
HOUSE BILL 1518

State of Washington

65th Legislature

2017 Regular Session

By Representatives Senn, Stambaugh, Lovick, Stonier, Harris, Slatter, Kilduff, Nealey, Caldier, Clibborn, and Ortiz-Self

1 AN ACT Relating to improving student achievement by promoting
2 social emotional learning throughout the calendar year; adding a new
3 section to chapter 43.215 RCW; adding a new section to chapter
4 28A.630 RCW; adding a new section to chapter 28A.300 RCW; adding a
5 new section to chapter 28A.215 RCW; creating new sections; and
6 providing an expiration date.

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

8 NEW SECTION. **Sec. 1.** (1) The legislature finds that:

9 (a) Researchers at the University of Washington Tacoma's Center
10 for Strong Schools who recently conducted a meta-analysis of 213
11 social emotional learning programs found that: (i) Social and
12 emotional learning approaches increase students' mathematics and
13 reading performance by eleven percentile points;

14 (b) The department of early learning reported that, in the
15 2013-14 school year, the social emotional development of nearly fifty
16 percent of children in the early learning childhood and assistance
17 program improved;

18 (c) The Washington state institute for public policy concluded in
19 2014 that the state's early childhood education and assistance
20 program has a positive impact on third, fourth, and fifth grade test

1 scores, and the program generates about four dollars and seventy-five
2 cents of benefits for every dollar of cost; and

3 (d) Researchers at the University of Washington Tacoma's Center
4 for Strong Schools also found that two-thirds of the ninth grade
5 academic achievement gap between disadvantaged youngsters and their
6 more advantaged peers can be explained by what happens over the
7 summer during the elementary school years.

8 (2) The legislature intends to improve student achievement by
9 promoting social emotional learning throughout the calendar year in
10 the following ways:

11 (a) Increasing the number of summer early childhood education and
12 assistance programs at K-12 school building sites;

13 (b) Identifying developmental indicators for every grade level,
14 kindergarten through twelve, for each of the six benchmarks described
15 in the 2016 social emotional learning benchmarks report, that is,
16 self-awareness, self-management, self-efficacy, social awareness,
17 social management, and social engagement, as well as best practices
18 and guidance;

19 (c) Requiring the superintendent of public instruction to employ
20 a social emotional learning technical advisor to assist and advise
21 schools in implementing social emotional learning programs throughout
22 the calendar year; and

23 (d) Providing summer step-up grants to increase the number of
24 summer learning programs that combine academics and social emotional
25 learning.

26 NEW SECTION. **Sec. 2.** A new section is added to chapter 43.215
27 RCW to read as follows:

28 (1) Subject to the availability of amounts appropriated for this
29 specific purpose, by March 1, 2018, the department must contract for
30 up to an additional six hundred slots in summer early childhood
31 education and assistance programs at K-12 school building sites. The
32 department must distribute the slots across the state.

33 (2) The department must give priority to summer early childhood
34 education and assistance programs operated in K-12 school buildings
35 that: (a) Plan to include four-year old children; (b) are in low-
36 income areas or areas underserved by early childhood education
37 programs; and (c) plan to fund summer meals using reimbursements from
38 the United States department of agriculture or other nonstate
39 sources.

1 (3) The department may adopt rules to implement this section.

2 (4) By October 1, 2019, and in compliance with RCW 43.01.036, the
3 department shall submit a report to the governor and the education
4 committees of the legislature that describes how many summer early
5 childhood education and assistance program slots were funded,
6 participant's school readiness outcomes compared to children that did
7 not receive the summer school programming, lessons learned in
8 combining academics and social emotional learning in summer early
9 childhood education and assistance programs, and lessons learned in
10 funding summer meals using reimbursements from the United States
11 department of agriculture or other nonstate sources; and that
12 includes recommendations for continuing, modifying, or expiring the
13 program.

14 NEW SECTION. **Sec. 3.** A new section is added to chapter 28A.630
15 RCW to read as follows:

16 (1) The superintendent of public instruction shall convene a work
17 group to build upon the 2016 social emotional learning work group
18 established under section 501(34), chapter 4, Laws of 2015 3rd sp.
19 sess.

20 (2) The work group must include:

21 (a) The members of the social emotional learning benchmarks work
22 group established under section 501(34), chapter 4, Laws of 2015 3rd
23 sp. sess.;

24 (b) Representatives of the following groups: The Washington state
25 commission on African American affairs, the Washington state
26 commission on Asian Pacific American affairs, the Washington state
27 commission on Hispanic affairs, the governor's office of Indian
28 affairs, federally recognized tribes and urban tribal centers, an
29 organization that specifically works to close the educational
30 opportunity gap, grassroots organizations engaged with communities of
31 color, and an organization that works with immigrant populations; and

32 (c) Experts in social emotional learning curriculum development,
33 early childhood development, and adverse childhood experiences and
34 trauma-informed care.

