



# THE WASHINGTON STATE BOARD OF EDUCATION

*A high-quality education system that prepares all students for college, career, and life.*

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**Title:** Educational Opportunity Gap Oversight and Accountability Committee (EOGOAC)– Status of Policies to Close Opportunity and Achievement Gaps

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**As related to:**

<input checked="" type="checkbox"/> <b>Goal One:</b> Develop and support policies to close the achievement and opportunity gaps.	<input type="checkbox"/> <b>Goal Three:</b> Ensure that every student has the opportunity to meet career and college ready standards.
<input type="checkbox"/> <b>Goal Two:</b> Develop comprehensive accountability, recognition, and supports for students, schools, and districts.	<input checked="" type="checkbox"/> <b>Goal Four:</b> Provide effective oversight of the K-12 system.
	<input type="checkbox"/> <b>Other</b>

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**Relevant to Board roles:**

<input checked="" type="checkbox"/> Policy leadership	<input checked="" type="checkbox"/> Communication
<input checked="" type="checkbox"/> System oversight	<input checked="" type="checkbox"/> Convening and facilitating
<input checked="" type="checkbox"/> Advocacy	

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**Policy considerations / Key questions:** What is the current status of state policies to close opportunity and achievement gaps?  
How does the EOGOAC think the SBE could help policy-wise with closing gaps?

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**Relevant to business item:** No action anticipated during this meeting.

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**Materials included in packet:**

- Status of EOGOAC Policy/Legislative Priorities
- EOGOAC 2017 Annual Report
- Social Emotional Benchmark Workgroup 2016 Report

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**Synopsis:**

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EOGOAC is one of the most important partners in our work.

The Board invited EOGOAC members and staff to meet today to share their thoughts regarding:

1. EOGOAC's policy recommendations to close student opportunity and achievement gaps
2. Current status of passing legislation and implementing such policies
3. EOGOAC's suggestions for specific ways SBE can assist with legislation and policies to close student opportunity and achievement gaps

If you have questions regarding this information, please contact Kaaren Heikes at [Kaaren.heikes@k12.wa.us](mailto:Kaaren.heikes@k12.wa.us).



# THE WASHINGTON STATE BOARD OF EDUCATION

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## Status of EOGOAC Policy Priorities as of June 2017

EOGOAC 2015-17 Legislative Priorities for Closing the Opportunity Gap	Legislative Status as of June 2017
<p><b>School Discipline</b></p> <ul style="list-style-type: none"> <li>• Legislature require school districts publish annual school discipline reports, beginning the 2016-2017 school year.</li> <li>• OSPI add a ‘School Discipline’ section to the school improvement plan document.</li> <li>• Legislature specify in law what ‘comparable, equitable, and appropriate alternative education settings means.</li> <li>• OSPI hold school districts accountable for adhering to school discipline laws.               <ul style="list-style-type: none"> <li>○ E.g. families must have the opportunity to provide meaningful input.</li> </ul> </li> <li>• Legislature require schools create and implement individualized reengagement plans for every student who has been suspended or expelled.</li> <li>• OSPI work in collaboration with the juvenile justice system, local truancy boards, and alternative schools and institutions to create comprehensive and integrated student supports.</li> </ul>	<p><a href="#">Chapter 72, Laws of 2016</a> (Education – Opportunities and Outcomes) mandated changes to student discipline and cultural competence training.</p> <ul style="list-style-type: none"> <li>• OSPI is drafting new student discipline rules with this tentative schedule in mind:               <ul style="list-style-type: none"> <li>○ August 2017: Notice of Proposed Rulemaking (CR-102)</li> <li>○ October 2017: Public hearing and opportunity to comment on proposed rules</li> <li>○ February 2018: Final Rules and Rulemaking Order (CR-103)</li> <li>○ August 2018: Rules become effective</li> </ul> </li> <li>• OSPI and WSSDA are tasked with developing and delivering cultural competence training.</li> </ul> <p>Changes from 2016 Fourth Substitute House Bill 1541:</p> <ul style="list-style-type: none"> <li>• Suspension and expulsions must have an end date of no more than the length of one academic term (as defined by the local school board).</li> <li>• Prohibits districts from imposing a long term suspension as a form of discretionary discipline.</li> <li>• School districts must provide educational services to students who have been suspended or expelled.</li> <li>• Educational services should be comparable, equitable, and appropriate to the regular education services.</li> <li>• Adds a tribal representative to the Student Discipline Task Force.</li> <li>• Requires school districts to annually disseminate discipline policies and procedures to students, families, and the community.</li> <li>• Requires school districts to use disaggregated data.</li> <li>• Requires school districts to periodically review and update discipline rules, policies, and procedures.</li> <li>• Requires the Washington State School Directors’ Association (WSSDA) to create model school discipline policies and procedures and post them by December 1, 2016. (School districts must adopt and enforce policies by 2017-2018 school year.)</li> <li>• The OSPI must develop a training program to support</li> </ul>

	<p>implementation of discipline policies/procedures.</p> <ul style="list-style-type: none"> <li>• School districts are strongly encouraged to provide training to all school and district staff.</li> <li>• School districts must convene a meeting with student and respective guardian(s) within 20 days of suspension or expulsion. Families must have access to, provide meaningful input on, and have the opportunity to participate in a culturally sensitive and culturally reengagement plan.</li> <li>• Revises data sharing and research agreement provision for the Administrative Office of the Courts.</li> </ul> <p>Changes from 2014 Third Substitute House Bill 1680:</p> <ul style="list-style-type: none"> <li>• Prohibits long-term suspension or expulsion as a form of discretionary discipline, which is defined as behavior that violates school district rules of student conduct, but does not constitute certain specified violations or offenses defined in the criminal code.</li> <li>• Requires the Superintendent of Public Instruction to develop standards for educational services provided to suspended or expelled students.</li> <li>• Requires school districts to provide an opportunity for suspended or expelled students to receive educational services that meet state standards.</li> </ul>
<p><b>Cultural Competence</b></p> <ul style="list-style-type: none"> <li>• Legislature provide Washington State School Directors' (WSSDA) with funding to implement a required, annual cultural competence training to all school board directors and superintendents.</li> <li>• Legislature require cultural competence training for all school staff.</li> <li>• OSPI add a 'Cultural Competence' section to the school improvement plan document.</li> <li>• WSSDA and schools districts reach out to families, communities, and CISL when creating the cultural competence training.</li> </ul>	<p><a href="#">Chapter 72, Laws of 2016</a> (Education – Opportunities and Outcomes) mandated changes to student discipline and cultural competence training.</p> <ul style="list-style-type: none"> <li>• OSPI is drafting new student discipline rules with this tentative schedule in mind: <ul style="list-style-type: none"> <li>○ August 2017: Notice of Proposed Rulemaking (CR-102)</li> <li>○ October 2017: Public hearing and opportunity to comment on proposed rules</li> <li>○ February 2018: Final Rules and Rulemaking Order (CR-103)</li> <li>○ August 2018: Rules become effective</li> </ul> </li> <li>• OSPI and WSSDA are tasked with developing and delivering cultural competence training.</li> </ul> <p>Changes from 2016 Fourth Substitute House Bill 1541:</p> <ul style="list-style-type: none"> <li>• The OSPI, in collaboration with partner organizations, shall outline professional development and training in cultural competence that must be aligned with the PESB standards and include foundational elements of cultural competence, focusing on multicultural education, principles of English language acquisition, and best practices to implement the tribal history and culture curriculum.</li> <li>• Strongly encourages school districts who are under improvement status to provide culturally competent professional development and training for classified, certificated instructional, and administrative staff.</li> </ul>

