

**Report of the State Board of Education
Committee of the Full Board
January 28, 2020**

The State Board of Education Committee of the Full Board met at 9:15 a.m. on Tuesday, January 28, 2020, in the State Board of Education Room, #1-104, of the William B. Travis Building, 1701 N. Congress Avenue, Austin, Texas. Attendance was noted as follows:

Present: Keven Ellis, chair; Lawrence A. Allen, Jr.; Donna Bahorich; Barbara Cargill; Ruben Cortez, Jr.; Aicha Davis; Pat Hardy; Pam Little; Tom Maynard; Sue Melton-Malone; Ken Mercer; Georgina C. Pérez; Marisa B. Perez-Diaz; Matt Robinson; Marty Rowley

Public Testimony

The Committee of the Full Board heard public testimony on agenda item #3. Information regarding the individuals who presented public testimony is included in the discussion of that item.

The Committee of the Full Board considered items in the following order: Item number 1, 3, 4, 5, 2, 6, 7.

DISCUSSION ITEMS

1. Presentation by the Texas Teachers of the Year and Superintendent of the Year
(Board agenda page I-1)

The committee heard presentations about the importance of public education from Texas Secondary Teacher of the Year, Michelle Sandoval, from Parkland Middle School in the Ysleta Independent School District (ISD); Texas Elementary Teacher of the Year, Karen Sams, from David Crockett Elementary School in Weatherford ISD; and Texas Superintendent of the Year, Keith Bryant, from Lubbock-Cooper ISD.

2. Commissioner's Comments
(Board agenda page I-2)

Commissioner of Education Mike Morath presented a high-level overview of the Texas Education Agency's 2019 Annual Report and briefly highlighted each section of the report. He also explained that the agency filed a proposed amendment to a rule related to the annual charter school review and approval process. There was a discrepancy in the language that has created confusion and the agency intends to adjust the language to respond to public comments and reflect the intent that the rule raise the threshold for charter expansion.

3. Public Hearing on Proposed New African American Studies Course
(Board agenda page I-3)

Public testimony was provided by the following individuals:

NAME: Jamila Thomas
AFFILIATION: Self

NAME: Eliza Epstein
AFFILIATION: Self

NAME: Nalleli Hidalgo
AFFILIATION: Texas Environmental Justice Advocacy Services

NAME: Deyadira Arellano
AFFILIATION: Ethnic Studies Network of Texas and Texas Environmental Justice Advocacy Services

NAME: Brandon Johnson
AFFILIATION: Self

NAME: Mario Salas
AFFILIATION: Self

NAME: Philemon Brown
AFFILIATION: Self

NAME: Shalon Bond
AFFILIATION: Self

NAME: Stephanie Boyce
AFFILIATION: Self

ACTION ITEMS

4. One-Time Procedural Action to Correct Amendment to 19 TAC Chapter 66, State Adoption and Distribution of Instructional Materials, Subchapter B, State Adoption of Instructional Materials

(Board agenda page I-5)
[Official agenda item #3]

Kelly Callaway, senior director, instructional materials, asked that the board take a one-time action to amend an action taken at the November 15, 2019, meeting to reinstate the sentence "Samples of submitted prekindergarten materials must match the format of the products to be provided to schools upon ordering" in §66.28(d)(2) and remove the sentence "Samples of adopted prekindergarten materials must match the format of the products to be provided to schools upon ordering" from §66.28(d)(7).

MOTION AND VOTE: *It was moved by Mr. Rowley, seconded by Mrs. Little, and carried unanimously to recommend that the State Board of Education amend the previously adopted motion from the November 15, 2019 minutes of the State Board of Education to reinstate the sentence "Samples of submitted prekindergarten materials must match the format of the products to be provided to schools upon ordering" in 19 TAC Chapter 66, State Adoption and Distribution of Instructional Materials, Subchapter B, State Adoption of Instructional Materials, §66.28(d)(2), and to remove the sentence "Samples of adopted prekindergarten materials must match the format of the products to be provided to schools upon ordering" from §66.28(d)(7).*

5. **Proposed Amendments to 19 TAC Chapter 74, Curriculum Requirements, Subchapter B, Graduation Requirements, §74.12, Foundation High School Program, and §74.13, Endorsements (First Reading and Filing Authorization)**
(Board agenda page I-9)
[Official agenda item #4]

Monica Martinez, associate commissioner for standards and support services, reviewed the proposed changes to the graduation rules and explained that the changes would align the rules with the requirements of House Bill (HB) 678, 86th Texas Legislature, 2019, and with revisions to career and technical education (CTE) programs of study.

