
SENATE COMMITTEE ON EDUCATION

Senator Connie Leyva, Chair

2019 - 2020 Regular

Bill No: AB 1393 **Hearing Date:** July 10, 2019
Author: Weber
Version: July 1, 2019
Urgency: No **Fiscal:** Yes
Consultant: Brandon Darnell

Subject: Pupil instruction: model curriculum: Laotian history and cultural studies.

SUMMARY

This bill adds Laotian history and cultural studies to the forthcoming model curriculum in Hmong history and cultural studies that the Instructional Quality Commission (IQC) is required to develop and submit to the State Board of Education (SBE) by December 31, 2022, and that the SBE is required to adopt, modify, or reject by March 31, 2023.

BACKGROUND

Existing law:

- 1) Requires the IQC to develop, and the SBE to adopt, modify, or revise, a model curriculum in ethnic studies, and requires that the model curriculum be written as a guide to allow school districts to adapt their courses to reflect the student demographics in their communities, and include examples of courses offered by local educational agencies (LEAs) that have been approved as meeting A-G admissions requirements including, to the extent possible, course outlines for those courses. (Education Code § 51226.7)
- 2) Requires that, by December 31, 2019, the IQC to submit the ethnic studies model curriculum to the SBE for adoption, and the SBE to adopt the model curriculum by March 31, 2020. (EC § 51226.7)
- 3) Requires the IQC to develop and submit to the SBE, and requires the SBE to adopt, modify, or revise, the following model curricula: (1) relative to the Vietnamese American refugee experience that includes, but is not limited to, curriculum on the fall of Saigon in 1975, (2) relative to the Cambodian genocide, and (3) in Hmong history and cultural studies. (EC § 33540.2, 33540.4, and 33540.6)
- 4) Requires the IQC to submit model curriculum in Hmong history and cultural studies to the SBE by December 31, 2022, and requires the SBE to adopt, modify, or reject the model curriculum before March 31, 2023. (EC § 33540.6)
- 5) Encourages that instruction be provided on the Vietnam war, including the “Secret War” in Laos and the role of Southeast Asians in that war, and encourages that this instruction include a component drawn from personal testimony, especially in the form of oral or video history of Southeast Asians who were involved in the

Vietnam war and those men and women who contributed to the war effort on the homefront. (EC § 51221.4)

- 6) Requires that the oral histories used as a part of the instruction regarding the role of Southeast Asians in the Vietnam war and the “Secret War” in Laos exemplify the personal sacrifice and courage of the wide range of ordinary citizens who were called upon to participate and provide intelligence for the United States. (EC § 51221.4)

ANALYSIS

This bill adds Laotian history and cultural studies to the forthcoming model curriculum in Hmong history and cultural studies that the Instructional Quality Commission (IQC) is required to develop and submit to the State Board of Education (SBE) by December 31, 2022, and that the SBE is required to adopt, modify, or reject by March 31, 2023. Specifically, this bill:

STAFF COMMENTS

- 1) ***Need for the bill.*** According to the author, “while existing law encourages instruction in the area of social sciences that may include instruction on the Vietnam War, including a component drawn from personal testimony of Southeast Asians who were involved in the war, such curriculum does not include the experience and testimony of Laotian refugees who were involved and affected by the war. It is important to teach students the complete and accurate history of the Vietnam War, also known as the Second Indochina War, which took place in Vietnam, Cambodia, and Laos.

Through the passage of SB 895 (Nguyen, 2018) the Instructional Quality Commission is required to develop and submit to the State Board of Education a model curriculum relative to the Vietnamese American refugee experience, a model curriculum relative to the Cambodian genocide, and a model curriculum in Hmong history and cultural studies. The history of Laotian refugees and the country of Laos, which is inseparable from the history of the Vietnam War, was not included in SB 895.”

- 2) ***Committee Policy.*** In recent years, the Education Committees in both the Senate and the Assembly have seen numerous bills attempting to require the IQC to include specific topics during framework revisions. In response, both committees passed identical rules discouraging that specific type of legislation. Members responded accordingly, and the committees began to see additional bills relating to model curricula in a variety of topics, such as the Vietnamese refugee experience, the Cambodian genocide, Hmong history and cultural studies, media literacy, service learning, financial literacy. The Committees revised their curriculum policy to also strongly discourage members from introducing measures that create new model curricula.