	<ul style="list-style-type: none"> <li>• The WSSDA, in collaboration with partnering organizations, must develop a plan for the creation and delivery of cultural competency training.</li> <li>• OSPI shall develop and make available a professional development program to support the implementation of the evaluation systems required by RCW 28A.405.100. Training should include information regarding best practices to implement the tribal history and culture curriculum, and must be aligned with PESB and cultural competency principles.</li> <li>• Before implementation of revised evaluation systems, school districts must provide professional development that includes foundational elements of cultural competence, focusing on multicultural education and principles of English language acquisition</li> </ul> <p>Changes from 2014 Third Substitute House Bill 1680:</p> <ul style="list-style-type: none"> <li>• Requires development of a content outline for cultural competence training for all school staff.</li> </ul>
<p><b>Teacher Recruitment, Hiring, and Retention</b></p> <ul style="list-style-type: none"> <li>• Legislature approve budget request by Office of Superintendent of Public Instruction (OSPI) and the Professional Educator Standards Board (PESB) to expand teacher certification pathways.</li> <li>• PESB require all teacher preparation programs add a graduation requirement: All students must take and pass the WA State teacher certification test before graduation.</li> <li>• All teacher preparation programs in WA provide mentorship programs to teacher candidates of color.</li> <li>• Legislature increase the starting teacher salary.</li> <li>• Legislature convene a workgroup tasked with identifying differential compensation options that incentivize working in high needs schools.</li> <li>• Legislature fund PESB’s proposed teacher loan forgiveness program.</li> <li>• Legislature approve PESB’s budget request to expand the Grow Your Own Teacher strategy.</li> <li>• PESB provide guidance and statewide resources to school districts on how to develop and implement policies and programs that mentor, encourage, and support the educator workforce of color.</li> </ul>	<p><a href="#">Second Substitute House Bill 1827</a> (Educator recruitment, retention, and development) passed out of the House Education Committee last week. HB 1827 as of June 21<sup>st</sup>: Relating to expanding the current and future educator workforce supply through evidence-based strategies to improve and incentivize the recruitment and retention of highly effective educators, especially in high-need subject, grade-level, and geographic areas, and to establish a cohesive continuum of high quality professional learning from preparation programs to job embedded induction, mentoring, collaboration, and other professional development opportunities.</p> <p>June 21: In Committee (Referred to Appropriations) See full bill information <a href="#">here</a>.</p> <p>Changes from 2016 Fourth Substitute House Bill 1541:</p> <ul style="list-style-type: none"> <li>• The OSPI shall make certain reports available on the internet that include: <ul style="list-style-type: none"> <li>→ Percent of classroom teachers per school district, disaggregated by race/ethnicity.</li> <li>→ Average length of service of classroom teachers per school district and per school, disaggregated by race/ethnicity.</li> </ul> </li> <li>• Disaggregated classroom teacher data should follow the guidelines described in 28A.300.0421(1) for student level data.</li> </ul> <p>Changes from 2014 Third Substitute House Bill 1680:</p> <ul style="list-style-type: none"> <li>• Directs design of an articulated pathway for teacher preparation, from paraeducator certificates through teacher certification.</li> </ul>
<p><b>English Learner Accountability</b></p> <ul style="list-style-type: none"> <li>• Legislature adopt dual language instruction as the preferred Transitional Bilingual Instructional Program (TBIP) model in WA.</li> </ul>	<p>HB 1445: Signed into law May 2017: Concerning dual language in early learning and K-12 education. Bill digest link <a href="#">here</a> and full bill link <a href="#">here</a>.</p>

<ul style="list-style-type: none"> <li>• Legislature increase TBIP funding to school districts. <ul style="list-style-type: none"> <li>○ Additional funding shall be used to hire certified teachers with bilingual education or English language learner endorsement.</li> </ul> </li> <li>• Create a conditional scholarship program for educators seeking endorsements in bilingual education or English language learning.</li> </ul>	<p>Changes from 2016 Fourth Substitute House Bill 1541:</p> <ul style="list-style-type: none"> <li>• By the 2019-2020 school year, all classroom teachers assigned using Transitional Bilingual Instructional Program (TBIP) funds must hold an endorsement in bilingual education or ELL.</li> <li>• Removes the requirement for the OSPI to report to the legislature on the evaluation system for measuring increases in English academic proficiency of eligible pupils.</li> <li>• The OSPI shall identify schools in the top 5% of schools with the highest percent growth during the previous two school years in enrollment of English language learner students compared to previous enrollment trends. Schools and school districts identified are strongly encouraged to provide cultural competence professional development and training developed under RCW 28A.405.106, 28A.405.120, and Section 204 of 4SHB1541.</li> </ul> <p>Changes from 2014 Third Substitute House Bill 1680:</p> <ul style="list-style-type: none"> <li>• Expands a conditional teacher scholarship program to include teachers seeking endorsements in Bilingual Education or English Language Learner (ELL).</li> <li>• Requires development of a performance-based accountability system for the Transitional Bilingual Instructional Program (TBIP).</li> <li>• Requires that teachers assigned to the TBIP be endorsed in Bilingual Education or the ELL beginning in 2017-18.</li> </ul>
<p><b>Family Engagement</b></p> <ul style="list-style-type: none"> <li>• Legislature provide funding to OEO to implement and facilitate a statewide family engagement workgroup.</li> <li>• Change prototypical schools funding model for family engagement. <ul style="list-style-type: none"> <li>○ Require minimum of 3 family engagement coordinators (elementary, middle, high school) per school district.</li> </ul> </li> </ul> <p>From there use 1.0 family engagement coordinators per 400 FTE students at elementary level, 432 FTE students at middle school level, and 600 FTE students at the high school level.</p>	<p>Changes from 2016 Fourth Substitute House Bill 1541: See Integrated Student Supports below.</p> <p>HB 1618 as of June 21<sup>st</sup>: Concerning family and community engagement coordinators.</p> <p>June 21<sup>st</sup>: In Committee (By resolution, reintroduced and retained in present status during 2017 3<sup>rd</sup> Special Session). See full bill information <a href="#">here</a>.</p>
<p><b>Washington Integrated Student Supports and Student Transitions</b></p> <ul style="list-style-type: none"> <li>• Legislature approve OSPI’s budget request to increase funding for the Center for the Improvement of Student Learning (CISL).</li> <li>• CISL collaborate with students, families, communities of color, and CBOs when creating the WISSP.</li> <li>• CISL devote a section of the WISSP to breaking the school to prison pipeline.</li> <li>• The EOGOAC recommends that the guidance</li> </ul>	<p>Changes from 2016 Fourth Substitute House Bill 1541:</p> <ul style="list-style-type: none"> <li>• Establishes the Washington Integrated Student Supports Protocol (WISSP) and outlines WISSP’s Framework.</li> <li>• The OSPI shall create a work group to determine how best to implement the WISSP Framework throughout the state.</li> <li>• Strikes the requirement that the Learning Assistance Program (LAP) expenditures be consistent with provisions of 28A.655.235. The bill also strikes the requirement that the OSPI must approve any community based organization or local agency before LAP funds can be spent for readiness to learn. Now, school boards must approve any community based</li> </ul>

<p>counselor allocation is increased through the prototypical schools model to reflect the national standards for practice as outlined in the American School Counselors Association (see EOGOAC Recommendation 7 – Incorporate Integrated Student Services And Family Engagement)</p> <ul style="list-style-type: none"> <li>• Student Transitions: <ul style="list-style-type: none"> <li>○ The EOGOAC encourages opportunities for dual credits to reduce barriers and help students complete credits while in high school.</li> <li>○ Focus on community and family training on how to pay for college (e.g. filing the FAFSA and applying for grants, scholarships, and loans) and distribute materials about college and financial aid for Middle and High Schools to provide students</li> </ul> </li> </ul>	<p>organization or local agency in an open meeting before LAP funds may be expended for Readiness to Learn components to be included in the framework.</p> <ul style="list-style-type: none"> <li>• Requires Department of Early Learning to create a community information and involvement plan that will inform home-based, tribal, and family early learning providers of the Early Achievers Program.</li> </ul> <p>HB 1600 as of June 21<sup>st</sup>: Increasing the career and college readiness of public school students.</p> <p>June 21<sup>st</sup>: In Committee (By resolution, reintroduced and retained in present status during 2017 3<sup>rd</sup> Special Session). See full bill information <a href="#">here</a>.</p>
<p><b>Disaggregated Student Data</b></p> <ul style="list-style-type: none"> <li>• Legislature adopt training and guidance proposed by the Race and Ethnicity Student Data Task Force.</li> <li>• Data Governance Group provide guidance to schools, districts, and OSPI on how to use cross tabulations.</li> <li>• Legislature require annual training on how to collect and analyze student data.</li> </ul> <p>OSPI create and provide training on best practices for making data accessible and culturally responsive.</p>	<p>For work on disaggregated race and ethnicity student data, <a href="#">the RESD Task Force</a> will be publishing its guide and report online by the end of this week (presumably by end of week 6/26-30).</p> <p>Changes from 2016 Fourth Substitute House Bill 1541:</p> <ul style="list-style-type: none"> <li>• Requires the OSPI to convene a task force to review the U.S. Education 2007 Race and Ethnicity Reporting Guidelines and develop guidance for the state.</li> <li>• Starting in the 2017-18 school year, the OSPI must collect and school districts must submit all student-level data using federal guidelines. Data must also be disaggregated further for African American, White, Asian, multiracial categories.</li> <li>• By August 1, 2016, the only student data that should not be reported to public reporting and accountability are data where the school or school district has fewer than ten students in a grade level or student subgroup. This expires August 1, 2017.</li> </ul> <p>Changes from 2014 Third Substitute House Bill 1680:</p> <ul style="list-style-type: none"> <li>• Requires collection of student data disaggregated by sub-racial and sub-ethnic categories, to be phased in beginning in 2015-16.</li> </ul>
<p><b>Social Emotional Learning</b></p> <ul style="list-style-type: none"> <li>• Adopt recommendations in the 2016 Social Emotional Learning Benchmarks (SELB) Workgroup report. <ul style="list-style-type: none"> <li>○ Guiding principles, standards and benchmarks, implementation strategies.</li> </ul> </li> </ul> <p>Fund the Social Emotional Learning Benchmarks Workgroup for another year.</p>	<p>Changes from 2016 Fourth Substitute House Bill 1541: N/A</p> <p>Potential changes from 2017 HB 1621?? Providing funding allocations to promote children's health and social-emotional learning. See full bill information <a href="#">here</a>.</p>

Sources: <http://www.k12.wa.us/Workgroups/EOGOAC/pubdocs/EOGOAC2017AnnualReport.pdf>  
<http://www.k12.wa.us/Workgroups/EOGOAC/pubdocs/EOGOAC2016AnnualReport.pdf>  
<http://www.k12.wa.us/Workgroups/EOGOAC/pubdocs/EOGOAC2015AnnualReport.pdf>

Please contact Kaaren Heikes with any questions or for additional information at [Kaaren.heikes@k12.wa.us](mailto:Kaaren.heikes@k12.wa.us).

