

**Report of the State Board of Education
Committee of the Full Board
April 16, 2020**

The State Board of Education Committee of the Full Board conducted a virtual meeting at 9:13 a.m. on Thursday, April 16, 2020. 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 items #3 and #6. Information regarding the individuals who presented public testimony is included in the discussion of that item.

ACTION ITEMS

1. 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

(Second Reading and Final Adoption)

(Board agenda page I-1)

[Official agenda item #2]

Shelly Ramos, senior director, curriculum standards and student support, summarized 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) courses and programs of study. Ms. Ramos stated that no public comments had been received for this item.

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 second reading and final adoption the 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; and*

Make an affirmative finding that immediate adoption of the 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, is necessary and shall have an effective date of August 1, 2020.

2. **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 (Second Reading and Final Adoption)**

(Board agenda page I-12)

[Official agenda item #3]

Ms. Ramos explained that the proposed revisions would consolidate technology applications and career and technical (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. Maynard, seconded by Mrs. Little, and carried unanimously to recommend that the State Board of Education approve for second reading and final adoption 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; and*

Make an affirmative finding that immediate adoption of the 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, is necessary and shall have an effective date of August 1, 2020.

3. **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 (Second Reading and Final Adoption)**

(Board agenda page I-103)

[Official agenda item #4]

Public testimony was provided by the following individuals:

NAME: Deyadira Arellano
AFFILIATION: Texas Environmental Justice Advocacy Services

NAME: Juan Parras
AFFILIATION: Texas Environmental Justice Advocacy Services

NAME: Orlando Lara
AFFILIATION: Ethnic Studies Network of Texas

NAME: Robert Ford
AFFILIATION: Self

MOTION: *It was moved by Mrs. Melton-Malone and seconded by Mr. Mercer to recommend that the State Board of Education approve for second reading and final adoption 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; and*

Make an affirmative finding that immediate adoption of 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, is necessary and shall have an effective date of August 1, 2020.

Ms. Ramos explained that this item would add new Texas Essential Knowledge and Skills (TEKS) for the Ethnic Studies: African American Studies course and would align course titles and renumber sections to make room for the inclusion of other ethnic studies courses in the future.

MOTION AND VOTE: *It was moved by Mr. Rowley, seconded by Mrs. Melton-Malone, and carried unanimously to suspend board operating procedure §5.7 to allow board members to provide proposed amendments to the TEKS to staff by 3:00 p.m., April 16, 2020.*

MOTION AND VOTE: *It was moved by Ms. Davis, seconded by Mrs. Bahorich, and carried without objection to recommend that the State Board of Education amend §113.51(c)(2)(A) to read:*

“analyze the ~~economic, political, and social reasons for the~~ African diaspora, including the role of Africans and Europeans;”

MOTION AND VOTE: *It was moved by Ms. Davis, seconded by Ms. Perez-Diaz, and carried without objection to recommend that the State Board of Education amend §113.51(c)(3)(A) to read:*

“analyze ~~and evaluate~~ the economic, social religious, and legal rationalization used by some 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 without objection to recommend that the State Board of Education amend §113.51(c)(3)(F) to read:*

“analyze national and international abolition efforts, including the gradual emancipation of enslaved people in the North, the U.S. ban on the slave trade (1808), and the abolition of slavery in Mexico (1829) and Great Britain (1833) and the significance of the Guerrero Decree in the Texas Revolution;”

MOTION AND VOTE: *It was moved by Ms. Davis, seconded by Ms. Perez-Diaz, and carried to recommend that the State Board of Education amend §113.51(c)(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 such as ~~including~~ the work of David Walker, Elijah P. Lovejoy, John Brown, Sojourner Truth, Frederick Douglass, the American Anti-Slavery Society, and the Underground Railroad; and”

MOTION: *It was moved by Ms. Davis and seconded by Ms. Hardy to recommend that the State Board of Education add new §113.51(c)(4)(E) to read:*

“explain the impact of the convict leasing system on African Americans such as those known as the Sugar Land 95;”

MOTION AND VOTE: *It was moved by Mrs. Bahorich, seconded by Ms. Hardy, and carried unanimously to recommend that the State Board of Education strike “those known as.”*

