

---

## Education Committee

---

### HB 1162

**Brief Description:** Providing for social emotional learning in public schools.

**Sponsors:** Representatives Dickerson, Quall, Sullivan, Haigh, Orwall, Lias, Takko, Kagi, Green, Simpson, Kenney and Nelson.

#### Brief Summary of Bill

- Creates a Social Emotional Learning Public-Private Partnership (Partnership) to support and provide leadership for the incorporation of Social Emotional Learning into Basic Education instruction in public schools.
- Creates an Account to receive any monies appropriated by the Legislature and from other sources to support the activities of the Partnership, and, after start-up costs, requires an equal match of monies from other sources for funds to be expended from the Account.
- Provides grants to pilot school districts, subject to funds in the Account, to implement a model program of Social Emotional Learning instruction, including using research-based curriculum, providing professional development, assigning specialists, and administering classroom-based assessments.

**Hearing Date:** 1/20/09

**Staff:** Barbara McLain (786-7383)

#### **Background:**

The Superintendent of Public Instruction (SPI) is responsible for developing learning standards or Essential Academic Learning Requirements (EALRs) that describe the knowledge and skills all public school students are expected to know and be able to do, based on the Basic Education Goals established in state law. There are EALRs for reading, writing, mathematics, science, social studies, health and fitness, communication, and the arts. Legislation enacted in 2007 also directed development of EALRs for technology, which were completed in December of 2008. The EALRs have been made more specific for each grade level through the Grade Level

---

*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.*

Expectations (GLEs), also developed by the SPI. For some EALRs, student performance is measured by the Washington Assessment of Student Learning; for others, it is measured through classroom-based assessments.

Social Emotional Learning (SEL) is a term used to describe knowledge and skills in awareness and management of emotions, setting and achieving personal and academic goals, interpersonal skills, establishing and maintaining positive relationships, and demonstrating decision-making and responsible behavior. In Washington, there are references to some of these skills in the GLEs for health and fitness, such as "Understands positive and negative effects of stress and stress management techniques" or "Solves conflicts while maintaining safe and respectful relationships." Some other states, including Wisconsin, Ohio, Tennessee, and Illinois, have adopted separate SEL standards. In Illinois, all school districts are required to adopt a policy for incorporating SEL into their educational program.

### **Summary of Bill:**

Social Emotional Learning (SEL) is defined as age-appropriate behavioral and emotional management, relationship skills, conflict resolution, interpersonal communication, cooperation, decision-making, and planning.

An SEL Public-Private Partnership (Partnership) is established with the goal of supporting and providing leadership for the incorporation of SEL into Basic Education instruction in the public schools. Members of the Partnership are:

- two members each from the Senate and the House of Representatives;
- one representative each from the Office of the Superintendent of Public Instruction (OSPI) and the Department of Early Learning;
- a representative from a college of education appointed by the Washington Association of Colleges of Teacher Education;
- four members with private or community expertise in SEL, two appointed by the Speaker of the House and two appointed by the President of the Senate; and
- four educators, appointed by the remaining members of the Partnership after they have been convened.

An Account is created in the custody of the State Treasurer to support the activities and responsibilities of the Partnership, the OSPI, and pilot school districts. Revenues in the Account include any appropriations by the Legislature, gifts or grants, federal funds or other sources. Only the SPI or designee may authorize expenditures from the account, and only at the direction of the Partnership. Up to \$25,000 of appropriations made by the Legislature to the Account can be expended for start-up costs without a required match of funds from other sources. Thereafter, monies from the Account can be expended only if the amount is an equal match of any appropriations by the Legislature and other sources of revenue.

The Partnership is responsible for developing definitions and guidelines for school districts to incorporate SEL into Basic Education instruction; developing criteria for the selection of pilot school districts; providing oversight and policy guidance for activities of the OSPI in support of SEL; seeking private matching resources and grants; and convening and engage stakeholders to promote SEL. If sufficient funds are available in the Account, the Partnership may hire a staff person who, for administrative purposes, resides in the OSPI.

If funds are available in the Account, the OSPI supports the Partnership by:

- conducting a baseline survey of school districts and their incorporation of SEL into Basic Education instruction;
- administering grants and providing technical assistance to pilot school districts, including providing for professional development opportunities;
- compiling and disseminating research-based curricula and programs;
- developing model policies and plans for school districts to incorporate SEL into Basic Education instruction; and
- developing classroom-based assessments in SEL.

The OSPI must also develop learning standards for SEL, which must be adopted for statewide use in school districts by September 1, 2012.

If funds are available in the Account, the OSPI provides grants for up to three pilot school districts for a three-year period. Pilot school districts are selected by the Partnership through a competitive process and conduct the following activities:

- develop a policy and plan for incorporation of SEL into Basic Education instruction;
- implement a model program of SEL instruction;
- select school teams to participate in professional development made available through the OSPI;
- provide other professional development opportunities within the district;
- assign SEL specialists in the districts; and
- administer classroom-based assessments in SEL.

The OSPI contracts for a third-party evaluation of the pilot school districts.

**Appropriation:** None.

**Fiscal Note:** Requested on 1/15/2009.

**Effective Date:** The bill takes effect 90 days after adjournment of the session in which the bill is passed.