MOTION AND VOTE: *It was moved by Mr. Rowley, seconded by Dr. Robinson, and carried unanimously to recommend that the State Board of Education approve for first reading and filing authorization proposed amendments to 19 TAC Chapter 74, Curriculum Requirements, Subchapter B, Graduation Requirements, §74.11, High School Graduation Requirements; §74.12, Foundation High School Program; and §74.13, Endorsements.*

6. **Proposed Revisions to 19 TAC Chapter 113, Texas Essential Knowledge and Skills for Social Studies, Subchapter C, High School, and Subchapter D, Other Social Studies Courses (First Reading and Filing Authorization)**
(Board agenda page I-20)
[Official agenda item #5]

Shelly Ramos, senior director, curriculum standards and student support, explained the proposed changes to Subchapter D. Ms. Martinez gave a brief overview of changes to the proposed Ethnic Studies: African American Studies course that were recommended by staff.

MOTION: *It was moved by Mr. Maynard and seconded by Mrs. Bahorich to recommend that the State Board of Education approve for first reading and filing authorization proposed revisions to 19 TAC Chapter 113, Texas Essential Knowledge and Skills for Social Studies, Subchapter C, High School, and Subchapter D, Other Social Studies Courses.*

MOTION AND VOTE: *It was moved by Mr. Maynard, seconded by Mrs. Cargill, and carried unanimously to recommend that the State Board of Education amend §113.51(b)(9)(A) to read:*

“compare the effects of revolutionary ideologies, such as life, liberty, and the pursuit of happiness, on political perspectives of African Americans ~~such as life, liberty, and the pursuit of happiness;~~”

MOTION AND VOTE: *It was moved by Mr. Maynard, seconded by Ms. Hardy, and carried unanimously to recommend that the State Board of Education amend §113.51(b)(15)(C) to read:*

“examine the contributions of significant African American individuals to science, philosophy, mathematics, and technology, including Benjamin Banneker, Katherine Johnson, Henrietta Lacks, Mae Jemison, Dorothy Vaughan, George Washington Carver, Neil deGrasse Tyson, ~~Katherine Johnson,~~ and Mary Jackson.”

MOTION AND VOTE: *It was moved by Ms. Davis, seconded by Mr. Cortez, and carried unanimously to recommend that the State Board of Education amend §113.51(a)(1) to strike “multiple perspectives and” from the last sentence.*

MOTION AND VOTE: *It was moved by Ms. Davis, seconded by Ms. Pérez, and carried unanimously to recommend that the State Board of Education amend §113.51(b)(1)(A) to read:*

“identify the major eras, civilizations, and contributions of African ~~American~~ history that are foundational to humanity and predate American slavery;”

MOTION: *It was moved by Ms. Davis and seconded by Ms. Hardy to recommend that the State Board of Education amend §113.51(b)(2)(B) to read:*

“assess and discuss the impact of the Middle Passage on the development of African and African American slave experience over time culture;”

MOTION AND VOTE: *It was moved by Ms. Davis, seconded by Mr. Cortez, and carried to amend the motion to read:*

“assess and discuss the impact of the Middle Passage on ~~the development of African and African American~~ culture;”

VOTE: *A vote was taken on the original motion to recommend that the State Board of Education amend §113.51(b)(2)(B) as amended. The motion carried.*

MOTION AND VOTE: *It was moved by Ms. Davis, seconded by Mr. Cortez, and carried unanimously to recommend that the State Board of Education strike §113.51(b)(2)(D).*

MOTION AND VOTE: *It was moved by Ms. Davis, seconded by Ms. Pérez, and carried unanimously to recommend that the State Board of Education amend §113.51(b)(3) to read:*

“History. The student understands the rationalization ~~justifications~~ and ramifications for the continuation and growth of slavery and the anti-slavery movement in the United States from independence (1776) through the Emancipation Proclamation (1863). The student is expected to:”

MOTION AND VOTE: *It was moved by Ms. Davis, seconded by Mr. Cortez, and carried unanimously to recommend that the State Board of Education amend §113.51(b)(3)(A) to read:*

“identify and evaluate the economic, social, religious, and legal rationalization ~~justifications~~ used by Americans to continue and expand slavery after declaring independence from Great Britain;”

MOTION AND VOTE: *It was moved by Ms. Davis, seconded by Ms. Pérez, and carried unanimously to recommend that the State Board of Education amend §113.51(b)(3)(B) to read:*

“describe the impact issues surrounding the passing and influence of the Three-Fifths Compromise and the Fugitive Slave Act ~~on African Americans in the United States;~~”

MOTION AND VOTE: *It was moved by Ms. Davis, seconded by Ms. Perez-Diaz, and carried unanimously to recommend that the State Board of Education amend §113.51(b)(3)(E) to read:*

“analyze the influence of significant individuals and groups prior to and during the abolitionist movement to determine their impact on ending slavery, including the work of the American Anti-Slavery Society, Underground Railroad, David Walker, Phillis Wheatley, Sojourner Truth, and Frederick Douglass, Richard Allen, Harriet Tubman, Ellen Craft, and Anthony Burns.”