VOTE: *A vote was taken on the original motion to recommend that the State Board of Education add new §113.50(c)(4)(E) as amended. The motion carried unanimously.*

MOTION AND VOTE: *It was moved by Ms. Davis, seconded by Mrs. Little, and carried without objection to recommend that the State Board of Education amend §113.51(c)(4)(E) by replacing the word “analyze” with the word “explain.”*

MOTION AND VOTE: *It was moved by Ms. Davis, seconded by Ms. Hardy, and carried without objection to recommend that the State Board of Education amend §113.51(c)(4)(F) to read:*

“discuss describe the impact of the U.S. Supreme Court decisions decision Plessy v. Ferguson (1896), Sweatt v. Painter (1950), and Brown v. Board (1954);”

The board requested that staff move the references to Sweatt v. Painter and Brown v. Board to the appropriate place in the standards as a technical edit.

MOTION AND VOTE: *It was moved by Ms. Davis, seconded by Ms. Hardy, and carried without objection to recommend that the State Board of Education amend §113.51(c)(4)(I) by replacing the word “evaluate” with the word “describe.”*

MOTION AND VOTE: *It was moved by Ms. Davis, seconded by Ms. Hardy, and carried without objection to recommend that the State Board of Education amend §113.51(c)(5)(B) to read:*

“discuss the continued struggle for civil rights in America during this time in history such as ; including the notable works of the NAACP, National Urban League, Jackie Robinson, Rosa Parks, Martin Luther King Jr., the Student Non-Violent Coordinating Committee (SNCC), Daisy Bates and the Little Rock Nine, and local leaders;”

MOTION AND VOTE: *It was moved by Ms. Davis, seconded by Ms. Hardy, and carried without objection to recommend that the State Board of Education amend §113.51(c)(5)(F) by replacing “including” with “such as.”*

MOTION AND VOTE: *It was moved by Ms. Davis, seconded by Mr. Maynard, and carried without objection to recommend that the State Board of Education amend §113.51(c)(5)(G) to read:*

“analyze the successes, and failures, and ongoing impact of the Civil Rights Movement, including methods such as sit-ins, boycotts, marches, speeches, music, and organizations; and”

MOTION AND VOTE: *It was moved by Ms. Davis, seconded by Ms. Hardy, and carried without objection to recommend that the State Board of Education amend §113.51(c)(6)(A) by replacing the phrase “quest for” with the phrase “effort to achieve.”*

MOTION AND VOTE: *It was moved by Ms. Davis, seconded by Ms. Pérez, and carried without objection to recommend that the State Board of Education amend §113.51(c)(6)(B) to read:*

“describe the major achievements ~~contributions~~ of contemporary African Americans and how their contributions have shaped the American experience such as John H. Johnson, Muhammad Ali, Fannie Lou Hamer, Shirley Chisholm, Earl G. Graves, Barbara Jordan, Colin Powell, Condoleezza Rice, and Barack Obama; and”

MOTION AND VOTE: *It was moved by Ms. Pérez, seconded by Mr. Rowley, and carried unanimously to recommend that the State Board of Education strike §113.51(c)(7)(B) and replace it to read:*

“identify and explain the physical and human geographic factors that contributed to the Atlantic Slave Trade, the rise of the plantation system in the South, the development of textile mills in the North, and economic interdependence between the North and South;”

MOTION AND VOTE: *It was moved by Ms. Davis, seconded by Ms. Hardy, and carried without objection to recommend that the State Board of Education strike §113.51(c)(8)(A) and §113.51(c)(8)(B).*

MOTION AND VOTE: *It was moved by Ms. Davis, seconded by Ms. Hardy, and carried unanimously to recommend that the State Board of Education amend §113.51(c)(8)(C) by inserting the phrase “the role of ‘King Cotton,’” after the phrase “Industrial Revolution.”*

MOTION AND VOTE: *It was moved by Ms. Davis, seconded by Ms. Hardy, and carried without objection to recommend that the State Board of Education amend §113.51(c)(8)(D) to read:*

“explain how ~~economic policies such as sharecropping, Jim Crow economies,~~ and redlining limited economic opportunities for ~~impacted the standard of living of~~ African Americans;”