# Closing the Opportunity Gap in Washington's Public Education System



## 2017 Annual Report

*By the Educational Opportunity Gap Oversight and Accountability Committee (EOGOAC)*

Prepared By:

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## Executive Summary

The Educational Opportunity Gap Oversight and Accountability Committee (EOGOAC) is a bicameral, bipartisan legislative and community workgroup committed to closing racial opportunity gaps in Washington's K-12 public education system. The term 'opportunity gap' refers to systemic inequity in education that structurally disadvantages certain demographics of students (e.g. students of color, low-income students, and students with disabilities). The EOGOAC's 2017 report provides policy and strategy recommendations for decreasing pervasive racial disparities in education.

The overall objectives of the EOGOAC's 2017 report include the following:

- Reduce disproportionalities in school discipline by increasing school and school district accountability measures.
- Recruit, hire, and retain a diverse and effective educator workforce.
- Expand Washington's capacity to offer dual language instruction.
- Develop and expand cultural competence professional development and training for all educators.
- Increase state funding and support for family and community engagement.
- Develop continuity and credibility in how school districts collect, use, and engage with disaggregated student data.
- Support the development of the Washington Integrated Students Supports Protocol.
- Develop and implement social emotional learning into Washington's public education system.

Positive systemic change that diminishes educational opportunity gaps requires a complete shift in the system. It is the hope of the EOGOAC that the research and recommendations in this report bring to light policies and programs that, together, create such a shift.



## Acronym Glossary

Title	Acronyms
Asian American and Pacific Islander	AAPI
Center for Improvement of Student Learning	CISL
Compensation Technical Working Group	CTWG
Educational Gap Oversight and Accountability Committee	EOGOAC
Educational Service District	ESD
Every Student Succeeds Act	ESSA
Fourth Substitute House Bill 1541	4SHB 1541
Office of Education Ombuds	OEO
Office of Superintendent of Public Instruction	OSPI
Professional Educators Standards Board	PESB
Race and Ethnicity Student Data Task Force	RESD Task Force
Social Emotional Learning	SEL
Social Emotional Learning Benchmarks Workgroup	SELB Workgroup
Transitional Bilingual Instructional Program	TBIP
Washington Integrated Student Support Protocol	WISSP
Washington School Directors Association	WSSDA



# BACKGROUND



## Background

The Educational Opportunity Gap Oversight and Accountability Committee (EOGOAC) is a bicameral and bipartisan committee devoted to closing racial opportunity gaps in Washington's K-12 education system. Opportunity gap refers to systemic inequity in the education system that structurally disadvantages certain demographics of students, such as students of color. The EOGOAC is committed to alleviating these structural inequities, institutionalized racism, and disparate educational opportunities faced by students of color.

The committee was established in 2009 by [Second Substitute Senate Bill 5973](#)<sup>1</sup> and is charged by [RCW 28A.300.136](#)<sup>2</sup> to:

*“synthesize the findings and recommendations from the five 2008 Achievement Gap Studies into an implementation plan, and to recommend policies and strategies to the Superintendent of Public Instruction, the Professional Educator Standards Board, and the State Board of Education.”*<sup>3</sup>

Recommendations by the EOGOAC must, at minimum, encompass the following areas:

- Enhance the cultural competency of current and future educators and the cultural relevance of curriculum and instruction.
- Expand pathways and strategies to prepare and recruit diverse teachers and administrators.
- Recommend current programs and resources that should be redirected to narrow the gap.
- Identify data elements and systems needed to monitor progress in closing the gap.
- Make closing the opportunity gap part of the school and school district improvement process.
- Explore innovative school models that have shown success in closing the opportunity gap.
- Use a multidisciplinary approach (e.g. family engagement and social emotional learning).



Since its inception, the EOGOAC has published annual reports to the Legislature, the Governor, the House and Senate Education Committees, the Office of Superintendent of Public Instruction (OSPI), the Professional Educator Standards Board (PESB), and the State Board of Education. Fourth Substitute House Bill 1541 (4SHB 1541), which passed in 2016, is based on recommendations made by the EOGOAC to the Legislature on strategies to close opportunity gaps in Washington public schools.

Although the EOGOAC focuses specifically on the K-12 education system, committee members are unanimous in their belief that learning is a continuum. From early childhood to higher education, equitable opportunities must exist in all facets.

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<sup>1</sup> Washington State Legislature. (2009). Second Substitute Senate Bill 5973. Closing the achievement gap in order to provide all students an excellent and equitable education. Retrieved from: <http://lawfilesexternal.wa.gov/biennium/2009-10/Pdf/Bills/Senate%20Passed%20Legislature/5973-S2.PL.pdf>

<sup>2</sup> Washington State Legislature. (2009). RCW 28A.300.136. Educational opportunity gap oversight and accountability committee-Policy and strategy recommendations. Retrieved from <http://app.leg.wa.gov/rcw/default.aspx?cite=28A.300.136>

<sup>3</sup> Ibid.

## Community Engagement

The EOGOAC seeks opportunities to engage with families and communities across Washington, as elevating student, family, and community voice is paramount to their work.

In 2016, the EOGOAC hosted two parent engagement panels in Seattle and Yakima, ensuring parent voices from both Western and Eastern Washington were heard. The objective was to understand how schools, school districts, and the state can better engage, communicate, and support families and students in Washington.

The panel in Seattle had four parents, all with children in different school districts. Their varied experiences with schools demonstrated the drastic differences in family and community engagement policies across neighboring school districts. While some families felt schools engaged in culturally responsive ways, others felt shut out.

In Yakima, one of the panel members was a staff member at the Office of the Education Ombuds (OEO), as well as a parent, while the other three happened to all be foster care parents with children of different races/ethnicities. The panel in Yakima shed light on the obstacles faced by foster care students of color in rural communities— a demographic often unheard in state policy work, yet in dire need of a more supportive public education system.

Additionally, the EOGOAC has always sought opportunities to share their work and recommendations with stakeholders across Washington. In 2016, the EOGOAC spoke to educators, policymakers, and community-based partners about 4SHB 1541 at the Ethnic Commissions Conference in Yakima and at the Pave the Way Conference in Tacoma.

## Governance and Structure

### Committee Co-Chairs

Section 7 of RCW 28A.300.136 states the chair or co-chairs of the committee shall be selected by the members of the committee. The committee co-chairs for 2016 include:

- Representative Lillian Ortiz-Self
- Senator John McCoy
- Sally Brownfield

### Committee Staff

Section 7 of RCW 28A.300.136 also states staff support for the committee shall be provided by the Center for the Improvement of Student Learning (CISL). However, due to funding removed from the CISL, staffing is now provided through Special Programs within the OSPI. Committee staff include:

- Maria Flores, Director
- Kathleen Callahan, Research Analyst
- Nickolaus Colgan, Administrative Assistant

### Committee Membership

Section 4 of RCW 28A.300.136 states the EOGOAC shall be composed of the following members:

- The chairs and ranking minority members of the House and Senate Education Committees, or their designees.
- One additional member of the House of Representatives appointed by the Speaker of the House and one additional member of the Senate appointed by the President of the Senate.

## Closing the Opportunity Gap in Washington’s Public Education System

- A representative of the OEO.
- A representative of the CISL in the OSPI.
- A representative of federally recognized Indian tribes whose traditional lands and territories lie within the borders of Washington State, designated by the federally recognized tribes.
- Four members appointed by the Governor in consultation with the state ethnic commissions, who represent the following populations: African-Americans, Latino/a Americans, Asian Americans, and Pacific Islander Americans.