MOTION AND VOTE: *It was moved by Ms. Davis, seconded by Mr. Cortez, and carried unanimously to recommend that the State Board of Education amend §113.51(b)(4)(C) to read:*

“examine the opportunities as a result of the ~~compare divergent paths~~ and challenges faced by African American men and women from post-Reconstruction to the early 20th century, including Ida B. Wells, W.E.B. Du Bois, Booker T. Washington, the National Association for the Advancement of Colored People (NAACP), Freedmen’s Towns, and the Exodusters;”

MOTION: *It was moved by Ms. Davis and seconded by Ms. Perez-Diaz to recommend that the State Board of Education amend §113.51(b)(4)(H) to read:*

“evaluate the experiences of African American soldiers during and after ~~impact participation in World War I on the African American experience, including the Buffalo Soldiers.~~”

MOTION AND VOTE: *It was moved by Mrs. Bahorich and carried unanimously to amend the motion to read:*

“evaluate the experiences of African American soldiers, including the Buffalo Soldiers during and after World War I.”

MOTION AND VOTE: *It was moved by Mrs. Cargill and carried unanimously to amend the motion to read:*

“examine ~~evaluate~~ the experiences of African American soldiers, including the Buffalo Soldiers during and after World War I.”

VOTE: *A vote was taken on the original motion to recommend that the State Board of Education amend §113.51(b)(4)(H) as amended. The motion carried.*

MOTION AND VOTE: *It was moved by Ms. Davis, seconded by Mr. Cortez, and carried unanimously to recommend that the State Board of Education amend §113.51(b)(5)(B) to strike “such as Juanita Craft.”*

MOTION AND VOTE: *It was moved by Ms. Davis and carried unanimously to recommend that the State Board of Education amend §113.51(b)(5)(D) to read:*

“explain the contributions of significant African American individuals and groups during World War II, including the Tuskegee Airmen, the 761st Tank Battalion, and Doris “Dorie” Dorie Miller;”

MOTION AND VOTE: *It was moved by Ms. Davis, seconded by Mr. Cortez, and carried unanimously to recommend that the State Board of Education amend §113.51(b)(7)(B) to read:*

“compare and contrast ~~identify and describe~~ the physical and human geographic factors in the North and South related to the Atlantic Slave Trade, and the plantation system, the expansion ~~institution~~ of slavery, and the Industrial Revolution;”

MOTION AND VOTE: *It was moved by Ms. Davis, seconded by Mrs. Bahorich, and carried unanimously to recommend that the State Board of Education amend §113.51(b)(8)(C) to read:*

“analyze the effects of the Industrial Revolution and the cotton gin on the economies of the ~~American South, the~~ United States; and the world;”

MOTION AND VOTE: *It was moved by Ms. Davis, seconded by Ms. Perez-Diaz, and carried unanimously to recommend that the State Board of Education amend §113.51(b)(9)(C) to read:*

“analyze the construction, interpretation and implementation ~~impact~~ of the 13th, 14th, and 15th Amendments to the U.S. Constitution and the effects on African American men and women between 1877 and 1920;”

MOTION AND VOTE: *It was moved by Ms. Davis, seconded by Mr. Maynard, and carried unanimously to recommend that the State Board of Education amend §113.51(b)(9)(E) to read:*

“analyze the causes and effects of government actions and legislation addressing racial and social injustices ~~legislative developments~~ from 1960 to the present day, such as the issues of ~~including~~ voting rights, civil rights, fair housing, education, employment, affirmative action, and health and nutrition;”

MOTION AND VOTE: *It was moved by Ms. Davis, seconded by Mrs. Bahorich, and carried unanimously to recommend that the State Board of Education amend §113.51(b)(10) to read:*

“Government. The student understands the impact of political interactions on the African American struggle for human rights ~~pursuit of full citizenship~~ over time. The student is expected to:”

MOTION AND VOTE: *It was moved by Ms. Davis, seconded by Mrs. Cargill, and carried unanimously to recommend that the State Board of Education amend §113.51(b)(10)(C) to read:*

“identify and analyze the contributions of civic participation of African Americans in terms of leadership roles at local, state, and federal levels of government, including U.S. Supreme Court cases and strategic planning at various levels.”