MOTION AND VOTE: *It was moved by Ms. Davis, seconded by Mr. Rowley, and carried without objection to recommend that the State Board of Education amend §113.51(c)(8)(E) to read:*

“explain how ~~unsatisfactory~~ economic conditions and racism contributed to ~~opportunities in the South and increased economic opportunities in cities of the North and West~~ cause the Great Migration;”

MOTION AND VOTE: *It was moved by Ms. Davis, seconded by Ms. Hardy, and carried without objection to recommend that the State Board of Education amend §113.51(c)(8)(J) by replacing Fannie Lou Hamer with Maggie L. Walker.*

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

“explain how unalienable rights compare the effects of revolutionary ideologies such as life, liberty, and the pursuit of happiness influence on political perspectives of African Americans;”

MOTION AND VOTE: *It was moved by Ms. Davis, seconded by Ms. Pérez, and carried without objection to recommend that the State Board of Education amend §113.51(c)(9)(E) by inserting the phrase “the war on crime and drugs with mass incarceration” after the phrase “affirmative action.”*

MOTION AND VOTE: *It was moved by Ms. Davis, seconded by Ms. Pérez, and carried without objection to recommend that the State Board of Education amend §113.51(c)(10)(C) to read:*

“identify and analyze the contributions of African American leaders leadership roles at local, state, and national levels of government, ~~including U.S. Supreme Court cases.~~”

MOTION: *It was moved by Ms. Davis and seconded by Ms. Hardy to recommend that the State Board of Education add new §113.51(c)(11)(E) to read:*

“identify and describe the diverse peoples of African ancestry such as descendants of Afro-Latinos, Afro-Caribbeans, and African immigrants;”

MOTION AND VOTE: *It was moved by Ms. Pérez and carried unanimously to replace “diverse” with “diversity of.”*

MOTION AND VOTE: *It was moved by Ms. Pérez and carried unanimously to delete “descendants of” and to add “recent” before “African immigrants.”*

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

MOTION: *It was moved by Ms. Davis and seconded by Ms. Hardy to recommend that the State Board of Education amend §113.51(c)(14)(A) to read:*

“describe the development and the influence impacts of the blues, ragtime, and jazz music, and hip hop such as, including the achievements of composers such as Scott Joplin and James Reese Europe;”

MOTION AND VOTE: *It was moved by Mrs. Bahorich and carried without objection to recommend that the State Board of Education delete the word “impacts.”*

VOTE: *A vote was taken on the original motion to recommend that the State Board of Education amend §113.51(c)(14)(A) as amended. The motion carried without objection.*

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(c)(14)(C) by replacing “including” with “such as.”*

MOTION AND VOTE: *It was moved by Ms. Davis, seconded by Mrs. Bahorich, and carried without objection to recommend that the State Board of Education amend §113.51(c)(14)(D) by inserting the phrase “Beloved by Toni Morrison” after Zora Neal Hurston.*

MOTION AND VOTE: *It was moved by Ms. Davis, seconded by Ms. Perez-Diaz, and carried without objection to recommend that the State Board of Education amend §113.51(c)(14)(E) by adding James Baldwin.*

MOTION AND VOTE: *It was moved by Ms. Davis, seconded by Ms. Hardy, and carried without objection to recommend that the State Board of Education amend §113.51(c)(15)(C) by replacing “including” with “such as.”*

MOTION: *It was moved by Ms. Davis and seconded by Ms. Hardy to recommend that the State Board of Education add new §113.51(c)(15) to read:*

“(15) Culture. The student understands African American educational developments, achievements, and opportunities before and after the U.S. Supreme Court decision of Brown v. Board of Education (1954). The student is expected to:

“(A) describe the efforts to prevent the education of enslaved people and free African Americans, including anti-literacy laws;

“(B) analyze the expansion of educational opportunities for African Americans, including the Freedman’s Bureaus and Rosenwald Schools, and the establishment of Historically Black Colleges and Universities, and the role the National Pan-Hellenic Council (Divine 9); and

“(C) describe contemporary issues in education for African American students, such as the school-to-prison pipeline, opportunity gaps, overrepresentation in special education, and underrepresentation in gifted and talented opportunities.”

