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**SUBSTITUTE HOUSE BILL 1746**

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**State of Washington**

**67th Legislature**

**2022 Regular Session**

**By** House Education (originally sponsored by Representatives Ortiz-Self, Taylor, Davis, Ramel, and Santos)

READ FIRST TIME 01/24/22.

1 AN ACT Relating to updating the 2015 report and recommendations  
2 for supporting student success through measuring and mitigating  
3 community risk and protective predictors since the emergence of the  
4 COVID-19 pandemic; adding a new section to chapter 28A.630 RCW; and  
5 creating a new section.

6 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF WASHINGTON:

7 NEW SECTION. **Sec. 1.** (1) The legislature acknowledges that it  
8 directed Washington State University to conduct a geographic analysis  
9 to identify areas where the cumulative effect of family and community  
10 risk and protective predictors correlated with academic and  
11 behavioral indicators of student success. The resulting report,  
12 entitled "No School Alone: How community risks and assets contribute  
13 to school and youth success," was published in 2015. The report  
14 included recommendations to: (a) Reinvigorate and make targeted  
15 empirically supported investments in building local community  
16 capacity to support state educational and service investments; (b)  
17 invest in expanding public awareness of the scope and consequences of  
18 adverse childhood experiences and trauma in communities; (c) sustain  
19 efforts to address the impact of poverty on communities and schools;  
20 and (d) invest in schools adopting social-emotional practices and  
21 responses to the trauma children bring to schools.

1 (2) The legislature finds that educational policies and practices  
2 have changed since 2015. For example, legislation enacted in 2016:  
3 (a) Prohibits school districts from suspending the provision of  
4 educational services to students as a disciplinary action; (b) limits  
5 student suspension or expulsion to the length of an academic term and  
6 requires a reengagement meeting that includes the student's family;  
7 and (c) prohibits long-term suspension or expulsion as a form of  
8 discretionary discipline. The same legislation required collection  
9 and publication of student data disaggregated by subracial and  
10 subethnic categories. In addition, legislation enacted in 2019  
11 resulted in the adoption of state social-emotional learning standards  
12 and benchmarks for students that were also incorporated into  
13 standards for the preparation and licensure of principals, teachers,  
14 and paraeducators.

15 (3) The legislature recognizes that the COVID-19 pandemic has  
16 negatively impacted learning and well-being for many elementary and  
17 secondary students. Standardized test results indicate that  
18 preexisting disproportionalities were widened during the COVID-19  
19 pandemic. In March 2021, the governor issued an emergency order  
20 proclaiming a crisis in the mental and behavioral health of many  
21 children and youth.

22 (4) The legislature acknowledges that the COVID-19 pandemic  
23 further strained households experiencing food hardships. The July  
24 2021 Washington food security survey found that one-third of  
25 households with children were food insecure. Not having consistent  
26 access to enough food, let alone healthy food, can affect children's  
27 physical and mental health, including their attention span and  
28 cognitive abilities.

29 (5) Therefore, the legislature intends to direct Washington State  
30 University to update its 2015 report and recommendations for  
31 supporting student success through measuring and mitigating community  
32 risk and protective predictors to determine the effects of policies  
33 and practices implemented since 2015 and the impact of the COVID-19  
34 pandemic, and to provide recommendations for best practices yet to be  
35 implemented in Washington.

36 NEW SECTION. **Sec. 2.** A new section is added to chapter 28A.630  
37 RCW to read as follows:

38 (1) The education data center, established in RCW 43.41.400,  
39 shall contract with the child and family research unit at the

1 Washington State University extension to produce the reports  
2 described in this section.

3 (2) By December 1, 2022, a report must be completed that analyzes  
4 educational programs, services, and related academic and nonacademic  
5 supports provided by public schools and community-based organizations  
6 in partnership with schools. The analysis must be conducted using  
7 data collected from public schools and community-based organizations  
8 in partnership with public schools. At a minimum, the report must:  
9 (a) Summarize new educational services and related academic and  
10 nonacademic supports offered by public schools and community-based  
11 organizations since the start of the COVID-19 pandemic; (b) estimate  
12 the number of elementary and secondary students and their families  
13 receiving these services and supports, including during out-of-school  
14 time; (c) describe where and how social-emotional learning standards  
15 and benchmarks are being implemented at public schools; (d) recommend  
16 educational programs, services, and related academic and nonacademic  
17 supports that have been shown through evidence to increase student  
18 educational outcomes; and (e) recommend changes to state laws to make  
19 use of best practices more consistent across the state.

20 (3)(a) By December 1, 2023, a report must update the data  
21 analysis required by chapter 196, Laws of 2014. As required in 2014,  
22 the geographic analysis must be conducted using existing data to  
23 identify areas where the cumulative effect of family factors, such as  
24 employment, health status, safety, and stability, correlate with  
25 academic and behavioral indicators of student success. This report  
26 must include maps that illustrate community variation in family  
27 factors as they relate to kindergarten through 12th grade and  
28 postsecondary education outcomes and keeping all children on track  
29 for success. To the extent possible, the locales highlighted in the  
30 earlier report must be highlighted in the new report.

31 (b) At a minimum, the report must include:

32 (i) The prevalence of family and community health, safety, and  
33 stability factors relevant to student success;

34 (ii) Resilience factors that are statistically correlated with  
35 improved population outcomes even in populations with family, health,  
36 safety, and stability challenges;

37 (iii) Correlation of the factors in (b)(ii) of this subsection  
38 with community variation in academic, behavior, and graduation  
39 outcomes;

1 (iv) Implications for policy targeted at improving kindergarten  
2 through 12th grade or postsecondary outcomes;

3 (v) Disaggregation of student data as provided in RCW 28A.300.042  
4 (1) and (3).

5 (4) The reports required by this section must be submitted to the  
6 appropriate committees of the legislature in accordance with RCW  
7 43.01.036.

8 (5) As used in this section, "public schools" has the same  
9 meaning as in RCW 28A.150.010.

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