MOTION: *It was moved by Ms. Davis and seconded by Ms. Pérez to recommend that the State Board of Education amend §113.51(b)(11) to read:*

“Citizenship. The student understands the importance of multiple and changing ~~different~~ points of view regarding citizenship and African Americans ~~in a constitutional republic~~. The student is expected to:”

MOTION AND VOTE: *It was moved by Mrs. Bahorich and carried to amend the motion to read:*

“Citizenship. The student understands the importance of multiple and changing points of view regarding citizenship and African Americans in a constitutional republic. The student is expected to:”

MOTION AND VOTE: *It was moved by Mr. Rowley, seconded by Ms. Perez-Diaz, and carried to amend the motion to read:*

“Citizenship. The student understands the importance of multiple and changing points of view regarding citizenship of ~~and~~ African Americans in a constitutional republic. The student is expected to:”

MOTION AND VOTE: *It was moved by Mrs. Bahorich and carried to amend the motion to strike “in a constitutional republic.”*

VOTE: *A vote was taken on the original motion to recommend that the State Board of Education amend §113.51(b)(11) as amended. The motion carried.*

MOTION AND VOTE: *It was moved by Ms. Davis, seconded by Mr. Rowley, and carried unanimously to recommend that the State Board of Education amend §113.51(b)(13)(A) to read:*

“identify and evaluate the influence of African oral traditions, visual art, literary art, theater, music, and dance on African American culture;”

MOTION AND VOTE: *It was moved by Ms. Davis, seconded by Ms. Pérez, and carried unanimously to recommend that the State Board of Education amend §113.51(b)(13)(C) to read:*

“identify and evaluate the contributions of early African American literature writers, including the works of Phillis Wheatley and Jupiter Hammon;”

MOTION AND VOTE: *It was moved by Ms. Davis, seconded by Mr. Mercer, and carried unanimously to recommend that the State Board of Education amend §113.51(b)(13)(D) to read:*

“explain the origins and characteristics of different musical genres and traditions of African Americans folk art, work songs, spirituals, and gospel music; and”

MOTION AND VOTE: *It was moved by Ms. Davis and carried unanimously to recommend that the State Board of Education amend §113.51(b)(14)(B) to read:*

“examine how various African American expressions of dance forms, such as including tap dance, step dance, hip hop, and modern dance, and the contributions of African American dancers, such as including Katherine Dunham, and Misty Copeland, Alvin Ailey, Bill “Bojangles” Robinson, and the Dance Theatre of Harlem have contributed to the shared identity of various groups;”

MOTION AND VOTE: *It was moved by Ms. Davis and carried unanimously to recommend that the State Board of Education amend §113.51(b)(14)(C) to add Jules Bledsoe to the list of individuals.*

MOTION AND VOTE: *It was moved by Ms. Davis, seconded by Mr. Mercer, and carried unanimously to recommend that the State Board of Education amend §113.51(b)(14)(E) to read:*

“examine storytelling, literary, filmmaking, and visual arts contributions related to the self-identity made by African Americans such as Maya Angelou, bell hooks, John T. Biggers, Oscar Micheaux, Lorraine Hansberry, Amiri Baraka, August Wilson, Faith Ringgold, Sidney Poitier, Spike Lee, John Singleton, and Oprah Winfrey;”

MOTION AND VOTE: *It was moved by Ms. Davis, seconded by Mr. Mercer, and carried unanimously to recommend that the State Board of Education amend §113.51(b)(15)(C) to add Granville Woods to the list of individuals.*

MOTION AND VOTE: *It was moved by Ms. Pérez, seconded by Mr. Mercer, and carried unanimously to recommend that the State Board of Education amend §113.51(b)(2)(A) to read:*

“analyze the economic, political, and social reasons for focusing on the African diaspora ~~the slave trade on Africa~~, including the role of Africans, Europeans, and ~~American colonists~~ colonization in North, Central, and South America, the West Indies, and neighboring islands, and the interactions among enslaved Africans and Native Americans;”

MOTION AND VOTE: *It was moved by Ms. Pérez, seconded by Mr. Mercer, and carried unanimously to recommend that the State Board of Education amend §113.51(b)(3)(E) to read:*

“analyze the influence of significant individuals and groups prior to and during the abolitionist movement to determine their impact on ending slavery, including the work of the American Anti-Slavery Society, Underground Railroad, David Walker, ~~Phillis Wheatley~~, Sojourner Truth, Elijah P. Lovejoy, John Brown, and Frederick Douglass.”

