

# SENATE BILL REPORT

## SB 5574

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As of February 18, 2025

**Title:** An act relating to instruction on Asian American and Native Hawaiian/Pacific Islander history in public schools.

**Brief Description:** Providing instruction on Asian American and Native Hawaiian/Pacific Islander history in public schools.

**Sponsors:** Senators Nobles, Trudeau, Cortes, Frame, Kauffman, Lias, Lovelett, Lovick, McCune, Orwall, Riccelli, Stanford, Torres, Valdez and Wilson, C..

**Brief History:**

**Committee Activity:** Early Learning & K-12 Education: 2/18/25.

**Brief Summary of Bill**

- Requires the Office of the Superintendent of Public Instruction (OSPI) to adopt Asian American and Native Hawaiian/Pacific Islander history learning standards as part of the state social studies learning standards and must identify available curricula and other instructional materials by September 1, 2028.
- Requires school districts to provide instruction in grades K-12 on Asian American and Native Hawaiian/Pacific Islander history when the topic aligns with the state social studies learning standards and included in existing frameworks for U.S. and Washington State history beginning in the 2029-30 school year.
- Directs OSPI to establish a temporary advisory committee to advise, assist, and make recommendations regarding these requirements.

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**SENATE COMMITTEE ON EARLY LEARNING & K-12 EDUCATION**

**Staff:** Ailey Kato (786-7434)

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*This analysis was prepared by non-partisan legislative staff for the use of legislative members in their deliberations. This analysis is not part of the legislation nor does it constitute a statement of legislative intent.*

**Background: Learning Standards.** The Office of the Superintendent of Public Instruction (OSPI) must develop, and periodically revise, state learning standards that identify the knowledge and skills all public school students need to know and be able to do based on the student learning goals. OSPI has adopted learning standards for 14 topics including social studies.

OSPI must include a screening for biased content in each development or revision of a state learning standard and ensure that concepts of diversity, equity, and inclusion are incorporated into each new or revised learning standard.

By September 1, 2025, OSPI must produce and post on its website a schedule for the revision of the state learning standards.

**Ethnic Studies.** In 2021, OSPI was directed to identify existing state learning standards that address the knowledge and skills that all public school students need to be global citizens in a global society with an appreciation for the contributions of diverse cultures. These state learning standards must be periodically updated to incorporate best practices in ethnic studies.

OSPI must identify and make available ethnic studies materials and resources for use in grades K through 12. Public schools with students in grades 7 through 12 are encouraged to offer an ethnic studies course, and public schools with students in grades K through 6 are encouraged to incorporate ethnic studies materials and resources.

**Inclusive Curricula and Instructional Materials.** By June 1, 2025, the Washington State School Directors' Association (WSSDA), with OSPI, must review and update a model policy and procedure to require that school districts, within available materials, adopt inclusive curricula and select diverse, equitable, inclusive, age-appropriate instructional materials that include the histories, contributions, and perspectives of historically marginalized and underrepresented groups including, but not limited to, people from various racial, ethnic, and religious backgrounds, people with differing learning needs, people with disabilities, LGBTQ people, and people with various socioeconomic and immigration backgrounds.

By October 1, 2025, school districts must amend their policy and procedures to conform with the WSSDA model policy and procedures.

**John McCoy (Iulilaš) Since Time Immemorial Curriculum.** The John McCoy (Iulilaš) Since Time Immemorial curriculum (curriculum) is maintained by OSPI and includes curricular resources for students in early learning programs, elementary, middle, and high school.

Beginning in 2015, school districts were required to incorporate curricula about the history, culture, and government of the nearest federally recognized Indian tribe or tribes when reviewing or adopting social studies curriculum. Districts are directed to use the curriculum

to fulfill this requirement and may modify that curriculum to incorporate regionally specific elements.

State Board of Education. The State Board of Education (SBE) must adopt rules to implement and ensure compliance with the state's statutory program of basic education.

Direct Lived Experience. State law requires certain entities to include at least three individuals from underrepresented populations who have direct lived experience with the identified policy or issue that the entity is tasked with examining.

Upon completion of the entity's work and by the same date of its final report, each entity must report certain information to the Office of Equity.

**Summary of Bill:** Learning Standards. By September 1, 2028, OSPI must adopt Asian American and Native Hawaiian/Pacific Islander history learning standards as part of the state social studies learning standards and must identify available curricula and other instructional materials that are aligned to those standards. These materials must be collected in collaboration with leaders from Asian American and Native Hawaiian/Pacific Islander community-based organizations, and the statewide association of educational service districts.

