

FINAL BILL REPORT

EHB 2811

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Synopsis as Enacted

Brief Description: Establishing a statewide environmental sustainability education program.

Sponsors: Representatives J. Johnson, Steele, Santos, Ramel, Thai, Mead, Frame, Davis, Valdez, Bergquist, Doglio, Kirby, Lovick, Tarleton, Dolan, Goodman, Gregerson, Slatter, Macri, Hudgins, Pollet, Ryu and Stonier.

House Committee on Appropriations
Senate Committee on Early Learning & K-12 Education

Background:

State Learning Standards and Curriculum.

The Superintendent of Public Instruction (SPI) is responsible for developing and revising the state learning standards that identify the knowledge and skills all public school students need to know and be able to do based on basic education learning goals established by the Legislature. The SPI is also responsible for adopting student learning standards aligned to the state learning standards as grade-level content expectations. School districts must teach content aligned to the state learning standards when the content area is required or offered, but districts do not ratify or formally adopt the standards, as curriculum choices are, with limited exceptions, determined by school districts.

Environment and Sustainability Education Learning Standards.

In 2009 the SPI adopted the Washington State K-12 Integrated Environmental and Sustainability Education Learning Standards ("ESE learning standards"). The ESE learning standards address the following areas:

- Standard 1: Ecological, Social, and Economic Systems.
- Standard 2: The Natural and Built Environment.
- Standard 3: Sustainability and Civic Responsibility.

The ESE learning standards describe what students should know and be able to do to be environmentally and sustainability literate. The ESE learning standards are intended to be integrated into core content areas across all grade levels. In 2014 the ESE learning standards were updated to reflect the adoption of the Next Generation Science Standards and the Common Core State Standards.

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.

Outdoor Learning.

In 2015 the Washington State Legislature appropriated funding for the Office of the Superintendent of Public Instruction (OSPI) to contract with a nonprofit organization to develop and implement outdoor learning activities, lessons, and work experiences utilizing Washington's environmental, natural resources, and agricultural sectors. In 2019 the Legislature appropriated funding for the OSPI to continue to contract with a nonprofit organization to develop, implement, and provide professional learning for Washington kindergarten through grade 12 educators in outdoor field studies.

Summary:

The Office of the Superintendent of Public Instruction must provide state leadership for the integration of environmental and sustainability content with curriculum, instruction, and assessment. Subject to an appropriation, the OSPI must contract with a Washington-based nonprofit organization to integrate the state learning standards in English language arts, mathematics, and science with outdoor field studies and project-based and work-based learning opportunities aligned with the environmental, natural resources, and agricultural sectors.

The nonprofit organization must work with the OSPI to:

- build programming that connects administrators, school boards, and communities to support teacher practice and student educational opportunities;
- support educators to teach students environmental science and engineering outdoors that is aligned with ESE learning standards;
- create and deliver learning materials, educational and work-based opportunities, and resources to students, educators, and the community; and
- provide models for integrating Since Time Immemorial in teaching materials.

The OSPI must prioritize schools that have been identified for improvement through the Washington School Improvement Framework and communities historically underserved by science education.

To be an eligible contractor, the nonprofit organization must:

- have multiple years of experience providing educator professional development in real-world environmental science and engineering fields;
- have materials and instructional practices that align with the ESE learning standards and emphasize the Next Generation Science Standards to support field-based learning experiences; and
- deliver project-based learning materials and resources that incorporate career connections and contain professional development support for educators.

Votes on Final Passage:

House	91	6	
Senate	48	0	(Senate amended)
House	57	40	(House concurred)

Effective: June 11, 2020