MOTION AND VOTE: *It was moved by Ms. Pérez, seconded by Mr. Mercer, and carried unanimously to recommend that the State Board of Education add new §113.51(b)(3)(F) to read:*

“examine national and international abolition efforts, including the U.S. ban on the slave trade (1808) and the abolition of slavery in Mexico (1829) and Great Britain (1833) and the role that the Guerrero Decree played in the Texas Revolution.”

MOTION AND VOTE: *It was moved by Ms. Pérez, seconded by Ms. Davis, and carried unanimously to recommend that the State Board of Education amend §113.51(b)(4)(D) to read:*

“explain the circumstances surrounding increased violence and extremism such as the Colfax Massacre, the Ku Klux Klan (KKK), lynchings, ~~and~~ race riots, and the Camp Logan Mutiny (the Houston Riot of 1917);”

MOTION AND VOTE: *It was moved by Ms. Pérez, seconded by Mrs. Little, and carried unanimously to recommend that the State Board of Education amend §113.51(b)(5)(B) to read:*

“describe the continued struggle for civil rights in America during this time in history, including the notable works of the NAACP, National Urban League, Martin Luther King, Jr., Daisy Bates and the Little Rock Nine, Jackie Robinson, and local leaders;”

MOTION: *It was moved by Ms. Pérez to recommend that the State Board of Education add new §113.51(b)(5)(C) to read:*

“describe the interactions between the Afro Latino/African American/Mexican American examples of solidarity during the struggle for civil rights;”

MOTION AND VOTE: *It was moved by Mr. Rowley and carried unanimously to recommend that the State Board of Education amend §113.51(b)(5)(C) to read:*

“describe the interactions of the people of the diaspora relative to ~~between the Afro Latino/African American/Mexican American examples of solidarity during~~ the struggle for civil rights;”

VOTE: *A vote was taken on the original motion to recommend that the State Board of Education amend §113.51(b)(5)(C) as amended. The motion carried.*

MOTION AND VOTE: *It was moved by Ms. Pérez and carried to recommend that the State Board of Education add new §113.51(b)(8)(J) to read:*

“examine the contributions of African American and Black American business entrepreneurship such as Black Wall Street, black inventors, the Black experience in business, and the economic contributions of individuals such as Madam C.J. Walker and Fannie Lou Hamer.”

VOTE: *A vote was taken on the original motion to recommend that the State Board of Education approve for first reading and filing authorization proposed revisions to 19 TAC Chapter 113, Texas Essential Knowledge and Skills for Social Studies, Subchapter C, High School, and Subchapter D, Other Social Studies Courses, as amended. The motion carried unanimously.*

(Mr. Allen, Ms. Hardy, and Dr. Robinson were absent for the vote.)

7. **Proposed Revisions to 19 TAC Chapter 126, Texas Essential Knowledge and Skills for Technology Applications, and Chapter 130, Texas Essential Knowledge and Skills for Career and Technical Education**
(First Reading and Filing Authorization)

(Board agenda page I-43)

[Official agenda item #6]

Ms. Ramos explained that the proposed revisions would fulfill requirements of HB 963, 86th Texas Legislature, 2019, which requires the SBOE to consolidate technology applications and career and technical education (CTE) courses and eliminate duplicative courses. Additionally, Ms. Ramos stated that the proposed revisions would add a new subchapter for energy courses to align with revisions to the CTE programs of study.

MOTION AND VOTE: *It was moved by Mr. Rowley, seconded by Mrs. Little, and carried to recommend that the State Board of Education approve for first reading and filing authorization proposed revisions to 19 TAC Chapter 126, Texas Essential Knowledge and Skills for Technology Applications, Subchapter C, High School, and Subchapter D, Other Technology Applications Courses, and Chapter 130, Texas Essential Knowledge and Skills for Career and Technical Education, Subchapter A, Agriculture, Food, and Natural Resources; Subchapter C, Arts, Audio/Video Technology, and Communications; Subchapter K, Information Technology; Subchapter O, Science, Technology, Engineering, and Mathematics; and Subchapter Q, Energy.*

(Mr. Allen, Ms. Hardy, and Dr. Robinson we absent for the vote.)

Dr. Ellis adjourned the meeting at 5:35 p.m.