences, including but not limited to: visual and performing arts, English language arts, economics, biology, gender & sexuality studies, etc.

## Audience. The Ethnic Studies Model Curriculum shall:

* Be sensitive to the needs of all grade levels and incorporated disciplines, providing balance and guidance to the field;
* Engage pedagogies that allow for student and community responsiveness, validate students’ lived experience, and address socioemotional development;
* Be inclusive, creating space for all students regardless of race, ethnicity, class, gender, sexuality, or citizenship, to learn different perspectives.

## Administrative and Teacher Support. The Ethnic Studies Model Curriculum shall:

* Be easy to use both for teachers with educational backgrounds in ethnic studies, and those without such experience;
* Provide resources on professional development opportunities;
* Provide information for district and school administrators to support the Ethnic Studies Model Curriculum and instruction;
* Provide examples of different methods of instruction and pedagogical approaches;
* Provide support for a collaborative teaching model that encourages teachers to work with colleagues across disciplines, further highlighting the interdisciplinarity of ethnic studies;
* Provide support for the use of technology and multimedia resources during instruction;
* Include access to resources for instruction (e.g., lesson plans, curricula, primary source documents, and other resources) that are currently being used by districts.