**Figure I. Committee Members**

<b>Name</b>	<b>Representing</b>
<b>Carrie Basas</b>	Office of the Education Ombuds
<b>Sally Brownfield</b>	Tribal Nations-Governor’s Office of Indian Affairs
<b>Fiasili Savusa</b>	Commission on Asian Pacific American Affairs (Pacific Islander)
<b>Representative Lillian Ortiz-Self</b>	House of Representatives
<b>Frieda Takamura</b>	Commission on Asian Pacific American Affairs (Asian American)
<b>Wanda Billingsly</b>	Commission on African American Affairs
<b>Suzy Martinez</b>	Commission on Hispanic Affairs
<b>Superintendent Randy Dorn</b>	Office of Superintendent of Public Instruction
<b>Representative Kevin Parker</b>	House of Representatives
<b>Senator John McCoy</b>	Senate
<b>Representative Sharon Tomiko Santos</b>	House of Representatives
<b>Senator Pramila Jayapal</b>	Senate
<b>Senator Steve Litzow</b>	Senate

**Figure II. Committee Member Alternates**

<b>Name</b>	<b>Representing</b>
<b>Bernard Thomas</b>	Tribal Nations-Governor’s Office of Indian Affairs
<b>Mele Aho</b>	Commission on Asian Pacific American Affairs (Pacific Islander)
<b>Julie Kang</b>	Commission on Asian Pacific American Affairs (Asian American)
<b>James Smith</b>	Commission on African American Affairs
<b>Deputy Superintendent Gil Mendoza</b>	Office of Superintendent of Public Instruction
<b>Ricardo Sanchez</b>	Commission on Hispanic Affairs
<b>Yasin Abshir</b>	Office of the Education Ombuds



### Fourth Substitute House Bill 1541

[Fourth Substitute House Bill 1541](#)<sup>4</sup> passed during the 2016 legislative session. This bill outlines strategies to close opportunity gaps in Washington and is based on recommendations made by the EGOAC. Topics addressed in 4SHB 1541 include: (1) student discipline; (2) educator cultural competence; (3) instructing English language learners; (4) English language learner accountability; (5) disaggregated student data; (6) recruitment and retention of educators; and (7) integrated student supports and family engagement. Figure III outlines the changes and provisions to state law due to 4SHB 1541.

**Figure III. Changes due to Fourth Substitute House Bill 1541**

TOPIC	New Changes due to Fourth Substitute House Bill 1541
<p style="text-align: center;"><b>Student Discipline</b></p>	<ul style="list-style-type: none"> <li>• Suspension and expulsions must have an end date of no more than the length of one academic term (as defined by the local school board).</li> <li>• Prohibits districts from imposing a long term suspension as a form of discretionary discipline.</li> <li>• School districts must provide educational services to students who have been suspended or expelled.</li> <li>• Educational services should be comparable, equitable, and appropriate to the regular education services.</li> <li>• Adds a tribal representative to the Student Discipline Task Force.</li> <li>• Requires school districts to annually disseminate discipline policies and procedures to students, families, and the community.</li> <li>• Requires school districts to use disaggregated data.</li> <li>• Requires school districts to periodically review and update discipline rules, policies, and procedures.</li> <li>• Requires the Washington State School Directors’ Association (WSSDA) to create model school discipline policies and procedures and post them by December 1, 2016. (School districts must adopt and enforce policies by 2017-2018 school year.)</li> <li>• The OSPI must develop a training program to support implementation of discipline policies/procedures.</li> <li>• School districts are strongly encouraged to provide training to all school and district staff.</li> <li>• School districts must convene a meeting with student and respective guardian(s) within 20 days of suspension or expulsion. Families must have access to, provide meaningful input on, and have the opportunity to participate in a culturally sensitive and culturally reengagement plan.</li> <li>• Revises data sharing and research agreement provision for the Administrative Office of the Courts.</li> </ul>

<sup>4</sup> Washington State Legislature. (2016). Fourth Substitute House Bill 1541. Implementing strategies to close the educational opportunity gap. Retrieved from <http://lawfilesexext.leg.wa.gov/biennium/2015-16/Pdf/Bills/Session%20Laws/House/1541-S4.SL.pdf>

<p><b>Educator and Cultural Competence</b></p>	<ul style="list-style-type: none"> <li>• The OSPI, in collaboration with partner organizations, shall outline professional development and training in cultural competence that must be aligned with the PESB standards and include foundational elements of cultural competence, focusing on multicultural education, principles of English language acquisition, and best practices to implement the tribal history and culture curriculum.</li> <li>• Strongly encourages school districts who are under improvement status to provide culturally competent professional development and training for classified, certificated instructional, and administrative staff.</li> <li>• The WSSDA, in collaboration with partnering organizations, must develop a plan for the creation and delivery of cultural competency training.</li> <li>• OSPI shall develop and make available a professional development program to support the implementation of the evaluation systems required by RCW 28A.405.100. Training should include information regarding best practices to implement the tribal history and culture curriculum, and must be aligned with PESB and cultural competency principles.</li> <li>• Before implementation of revised evaluation systems, school districts must provide professional development that includes foundational elements of cultural competence, focusing on multicultural education and principles of English language acquisition.</li> </ul>
<p><b>Instructing English Language Learners</b></p>	<ul style="list-style-type: none"> <li>• By the 2019-2020 school year, all classroom teachers assigned using Transitional Bilingual Instructional Program (TBIP) funds must hold an endorsement in bilingual education or ELL.</li> </ul>
<p><b>English Language Learner Accountability</b></p>	<ul style="list-style-type: none"> <li>• Removes the requirement for the OSPI to report to the legislature on the evaluation system for measuring increases in English academic proficiency of eligible pupils.</li> <li>• The OSPI shall identify schools in the top 5% of schools with the highest percent growth during the previous two school years in enrollment of English language learner students compared to previous enrollment trends. Schools and school districts identified are strongly encouraged to provide cultural competence professional development and training developed under RCW 28A.405.106, 28A.405.120, and Section 204 of 4SHB1541.</li> </ul>
<p><b>Disaggregated Student Data</b></p>	<ul style="list-style-type: none"> <li>• Requires the OSPI to convene a task force to review the U.S. Education 2007 Race and Ethnicity Reporting Guidelines and develop guidance for the state.</li> <li>• Starting in the 2017-18 school year, the OSPI must collect and school districts must submit all student-level data using federal guidelines. Data must also be disaggregated further for African American, White, Asian, multiracial categories.</li> </ul>

	<ul style="list-style-type: none"> <li>• By August 1, 2016, the only student data that should not be reported to public reporting and accountability are data where the school or school district has fewer than ten students in a grade level or student subgroup. <b>This expires August 1, 2017.</b></li> </ul>
<p><b>Recruitment and Retention of educators</b></p>	<ul style="list-style-type: none"> <li>• The OSPI shall make certain reports available on the internet that include: <ul style="list-style-type: none"> <li>➤ Percent of classroom teachers per school district, disaggregated by race/ethnicity.</li> <li>➤ Average length of service of classroom teachers per school district and per school, disaggregated by race/ethnicity.</li> </ul> </li> <li>• Disaggregated classroom teacher data should follow the guidelines described in <a href="#">28A.300.0421(1)</a> for student level data.</li> </ul>
<p><b>Transitions</b></p>	<ul style="list-style-type: none"> <li>• Requires Department of Early Learning to create a community information and involvement plan that will inform home-based, tribal, and family early learning providers of the Early Achievers Program.</li> </ul>
<p><b>Integrated Student Services and Family Engagement</b></p>	<ul style="list-style-type: none"> <li>• Establishes the Washington Integrated Student Supports Protocol (WISSP) and outlines WISSP’s Framework.</li> <li>• The OSPI shall create a work group to determine how best to implement the WISSP Framework throughout the state.</li> <li>• Strikes the requirement that the Learning Assistance Program (LAP) expenditures be consistent with provisions of <a href="#">28A.655.235</a>. The bill also strikes the requirement that the OSPI must approve any community-based organization or local agency before LAP funds can be spent for readiness to learn. Now, school boards must approve any community-based organization or local agency in an open meeting before LAP funds may be expended for Readiness to Learn components to be included in the framework.</li> <li>• Reestablishes the CISL at the OSPI.</li> </ul>