MOTION AND VOTE: *It was moved by Mr. Maynard, seconded by Ms. Davis, and carried unanimously to recommend that the State Board of Education amend the new §113.51(c)(15)(C) by inserting “the second Morrill Act (1890).”*

VOTE: *A vote was taken on the original motion to recommend that the State Board of Education add new §113.51(c)(15) as amended. The motion carried unanimously.*

MOTION AND VOTE: *It was moved by Ms. Davis, seconded by Ms. Hardy, and carried without objection to recommend that the State Board of Education amend §113.51(c)(15)(E) by replacing “including” with “such as.”*

Ms. Ramos requested approval for staff to make any necessary technical edits to the proposed amendments. The committee agreed without objection.

VOTE: *A vote was taken on the original motion to recommend that the State Board of Education approve for second reading and final adoption 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; and*

Make an affirmative finding that immediate adoption of 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, is necessary and shall have an effective date of August 1, 2020.

The motion carried with 15 members voting Aye, and 0 members voting No, as follows:

<i><u>Aye:</u></i>	<i>Mr. Allen</i>	<i>Mr. Maynard</i>
	<i>Mrs. Bahorich</i>	<i>Mrs. Melton-Malone</i>
	<i>Mrs. Cargill</i>	<i>Mr. Mercer</i>
	<i>Mr. Cortez</i>	<i>Ms. Pérez</i>
	<i>Ms. Davis</i>	<i>Ms. Perez-Diaz</i>
	<i>Dr. Ellis</i>	<i>Dr. Robinson</i>
	<i>Ms. Hardy</i>	<i>Mr. Rowley</i>
	<i>Mrs. Little</i>	

4. *Proclamation 2022 of the State Board of Education Advertising for Bids on Instructional Materials*

*(Board agenda page I-128)
[Official agenda item #5]*

Kelly Callaway, senior director, instructional materials division, explained that no public comment was received from publishers; however, physical education TEKS review work groups recommended that language be clarified to call for teacher-only physical education materials instead of student and teacher materials.

MOTION: *It was moved by Mr. Rowley and seconded by Mrs. Little to recommend that the State Board of Education approve Proclamation 2022 of the State Board of Education Advertising for Bids for Instructional Materials.*

MOTION AND VOTE: *It was moved by Mr. Rowley, seconded by Dr. Robinson, and carried unanimously to recommend that the State Board of Education amend the current draft of Proclamation 2022 to call for physical education instructional materials for teachers only instead of for students and teachers and to direct staff to make technical edits to reflect this change throughout the proclamation.*

VOTE: *A vote was taken on the original motion as amended to recommend that the State Board of Education approve Proclamation 2022 of the State Board of Education Advertising for Bids for Instructional Materials, as amended. The motion carried unanimously.*

5. Perkins Reauthorization and Approval of State Plan

(Board agenda page I-163)

[Official agenda item #6]

Heather Justice, director, college, career, and military preparation division, presented the Texas Perkins V four-year career and technical education state plan for approval and explained where the State Board of Education long-range plan was incorporated into the plan.

MOTION AND VOTE: *It was moved by Dr. Robinson, seconded by Mr. Cortez, and carried unanimously to recommend that the State Board of Education approve the Texas State Plan for Strengthening Career and Technical Education for the 21st Century Act (Perkins V).*

6. Update on Texas Essential Knowledge and Skills (TEKS) Review

(Board agenda page I-458)

[Official agenda item #7]

Public testimony was provided by the following individuals:

NAME: Mary Castle
AFFILIATION: Texas Values

NAME: Jonathan Covey
AFFILIATION: Texas Values

NAME: Anne Newman
AFFILIATION: Self

NAME: Moss Hampton
AFFILIATION: Self

Ms. Martinez provided an update on the impact of COVID-19 on the Texas Essential Knowledge and Skills (TEKS) review and revision timelines for science, health education, and physical education.

Ms. Ramos provided an update on the review of the English Language Proficiency Standards (ELPS).

Dr. Ellis adjourned the meeting at 3:19 p.m.