35 (3) The work group must:

36 (a) Build upon the 2016 social emotional learning benchmarks work
37 group report;

38 (b) Identify and articulate developmental indicators for every
39 grade level, kindergarten through twelve, for each of the six

1 benchmarks described in the 2016 social emotional learning benchmarks
2 report, that is, self-awareness, self-management, self-efficacy,
3 social awareness, social management, and social engagement. These
4 indicators must be:

5 (i) Culturally inclusive and responsive;
6 (ii) Developmentally appropriate; and
7 (iii) Aligned with the benchmarks identified in the 2016 social
8 emotional learning benchmarks report;

9 (c) Solicit, and incorporate, feedback from stakeholders and
10 experts across the state on the social emotional learning benchmarks
11 and indicators;

12 (d) Develop a model of best practices for educators, schools,
13 districts, and families to monitor students' social emotional
14 development and progress, and communicate this information to
15 students' families. This model must:

16 (i) Not stigmatize or label individual students;
17 (ii) Not place one set of cultural norms or practices above
18 another;

19 (iii) Be developmentally appropriate; and

20 (iv) Not be used as a state assessment or learning standard, nor
21 affect students' grades;

22 (e) Develop guidance for schools, school districts, and educators
23 in promoting developmentally appropriate interpersonal and decision-
24 making knowledge and skills of social and emotional learning
25 throughout the calendar year that:

26 (i) Is culturally competent;

27 (ii) Is linguistically appropriate;

28 (iii) Provides a positive learning environment for students;

29 (iv) Is inclusive of parental involvement;

30 (v) Promotes school safety and a positive school climate;

31 (vi) Includes best practices in assisting students through school
32 transitions between elementary, middle, and high school; and

33 (vii) Incorporates best practices to address the mental health
34 continuum of children, from mental well-being and mental health to
35 mental illness, and acknowledges research around adverse childhood
36 experiences;

37 (f) Provide technical advice on how developmentally appropriate
38 interpersonal and decision-making knowledge and skills of social
39 emotional learning fits within existing teacher and principal

1 evaluations, particularly as it relates to school safety and school
2 climate; and

3 (g) Create a state implementation plan that provides a framework
4 for incorporating, and aligning, social emotional learning with other
5 Washington state education initiatives including college and career
6 readiness, STEM education, twenty-first century skills, and the
7 Washington state learning standards.

8 (4) To inform the work of the work group, the office of the
9 superintendent of public instruction shall survey schools to:

10 (a) Ascertain how many schools in the state are teaching
11 interpersonal and decision-making knowledge and skills of social
12 emotional learning; and

13 (b) Understand individual districts' capacity to implement the
14 social emotional learning benchmarks and indicators.

15 (5) By September 1, 2019, and in compliance with RCW 43.01.036,
16 the work group shall submit a report to the education committees of
17 the legislature, the governor, and the superintendent of public
18 instruction that details the work group's activities required under
19 this section.

20 (6) The superintendent of public instruction may adopt rules to
21 implement this section.

22 (7) This section expires July 1, 2020.

23 NEW SECTION. **Sec. 4.** A new section is added to chapter 28A.300
24 RCW to read as follows:

25 (1) The superintendent of public instruction shall select and
26 employ a social emotional learning technical advisor to assist and
27 advise schools in implementing social emotional learning programs
28 throughout the calendar year.

29 (2) The superintendent of public instruction shall adopt,
30 periodically update, and post on its web site, social emotional
31 learning developmental benchmarks and indicators, best practices, and
32 guidance, based on the recommendations of the social emotional
33 learning work group convened under section 3 of this act.

34 NEW SECTION. **Sec. 5.** A new section is added to chapter 28A.215
35 RCW to read as follows:

36 (1)(a) The summer step-up grant program is established to
37 increase the number of summer learning programs that combine
38 academics and social emotional learning.

1 (b) The office of the superintendent of public instruction must
2 develop and administer the competitive grant program.

3 (2)(a) By March 1, 2018, the office of the superintendent of
4 public instruction must award grants to summer learning programs that
5 are at least four weeks in length, for any of grades kindergarten
6 through twelve that agree to create or expand summer learning
7 programs that combine academics and social emotional learning.

8 (b) The office must identify criteria to evaluate applicants. The
9 application must require, among other things, that the applicant
10 describe: (i) The number and grade levels of the students that grant
11 money will serve; (ii) how the summer learning program will combine
12 academics and social emotional learning; and (iii) how summer meals
13 will be funded, including whether meals will be reimbursed by the
14 United States department of agriculture or other nonstate sources.

15 (c) In awarding grants, the office must give priority to
16 applicants that plan to fund summer meals using reimbursements from
17 the United States department of agriculture or other nonstate
18 sources.

19 (d) Grant money must be used to support summer learning programs
20 that combine academics and developmentally appropriate interpersonal
21 and decision-making knowledge and skills of social emotional learning
22 using the social emotional learning benchmarks recommended by the
23 work group established under section 501(34), chapter 4, Laws of 2015
24 3rd sp. sess.

25 (e) The grant period is two years. Throughout the grant period,
26 the grantees must cooperate with the office to evaluate program
27 effectiveness and to draft the report required in this section.

28 (3) The superintendent of public instruction may adopt rules to
29 implement this section.

30 (4) By October 1, 2019, and in compliance with RCW 43.01.036, the
31 superintendent of public instruction shall submit a report to the
32 governor and the education committees of the legislature that
33 describes how many students were supported during the summer learning
34 programs funded by the summer step-up grants described in this
35 section, lessons learned in combining academics and social emotional
36 learning in summer learning programs, lessons learned in funding
37 summer meals using reimbursements from the United States department
38 of agriculture or other nonstate sources, and includes
39 recommendations for continuing, modifying, or expiring the summer
40 step-up grant program.

1 NEW SECTION. **Sec. 6.** This act may be known and cited as the
2 summer step-up act.

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