# RECOMMENDATIONS



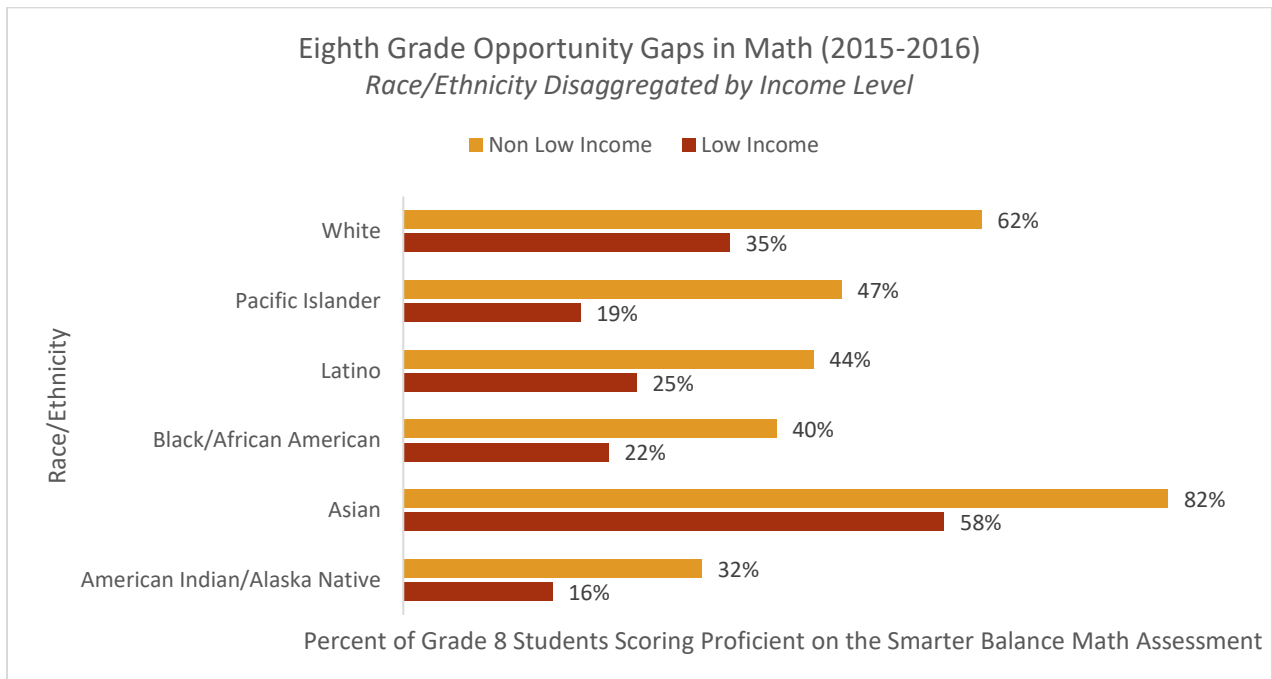
## Recommendations

### Introduction

The term ‘opportunity gap’ refers to the systemic inequity in the education system that structurally disadvantages certain demographics of students. When educational opportunity gaps exist, achievement gaps form. Achievement gaps have been and continue to be pervasive in Washington’s K-12 education system. Figure IV demonstrates that, regardless of income level, students of color face inequities in public education.

**Achievement gaps will not close until the education system addresses and alleviates educational opportunity gaps. Until then, the public education system is failing our students.**

Figure IV. Eighth Grade Opportunity Gaps in Math



\*Data Source: The Office of Superintendent of Public Instruction, Student Information Department: Comprehensive Education Data And Research System.

\*Note: Currently, student race/ethnicity data are limited to the federally mandated race/ethnicity categories. Further disaggregation would reveal additional opportunity gaps.

The Educational Opportunity Gap Oversight and Accountability Committee (EOGOAC) is committed to alleviating structural inequities, institutionalized racism, and disparate educational opportunities faced by students of color across Washington. Recommendations included in this report cover a wider array of topics, yet all have a common theme: Diminish opportunity gaps in Washington’s K-12 public education system. Problems in education cannot be thought about or solved in isolation. Positive systemic change requires a complete shift in the system. It is the hope of the EOGOAC that the following recommendations bring to light policies and programs that, together, create such a paradigm shift.

## 1. Student Discipline

### Background

Disproportionalities in school discipline reveal underlying inequities and discriminatory practices within the American public education system. In Washington and across America, students of color, especially African American males and students with disabilities, have been suspended and expelled at higher rates than their peers (see Figure V).

Since its inception, the EOGOAC has sought to create culturally competent school discipline policies with the intention of reducing these persistent disproportionalities. In 2016, due to 4SHB 1541, the following recommendations by the EOGOAC have been adopted by law in Washington:<sup>1</sup>

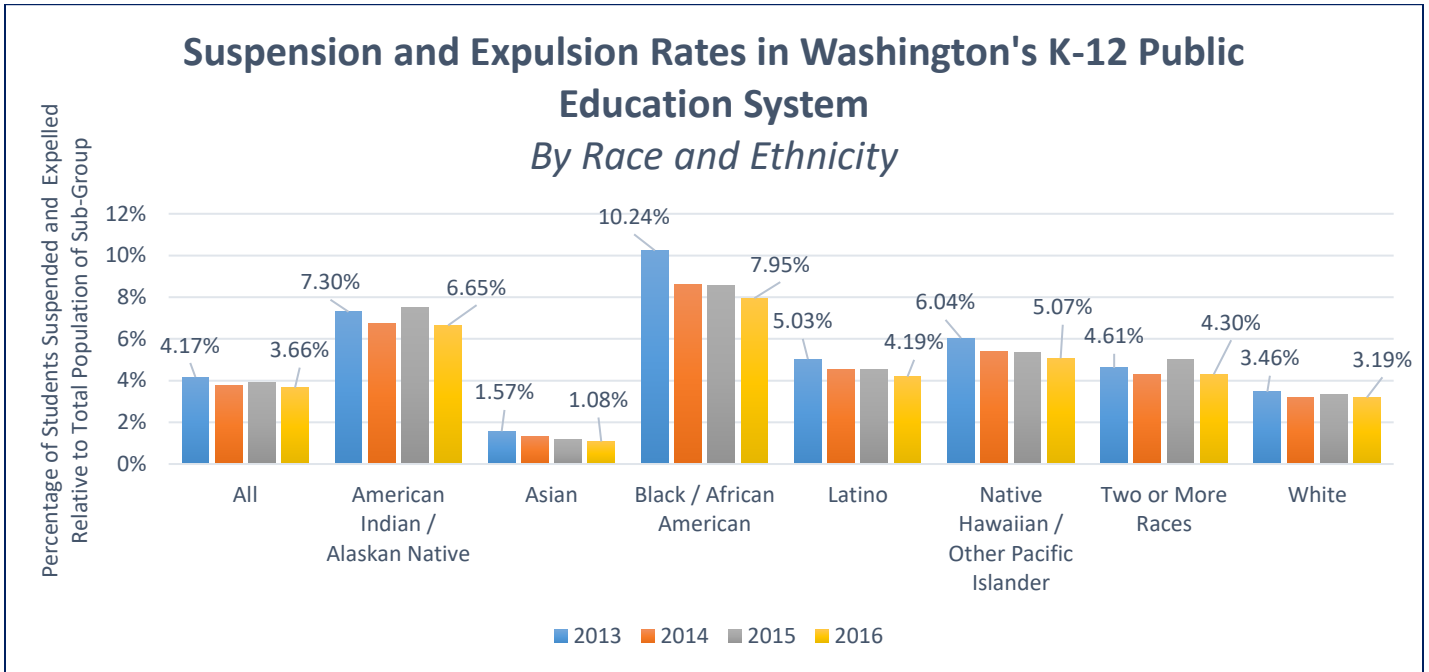
- Exclusionary discipline (suspensions and expulsions) are limited to no more than one academic term (with an exception for the offense of bringing a firearm to school).
- School districts may not impose long term suspension or expulsion as a form of discretionary discipline.
- School districts may not suspend the provision of educational services to a student as a disciplinary action, and the school district must provide an opportunity for a student to receive educational services during the period of suspension or expulsion.
- Alternative educational settings should be comparable, equitable, and appropriate to the regular education services a student would have received without the exclusionary discipline.
- Families must be given the opportunity to provide meaningful input on the reengagement plan of the suspended or expelled student.

Implementing the above policies and procedures is a step in the right direction for reducing disproportionalities in school discipline. As Washington progresses (see Figure V), ongoing attention, reflection, and action about how school discipline policies and practices reduce or exacerbate inequities are needed at both the state and local level.

The recommendations outlined below seek to: (1) ensure schools and school districts have successfully implemented and adhered to the school discipline policies developed from 4SHB 1541; (2) support, expand, and develop the changes to school discipline due to 4SHB 1541; and (3) dismantle the school-to-prison pipeline in Washington.

*Source: Washington State Legislature. (2016). Fourth Substitute House Bill 1541. Implementing strategies to close the educational opportunity gap. Retrieved from <http://lawfilesexternal.wa.gov/biennium/2015-16/Pdf/Bills/Session%20Laws/House/1541-S4.SL.pdf>*

Figure V. Disproportionalities in School Discipline by Race and Ethnicity



\*Source: OSPI, Student Information Department. \*Note: Currently, student race/ethnicity data are limited to the federally mandated race/ethnicity categories. Further disaggregation would reveal additional opportunity gaps. \*Suspended and Expelled' include long term suspension, short term suspension, and expulsion.