This bill, as introduced in the Assembly, required the IQC to develop an additional model curriculum in Laotian history and cultural studies. The Assembly Education Committee amended the bill to add that requirement to the

existing requirement for the IQC to develop a Hmong history and cultural studies model curriculum.

It is important to note that the IQC has a robust development process for model curricula that includes multiple opportunities for the public to provide input and feedback on model curricula under development. For example, below is the schedule of events for the ethnic studies model curriculum:

Event	Date
Public Input Webinar	January 9, 2018
IQC recommends Timeline, Model Curriculum Advisory Committee (MCAC) Application, and Guidelines	May 17–18, 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, 2019 March 21–22, 2019 April 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

The purpose of the committees’ policy is to encourage members to use the IQC’s administrative process before resulting to legislation. To that end, ***the committee may wish to consider*** if the inclusion of Laotian history and cultural studies should be accomplished through direct work with the IQC as it develops the model curricula in the Vietnamese refugee experience, the Cambodian genocide, and Hmong history and cultural studies, rather than an additional requirement on IQC.

- 3) ***Related and previous legislation.*** SB 895 (Nguyen, Chapter 686, Statutes of 2018) requires the IQC to develop and submit to the SBE, and requires the SBE to adopt, modify, or revise, the following model curricula: (1) relative to the Vietnamese American refugee experience that includes, but is not limited to, curriculum on the fall of Saigon in 1975, (2) relative to the Cambodian genocide, and (3) in Hmong history and cultural studies.

SB 830 (Dodd, Chapter 448, Statutes of 2018) would have required the Instructional Quality Commission (IQC) to develop, and the State Board of Education (SBE) to adopt, modify, or revise, a model curriculum in media literacy. SB 830 was amended in the Assembly Appropriations Committee to require the California Department of Education (CDE) to make available to school districts on its Internet Web site, by July 1, 2019, a list of resources and instructional materials on media literacy, including media literacy professional development programs for teachers.

SB 135 (Dodd, 2017) was substantially similar to the introduced version of SB 830 (Dodd, 2018). SB 135 passed this committee on April 19, 2017, and was held in the Assembly Appropriations Committee.

SB 583 (Stone, 2017) would have required the development of a model curriculum for an elective course in financial literacy for pupils in grades 9 to 12, inclusive. SB 583 was held in the Assembly Appropriations Committee.

AB 155 (Gomez, 2017) would have required the IQC to develop a model curriculum in media literacy, and requires the CDE to develop an online professional development module to support the model curriculum. AB 155 was held in the Assembly Appropriations Committee.

AB 838 (Levine, 2017) would have required that the IQC develop a model curriculum on the 2016 presidential election, for voluntary use in secondary government courses. AB 838 was held in the Assembly Appropriations Committee.

AB 738 (Limon, Ch. 614, Stats. 2017) requires the development of a model curriculum in Native American studies, and requires school districts which elect to offer one course in Native American studies to make the course available in at least one year during a student's enrollment in grades 9-12.

AB 2016 (Alejo, Ch. 327, Stats. 2016) requires the IQC to develop, and the SBE to adopt, a model curriculum in ethnic studies, as specified. The bill also encourages school districts and charter schools to offer an ethnic studies course based on the model curriculum for students in grades 9-12.

SUPPORT

Advocates for Lu Mien – California (Co-Sponsor)
Lao American Advancement Organization (Co-Sponsor)
California Pacific Chamber of Commerce (CalAsian)
Council of Asian Pacific Islanders Together for Advocacy & Leadership
Lu Mien American National Coalition
Lu Mien Community Services
Lao American Coalition
Lao Community Cultural Center of San Diego
Lao Family Community Development
Lao Lu Mien Culture Association
Legacies of War

Progressive Vietnamese American Organization
Sacramento Asian Pacific Film Festival
Sacramento Lu Mien Association
Shasta County Mien Community
Southeast Asia Resource Action Center
Tai Lue Cultural Heritage of the USA
Valley Hi-Covenant
Several individuals

OPPOSITION

None received

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