

HOUSE BILL REPORT

HB 1746

As Reported by House Committee On:
Education

Title: An act relating to updating the 2015 report and recommendations for supporting student success through measuring and mitigating community risk and protective predictors since the emergence of the COVID-19 pandemic.

Brief Description: Updating the 2015 report and recommendations for supporting student success through measuring and mitigating community risk and protective predictors since the emergence of the COVID-19 pandemic.

Sponsors: Representatives Ortiz-Self, Taylor, Davis, Ramel and Santos.

Brief History:

Committee Activity:

Education: 1/13/22, 1/20/22 [DPS].

Brief Summary of Substitute Bill

- Requires Washington State University to create reports that: (1) summarize educational services and supports offered since the beginning of the COVID-19 pandemic and describe the implementation of social-emotional learning standards; and (2) update a 2015 report identifying the prevalence of resilience factors relevant to student success.

HOUSE COMMITTEE ON EDUCATION

Majority Report: The substitute bill be substituted therefor and the substitute bill do pass. Signed by 10 members: Representatives Santos, Chair; Dolan, Vice Chair; Berg, Bergquist, Callan, McEntire, Ortiz-Self, Rude, Steele and Stonier.

Minority Report: Do not pass. Signed by 1 member: Representative Walsh, Assistant Ranking Minority Member.

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.

Minority Report: Without recommendation. Signed by 1 member: Representative Ybarra, Ranking Minority Member.

Staff: Emily Stephens (786-7296) and Megan Wargacki (786-7194).

Background:

2015 "No School Alone" Report.

In 2014, legislation was enacted to direct the Education Research and Data Center (ERDC) to contract with the Washington State University (WSU) extension to conduct a geographic analysis to identify areas where family factors such as employment and health status correlated with academic and behavioral indicators of student success. The report, entitled "No School Alone: How Community Risks and Assets Contribute to School and Youth Success," was published in 2015 by the Child and Family Research Unit, then the Area Health Education Center.

The report uses as its unit of analysis "locales," which are school districts or groups of school districts. The report addresses:

- the prevalence of family and community health, safety, and stability factors relevant to student success;
- the identification of resilience factors correlated with improved population outcomes even in populations with family, health, safety, and stability challenges;
- the identification of key community factors that can influence academic success and youth development, such as the severity of adverse childhood experiences (ACEs) reported by adults, the poverty level in the school communities, and differences in school size and ethnic diversity;
- the value of using existing data sources as a framework to identify and track community factors; and
- the implications of the findings for policy targeted at improving kindergarten through grade 12 (K-12) or post-secondary outcomes.

The report included eight recommendations, for example:

- investing in expanding public awareness of the scope and consequences of ACEs and trauma, including supporting educators and educating parents on the impact of trauma;
- creating robust local partnerships between schools and communities to integrate understanding of ACEs and trauma into strategies for prevention and intervention; and
- sustaining efforts to address the impact of poverty on communities and schools by integrating social-emotional learning (SEL) practices into schools' academic mission, and increasing access to trauma-informed early intervention and treatment resources for vulnerable students and families.

Social-Emotional Learning.

Social-emotional learning helps students build awareness and skills in managing emotions, setting goals, establishing relationships, and making responsible decisions that support success in school and life.

In 2019, legislation was enacted that directed the Office of the Superintendent of Public Instruction (OSPI) to adopt SEL benchmarks and standards and created the Social Emotional Learning Committee (SEL Committee). The SEL Committee was directed to develop a trauma-informed, culturally sustaining and developmentally appropriate statewide SEL framework, and to identify best practices for schools implementing the SEL framework. Students in kindergarten through grade 3 must receive instruction in SEL.

COVID-19 Pandemic.

In 2020, the Governor prohibited most schools from conducting in-person educational, recreational, and other K-12 school programs due to the COVID-19 pandemic. In March 2021, the Governor issued an emergency proclamation noting that Washington children and youth are experiencing a mental and behavioral health crisis as a result of the pandemic, exacerbated by isolation and difficulty engaging with remote learning.

Education Research and Data Center

The ERDC is in the Office of Financial Management. It conducts collaborative analyses of early learning, K-12, and higher education programs and education issues. Among other duties, it coordinates with other state education agencies to compile and analyze education data.

Child and Family Research Unit.

The Child and Family Research Unit is a part of the WSU extension, and works to address the public health challenge of ACEs and resulting trauma by creating, promoting, and sustaining trauma-informed models of practice.

Summary of Substitute Bill:

The Education Research and Data Center must contract with the Child and Family Research Unit to produce two reports for the Legislature. The first report must be completed by December 1, 2022, and must analyze educational programs, services, and related academic and nonacademic supports provided by public schools and community-based organizations in partnership with schools, using data collected from those public schools and community-based organizations. The report must:

- summarize new educational services and related academic and nonacademic supports since the start of the COVID-19 pandemic;
- estimate the number of elementary and secondary students and their families receiving these services and supports, including during out-of-school time;
- describe where and how social-emotional learning standards and benchmarks are being implemented at public schools;

- recommend educational programs, services, and related academic and nonacademic supports that are shown through evidence to increase student educational outcomes; and
- recommend changes to state laws to make use of best practices more consistent across the state.

The second report must be completed by December 1, 2023. It must update the analysis conducted for the 2015 report, including the geographic analysis and, where possible, highlight the same locales highlighted in the earlier report. It must also disaggregate student data by several dimensions including race, low-income status, and special education status.

Substitute Bill Compared to Original Bill:

The substitute bill requires the Education Research and Data Center and the Child and Family Research Unit to include community-based organizations in addition to public schools when collecting data and analyzing educational programs, services, and related academic and nonacademic supports.

Appropriation: None.

Fiscal Note: Preliminary fiscal note available. New fiscal note requested on January 21, 2022.

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

Staff Summary of Public Testimony:

(In support) These reports will give hard data on what is happening across the state to identify where educational policies and supports around adverse childhood experiences, mental health, and social-emotional learning (SEL) are working well, and where they are not working well. It will also identify critical student needs and give recommendations on how to use the data in the reports.

Community-based organizations provide important services in school buildings. During the pandemic, community-based organizations provided childcare, virtual academic and SEL programming, meal and homework support, and technological support. However, collecting data about school partnerships with community-based organizations may be challenging.

(Opposed) None.

Persons Testifying: Representative Lillian Ortiz-Self, prime sponsor; and David Beard, School's Out Washington.

Persons Signed In To Testify But Not Testifying: None.