## Recommendations

### 1A. Require Annual School Discipline Reports for All School Districts.

Credible school discipline data that appropriately identifies problems are needed to hold the education system accountable for reducing disproportionalities in school discipline. **The EGOAC recommends the Legislature adopt a mandate: School districts must publish annual school discipline reports, beginning the 2016-2017 school year.** Reports must provide disaggregated school discipline data for the school district as a whole, and for each school within the district. These reports shall be submitted to the local school board, the Office of Superintendent of Public Instruction (OSPI), and parent or community governance groups within the school district. School discipline reports must include the following information:

- Number of students suspended and expelled by race and ethnicity in conjunction with the following variables: students with disabilities, foster care children and youth, English learners, homeless students, migrant children and youth, and low-income students.
- How schools and the school district are addressing the academic and social emotional needs of the students (e.g. trauma informed practices).
- What systems schools and the school district are utilizing to support suspended and expelled students (e.g. partnerships with community-based organizations).

This type of data reporting aligns with [Washington’s Consolidated Plan](#) for the Every Student Succeeds Act (ESSA). Under the ESSA, schools and school districts will be held accountable for supporting all students, particularly those that have been historically underserved.

Source:  
[http://www.k12.wa.us/ESEA/ESSA/pubdocs/WashingtonESSADraftConsolidatedPlan.pdf?\\_sm\\_a\\_u\\_=iVVsfbWRSqWqcM6r](http://www.k12.wa.us/ESEA/ESSA/pubdocs/WashingtonESSADraftConsolidatedPlan.pdf?_sm_a_u_=iVVsfbWRSqWqcM6r) (part 6)

- Learning time lost when students are sent out of classrooms for an entire period or multiple periods. (This will require school districts to create tracking and reporting systems that schools can adopt and implement.)

If [Recommendation 6C](#) is implemented, district employees responsible for creating the proposed annual school discipline report must receive annual training in data analysis. This is imperative, as school discipline reports must contain credible, consistent, and transparent data.

### **1B. School Improvement Plans Must Address Disproportionalities in School Discipline**

The EOGOAC recommends the Office of Student and School Success at the OSPI add a 'School Discipline' section to the school improvement plan document. In this section, schools and school districts shall be required to first, identify any disproportionalities in school discipline and second, create a plan for how the school will effectively address and reduce disparities and inequities in discipline. When creating action plans, schools and school districts must reference best practices that have already been established, as well as collaborate with other schools in Washington that have had success.

### **1C. Provide Educational Services to Suspended and Expelled Students**

By law, school districts are required to provide students who have been suspended or expelled with an alternative education setting that is, "*comparable, equitable, and appropriate to the regular education services a student would have received without the exclusionary discipline.*"<sup>5</sup>

Currently, the extent to which alternative education services are offered and the quality of those services vary drastically across schools, school districts, and the state. To ensure greater uniformity across the state, the EOGOAC recommends the Legislature specify in law what 'comparable, equitable, and appropriate' alternative education settings means. The legal definition of alternative education services should include the following criteria:

- Delivered through the duration of the administrative school discipline process.
- Aligned to the educational outcomes required for the student to complete their education.
- Provides necessary support materials and resources that allow for continued learning (e.g. laptop, book, wifi, access to community-based organizations, and additional staff time)
- Provides reasonable accommodations enabling academic and social-emotional success (e.g. [trauma informed practices](#)<sup>6</sup> and principles of [Universal Design for Learning](#)<sup>7</sup>).

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<sup>5</sup> Washington State Legislature. (2016). Fourth Substitute House Bill 1541, Section 106. Implementing strategies to close the educational opportunity gap. Retrieved from <http://lawfilesexternal.wa.gov/biennium/2015-16/Pdf/Bills/Session%20Laws/House/1541-S4.SL.pdf>

<sup>6</sup> Helping Traumatized Children. (nd). Six Elements of School Operations Involved in Creating a Trauma-Sensitive School. Retrieved from <https://traumasensitiveschools.org/trauma-and-learning/the-flexible-framework/>

<sup>7</sup> National Center on Universal Design for Learning. (2014). Universal Design for Learning Guidelines. Retrieved from [http://www.udlcenter.org/aboutudl/udlguidelines\\_theorypractice](http://www.udlcenter.org/aboutudl/udlguidelines_theorypractice)



**1D. Ensure Families Have the Opportunity to Provide Meaningful Feedback Regarding Suspension and Expulsion**

By law, school districts are required to convene a meeting with the student and their parents or guardians immediately after long term suspension or expulsion.<sup>8</sup> As stated in [RCW 28A.600.022](#), “Families must have access to, provide meaningful input on, and have the opportunity to participate in a culturally sensitive and culturally responsive reengagement plan.”<sup>9</sup>

**The EGOAC recommends the OSPI hold school districts accountable for adhering to this state requirement.** To be in compliance, school districts must, first and foremost, ensure students and families understand school discipline procedures and due process rights. Additionally, the OSPI must enforce and school districts must adopt family engagement practices already in place. For example, if a family speaks a language other than English at home, the school must provide a translator at the time of the meeting(s). Likewise, school discipline meetings need to be scheduled at a time and place convenient and accessible to the family.

**1E. Reengagement Plans for Every Student who has Been Suspended or Expelled**

**In alignment with the [Student Discipline Task Force](#)<sup>10</sup>, the EGOAC recommends all schools be required to create and implement individualized reengagement plans for every student who has been suspended or expelled through the duration of the administrative discipline process.** These plans must include the following information: (1) the alternative education setting that will be offered to the student for the duration of the suspension or expulsion; (2) the academic and social emotional supports and interventions (e.g. trauma informed practices) the alternative education setting will provide the student; (3) the academic and social emotional supports and interventions the school will provide the student upon return; (4) academic and non-academic goals for the student to work towards; and (5) how educators and family will support the student in achieving these goals. Every aspect of the reengagement plan should be culturally responsive and address the specific needs of the student.

Schools must create reengagement plans in collaboration with the student and his/her family. As stated in [Recommendation 1C](#), this will require schools to provide opportunities for families to provide meaningful input, including translation services when necessary.

**One person per school district will be responsible for overseeing the creation and implementation of reengagement plans for all suspended and expelled students within a school district.** This job duty must be given to the district family engagement coordinator or someone well versed in family engagement practices. Whoever is selected shall guarantee the following: (1) comparable, equitable, and appropriate educational services are offered to all suspended or expelled students in the school district; (2) all families have the opportunity to provide meaningful input throughout the entire administrative discipline process; (3) all schools are providing translation services when appropriate; and (4) all schools create, follow, and track reengagement plans.

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<sup>8</sup> Note: Meeting must occur within 20 days of long-term suspension or expulsion, and no later than 5 days before the student's enrollment.

<sup>9</sup> Washington State Legislature. (2013). RCW 28A.600.002. Suspended or expelled students- Reengagement plan. Retrieved from <http://app.leg.wa.gov/RCW/default.aspx?cite=28A.600.022>

<sup>10</sup> The Office of Superintendent of Public Instruction. (2017). Student Discipline Task Force. Retrieved from <http://www.k12.wa.us/StudentDiscipline/TaskForce.aspx>

## 1F. Break the School-to-Prison Pipeline

*“Young people who drop out of high school, many of whom have experienced suspension or expulsion, are more than eight times as likely to be incarcerated as those who graduate.”<sup>11</sup>*

The school-to-prison pipeline refers to school policies and practices that push students out of classrooms and into the juvenile and/or criminal justice system.<sup>12</sup> One study found that, of incarcerated youth in a state facility, 80% had been suspended and 50% had been expelled from school prior to incarceration.<sup>13</sup>

In Washington, students of color (especially African American and American Indian/Alaska Native males) are suspended and expelled at a much higher rate than their White peers (see [Figure V](#)). In effect, students of color are at a greater risk of falling victim to the school-to-prison pipeline. Dismantling the persistent school-to-prison pipeline is dependent upon improving the reintegration process for students who have been suspended or expelled.

A comprehensive and integrated support system specifically designed for students who have been suspended or expelled will increase reengagement rates and decrease dropout rates, thus dismantling the school-to-prison pipeline. **Therefore, the EGOAC recommends the Center for the Improvement of Student Learning (CISL) at the OSPI work in collaboration with the juvenile justice system, local truancy boards, and alternative high schools and institutions to create comprehensive and integrated student supports that reengage youth who have been suspended, expelled, and/or are at risk of dropping out of school.** [Recommendation 7C](#) advocates for this work to be included in the Washington Integrated Student Support Protocol (WISSP).