The learning standards must include, but is not limited to:

- the history of Americans of East Asian, Southeast Asian, South Asian, Native Hawaiian, and Pacific Islander descent; and
- a focus on this history and contributions of these groups in the state, region, and country, including incorporated and unincorporated territories of the U.S.

Instruction. Beginning in the 2029-30 school year, school districts must provide instruction in grades K through 12 on Asian American and Native Hawaiian/Pacific Islander history when the topic aligns with the state social studies learning standards and is included in existing frameworks of U.S. history and Washington State history.

School districts are encouraged to use the materials identified by OSPI, ethnic studies materials and resources, or other existing and appropriate public or private materials, personnel, and resources.

School districts may accept gifts, grants, and donations related to this instruction.

Beginning June 30, 2030, and annually thereafter, each school district must provide a report to SBE, OSPI, and WSSDA that the district is offering the instruction, and the instruction is planned, ongoing, and systemic.

Advisory Committee. OSPI must establish a temporary advisory committee with certain members to:

- advise, assist, and make recommendations regarding the implementation of the learning standards and identification of history curricula and other instructional materials;
- develop a framework to support teaching this topic including identifying educational programs, professional development, and teacher training opportunities; and
- submit a report to the Office of Equity regarding how those with direct lived experience participated.

Nothing in this act supersedes the use of the John McCoy (Iulilaš) Since Time Immemorial curriculum. This act is supplementary to, and does not supersede, the ethnic studies materials and resources for public school students.

**Appropriation:** None.

**Fiscal Note:** Available.

**Creates Committee/Commission/Task Force that includes Legislative members:** No.

**Effective Date:** Ninety days after adjournment of session in which bill is passed.

**Staff Summary of Public Testimony:** PRO: Anti-Asian hate and discrimination has recently proliferated in this state, especially during the pandemic. The root of this problem stems from improper education that misrepresents or does not represent this community. This bill gives hope to the 12 percent of Washingtonians that identify as Asian American, Native Hawaiian, or Pacific Islander. These students are made to feel foreign and are the targets of racism, bullying, and hate. This bill makes these students visible and makes sure history involving these groups are included in history frameworks. This bill does not create any new graduation requirements or separate curriculum. High school students are owed the opportunity to understand the complex world and deserve an education that reflects and uplifts them. Asian Americans, Native Hawaiians, and Pacific Islanders have lived in this country for many years and have contributed to this state in many ways. Students are more engaged and succeed more in school when they see themselves in the curriculum. This bill will foster inclusion and empathy and create learning environments where students can thrive.

OTHER: It is important for students to learn and understand the history and contributions of various ethnic groups. Last year, a bill passed that directs OSPI to screen learning standards for biased content and ensure these learning standards take into account diversity, equity, and inclusion. That bill addresses in part what this bill is aiming to do. This learning standard review process includes public comment and engagement. When there are new curriculum requirements, there needs to be thoughtful consideration of this additional workload such as sourcing new materials and updating lesson plans. This bill should be strongly encouraged instead of imposing new requirements.

**Persons Testifying:** PRO: Senator T'wina Nobles, Prime Sponsor; Angelie Chong, Make Us Visible Washington; Devin Cabanilla, Filipino American National Historical Society; Amasai Jeke, UTOPIA Washington; Scarlett Luo, Make Us Visible Washington; Zedeeka Fulay; Judy Kusakabe, Make Us Visible; Vivian Song; Maricres Castro, Filipino American Scholarship Fund; Michael Cho; Noelle Cho; Josie Cho; Alex Hur, Communities in Schools Washington; Lily Nop.

OTHER: Nasue Nishida, Washington Education Association; Casey Brown, Association of Washington School Principals.

**Persons Signed In To Testify But Not Testifying:** PRO: Adrianna Suluai, UTOPIA Washington; Jesse Robbins; Devon Chong; Mary Hilton; Sarah Karim; Sirichanh Sisavatdy, Lao Senior Outreach; Vita-Grace Cabanilla, The Filipino American National Historical Society (FANHS); Julie Mayer; Jason Moon; Sompasong Keohavong; Rachtha Danh, International District; Christina Billingsley; douglas chin, OCA Asian Pacific American Advocates - Greater Seattle; Brian Vangalder; Grace Go; Kimberly Chinomso; Jinmo Nam; Jaden Hong; Mary Ann Vargas , Northwest Kidney Centers ; Joseph Hwang; Kristina Chu; Veteran The Anh Nguyen, Nguyen's Foundation LLC; Rey Pascua, CAPAA.