<sup>11</sup>Dignity in Schools. (2011). Fact Sheet on School Discipline and the Pushout Problem. Retrieved from [http://www.dignityinschools.org/files/Pushout\\_Fact\\_Sheet.pdf](http://www.dignityinschools.org/files/Pushout_Fact_Sheet.pdf)

<sup>12</sup> National Council on Disability. (2015). Breaking the School-to-Prison Pipeline for Students with Disabilities. Retrieved from [https://www.ncd.gov/sites/default/files/Documents/NCD\\_STPP\\_Report.docx](https://www.ncd.gov/sites/default/files/Documents/NCD_STPP_Report.docx)

<sup>13</sup> Leone and Weinberg. (2010). Addressing the unmet educational needs of children and youth in the juvenile justice and child welfare systems, p. 11.

## 2. Teacher Recruitment, Hiring, and Retention

### Background

The teacher workforce in Washington does not reflect the racial and ethnic diversity of students in Washington. As of the 2015-2016 school year, about 90% of teachers identified as White, yet only 56% of the student body identified as White.<sup>1</sup> In opposition, only 4% of teachers identified as Latino/a, while 22% of Washington students identified as Latino/a (see Figure VII).<sup>2</sup> There is also a large gender gap among Washington teachers: In 2015-2016, only 23% of teachers identified as male, while 73% identified as female.<sup>3</sup> These differences have led to a teacher workforce that significantly lacks male teachers of color.

As the student body in Washington grows more diverse, Washington must recruit, hire, and retain more teachers of color and male teachers. The capacity for schools to understand the broad range of experiences that students bring into the classroom and how those experiences impact student learning could be increased by creating an educator workforce that is more representative of the diverse students served. Educators of color can often contribute a deeper cultural understanding of families and students of color. This knowledge can inform practices of their colleagues and address institutionalized racism often overlooked by schools and school districts.

Additionally, time and energy must be spent on retaining effective educators of all races. Currently in Washington, new teachers working in school districts with higher proportions of Black/African American students, Latino/a students, Native American students, and/or students living in poverty are more likely to leave teaching.<sup>4</sup> Increasing teacher retention rates will depend upon equipping all educators with the skills and resources necessary to be effective in front of diverse classrooms.

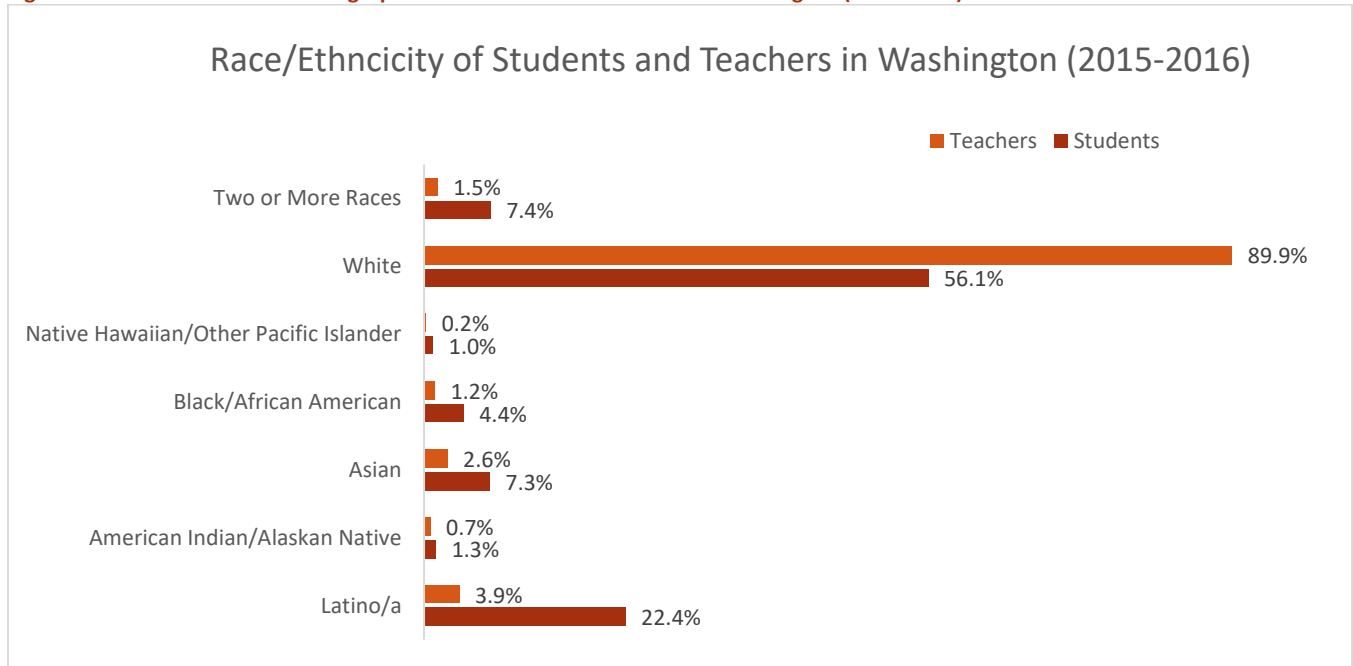
Successfully recruiting, hiring and retaining a diverse educator workforce is also dependent upon increasing teacher salaries and reducing teacher debt. Among other financial shortfalls, Washington is not fully funding staff salaries and benefits. Article IX of the Washington State Constitution says, "*It is the paramount duty of the state to make ample provision for the education of all children residing within its borders, without distinction or preference on account of race, color, caste, or sex.*"<sup>5</sup> In 2012, due to *McCleary vs. Washington*, the State Supreme Court ruled that Washington is not sufficiently funding basic education, and thus is violating the State Constitution.

To uphold this constitutional amendment, Washington must recruit, hire, and retain a more diverse educator workforce, prepared to teach every child effectively and equitably. As outlined in the recommendations below, this will require policies that: (1) increase teacher salaries and reduce teacher debt; (2) expand and refine teacher certification pathways; and (3) better prepare teachers for diverse classrooms.

Sources: <sup>1</sup>OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/summary.aspx?groupLevel=District&schoolId=1&reportLevel=State&yrs=2015-16&year=2015-16>); <sup>2</sup>*ibid*; <sup>3</sup>*ibid*; <sup>4</sup>Professional Educator Standards Board. (2016). PESB Annual Report. Retrieved from <http://data.pesb.wa.gov/retention/leavers/new/ethnicity>;

<sup>5</sup>Constitution of the State of Washington. (1889). Article IX Education. Retrieved from <http://leg.wa.gov/LawsAndAgencyRules/Pages/constitution.aspx>

Figure VII. Racial and Ethnic Demographics of Students and Teachers in Washington (2015-2016)



\*Source: OSPI Washington State Report Card. (2015-2016).

## Recommendations

### 2A. Expand Pathways to Teacher Certifications

**The EGOAC supports the Professional Educator Standards Board (PESB) and the OSPI budget request to expand teacher certification pathways and recommends the Legislature approve this budget request.**

Recruiting a diverse teacher workforce will require more pathways to teacher certification. Community colleges in Washington must be able to offer credible coursework that allows students to become para-educators or certified teachers. Moreover, transferring credits from community colleges to teacher preparation programs needs to be less restrictive.

The EGOAC has made these recommendations previously: Section 502 of Fourth Substitute House Bill 1541 (4SHB 1541) tasked the PESB with creating new pathways to teacher certification. Since then, the PESB has been working on expanding and refining these pathways. To continue their work, the PESB in collaboration with the OSPI submitted a budget proposal (2015-2017 biennium) entitled '[Request for Expanded Alternative Route for Teachers Funding](#)'<sup>14</sup> (see [Appendix A](#)).<sup>15</sup>

If approved, the PESB will increase the Alternative Route program and the Educator Retooling program. Both programs seek to address the requirement for equitable access to educators under the Every Student Succeeds Act (ESSA) and the state Equity Plan<sup>16</sup> as well as address the current teacher shortage by developing a strong career ladder for para-educators and certified teachers.

<sup>14</sup> OSPI and PESB. (2015). Request for Expanded Alternative Route for Teachers Funding PA. Retrieved from <http://www.k12.wa.us/LegisGov/2016documents/PA-PESBAltRoute-Retooling.pdf>

<sup>15</sup> Ibid.

<sup>16</sup> OSPI (2014) Washington State’s Ensuring Equitable Access to Excellent Educators Plan. Retrieved from <http://www.k12.wa.us/TitleIIA/EquitableAccess/default.aspx>

### **2B. Mandatory Teacher Certification Requirement**

The EOGOAC recommends the PESB add a graduation requirement that all teacher preparation programs in Washington must adhere to: All students must take and pass the Washington State teacher certification test before graduation.



Currently, students are graduating from teacher preparation programs without the final credential that certifies them as a licensed teacher in Washington. As a result, teacher candidates are burdened with finding the time and money to take and pass Washington's [Basic Skills Test](#) and [Content Knowledge Test](#)<sup>17</sup> (required in order to become a certified teacher) post-graduation. Making both tests a necessary requirement of all teacher preparation programs will guarantee students who graduate can immediately enter into the teacher workforce.

### **2C. Mentorship Programs in Higher Education**

The EOGOAC recommends all teacher preparation programs in Washington provide mentorship programs to teacher candidates of color. Mentorship programs will ensure teacher candidates of color feel supported in a predominately White educator workforce. For example, the [Martinez Foundation](#)<sup>18</sup> provides scholarships and supports for teacher candidates of color committed to equity in education and giving back to their communities.

### **2D. Increase State Funding for Teacher Salaries**

To effectively recruit, hire, and retain a high quality and diverse educator workforce, the EOGOAC recommends the Legislature start fully funding teacher salaries and benefits. Right now, state allocated funds for teacher salaries are barely livable wages for the level, knowledge, and skills of teachers, which contributes to the teacher shortages many school districts in Washington are experiencing. [RCW 28A.400.201](#)<sup>19</sup> recognizes that, *“providing students with opportunity to access a world-class educational system depends on our continuing ability to provide students with access to world-class educators.”*<sup>20</sup> A world-class educator workforce is, first and foremost, dependent upon fair and reasonable teacher salaries.

In 2012, the Compensation Technical Working Group (CTWG) published a report outlining how much money the state *should* be investing in teacher salaries and benefits.<sup>21</sup> The top priority of the CTWG was to increase starting salaries for educators. Based on a comparative labor market analysis using Bureau of Labor Statistics, the CTWG recommended salaries for beginning teachers and educational staff associates increase from \$33,401 to \$46,687. This means the state would pay an additional \$15,286 per beginning educator. In 2015, the

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<sup>17</sup> OSPI. (2016). Certification: Teacher Assessments. Retrieved from <http://www.k12.wa.us/certification/Teacher/teachertesting.aspx>

<sup>18</sup> Washington State University. College of Education: The Martinez Foundation. Retrieved from <https://education.wsu.edu/newsroom/features/themartinezfoundation/>

<sup>19</sup> Washington State Legislature. (2009). RCW 28A.400.201. Enhanced salary allocation model for educator development and certification-Technical working group-Report and recommendation. Retrieved from <http://apps.leg.wa.gov/rcw/default.aspx?cite=28A.400.201>

<sup>20</sup> Ibid.

<sup>21</sup> The Compensation Technical Working Group. (2012). Final Report. Retrieved from <http://www.k12.wa.us/Compensation/CompTechWorkGroupReport/CompTechWorkGroup.pdf>

## Teacher Compensation in California

### Salary Bonus Initiative

Under California's Assumption Program of Loans for Education (APLE), credentialed math or science teachers or education specialists working at a California K-12 public school ranked in the lowest 20 percent on the academic performance index are eligible to receive a bonus of \$2,000.

Source:

[http://www.csac.ca.gov/pubs/aple/aple\\_for\\_credentialed\\_teachers\\_fact\\_sheet.pdf](http://www.csac.ca.gov/pubs/aple/aple_for_credentialed_teachers_fact_sheet.pdf)

### Loan Forgiveness Program

California's APLE includes a state-level loan forgiveness program. Participants (must be certified teachers) of the APLE program are eligible for loan assumption payments up to \$19,000 of their outstanding educational loans in return for four consecutive years of service in a California K-12 public school ranked in the lowest 20 percent on the academic performance index.<sup>1</sup>

Source:

<http://www.k12.wa.us/LegisGov/2016documents/AG-TeacherShortagePlaceholder.pdf>

[Washington State Equity Plan](#) published by the OSPI recommended the Legislature fund starting salaries at the rate recommended by the CTWG.<sup>22</sup>

**The EOGOAC recommends the Legislature increase teacher salaries at the level identified by CTWG and by the OSPI with the necessary adjustment due to inflation.** Moreover, in order to maintain a competitive compensation package, annual adjustments must be made to educator salaries to account for inflation.

### **2E. Create a Differential Compensation Workgroup**

In 2011, the Legislature formed a Compensation Technical Working Group (CTWG) for the purpose of developing an enhanced and collaboratively designed teacher salary allocation model. The CTWG published final recommendations in 2012. **The EOGOAC recommends the Legislature convene a workgroup tasked with identifying roles, types of bonuses, and differential compensation options that incentivize working at high needs schools.**

The workgroup must start by reviewing the work and recommendations of the previous Compensation Technical Workgroup. From there, the new workgroup shall investigate how the following can provide more equitable education services:

- Teacher salary bonus initiatives to incentivize working at high needs schools.
- Accountability measures regarding teacher salary bonus initiatives.
- Salary bonus structure to minimize teacher turnover.
- Localized compensation packages vs. statewide compensation packages.
- Distribution of statewide compensation packages.
- Research regarding the benefits and drawback of differential compensation packages.
- Ways to recruit, hire, and retain highly effective educators in our schools with the largest opportunity gaps.

### **2F. Fund a Washington State Loan Forgiveness Program for Teachers**

The OSPI and the PESB requested funding for a loan forgiveness program as part of their teacher shortage decision package for the 2015-2017 biennium.<sup>23</sup> **The EOGOAC recommends the Legislature fund this loan forgiveness program.**

Currently, *federal* loan forgiveness programs are the only option available to teachers in Washington (see [Appendix B](#)). A Washington

<sup>22</sup> OSPI. (2015). Washington State Equity Plan: Ensuring Equitable Access to Excellent Educators. Retrieved from <http://www.k12.wa.us/TitleIIA/EquitableAccess/2015EquityPlan.pdf>

<sup>23</sup> OSPI. (2016). Teacher Shortage AG. Retrieved from <http://www.k12.wa.us/LegisGov/2016documents/AG-TeacherShortagePlaceholder.pdf>

Closing the Opportunity Gap in Washington’s Public Education System State loan forgiveness program could help districts to recruit, hire, and retain more educators, as well as incentivize highly qualified teachers to work at high needs schools.

### **2G. Increase the Capacity of the Grow Your Own Teacher Strategy**

The EGOAC recommends expanding the capacity and reach of the Grow Your Own Teacher strategy in Washington. The grow Your Own Teacher strategy aims to decrease the teacher shortage and diversify the educator workforce. More specifically, the Grow Your Own Teacher strategy is a grant given to districts to create innovative partnerships with teacher preparation programs and community-based organizations. The objective is to collaborate with one another to recruit, support, and encourage students, parents, school staff, and community members in low-income areas to earn teaching credentials.

The PESB has submitted a [2017-2019 budget request](#) to expand the Grow Your Own Teacher Strategy (see [Appendix C](#)).<sup>24</sup> If approved, the PESB would administer funds as a grant program to school districts. Outcomes of the grant program include: (1) increasing local teaching capacities; (2) creating a more diverse, multi-lingual, and multi-cultural workforce; and (3) increasing the number of qualified teachers in low-income areas. The EGOAC supports the PESB’s budget request to increase the Grown Your Own Teacher strategy.

### **2H. Mentor, Encourage, and Support the Educator Workforce of Color**



In 1998, Washington State Initiative 200 passed, creating [RCW 49.60](#).<sup>25</sup> As stated in [RCW 49.60.400](#), “*The state shall not discriminate against, or grant preferential treatment to, any individual or group on the basis of race, sex, color, ethnicity, or national origin in the operation of public employment, public education, or public contracting.*” The EGOAC is

concerned with how this law has negatively affected the diversity of the educator workforce in Washington. [House Bill 1158](#) (HB 1158), proposed during the 2017 Legislative session, seeks to repeal RCW 49.60.400 for public contracting.<sup>26</sup> The EGOAC is reviewing HB 1158 and is evaluating the impact I-200 has had on the diversity of the education workforce in Washington.

**Due to the limited number of educators of color, the EGOAC recommends the PESB provide guidance and statewide resources to school districts on how to develop and implement policies and programs that mentor, encourage, and support the educator workforce of color.** The PESB should also advocate for policies and programs that support teachers in high needs areas of education (e.g. special education and bilingual education). Community led programs must be forefront to teacher recruitment, hiring, and retention policies.

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<sup>24</sup>The PESB. (2016). Grow Your Own Teacher Strategy. Retrieved from [http://www.k12.wa.us/LegisGov/2017documents/PA\\_PESB\\_2017-19\\_GrowYourOwn.pdf](http://www.k12.wa.us/LegisGov/2017documents/PA_PESB_2017-19_GrowYourOwn.pdf)

<sup>25</sup> Washington State Legislature. Chapter 49.60 RCW. Discrimination-Human Rights Commission. Retrieved from <http://apps.leg.wa.gov/RCW/default.aspx?cite=49.60>

<sup>26</sup>Washington State Legislature. (2017). House Bill 1158. Restoring the fair treatment of underserved groups in public employment, education, and contracting. Retrieved from <http://lawfilesexxt.leg.wa.gov/biennium/2017-18/Pdf/Bills/House%20Bills/1158.pdf>

### 3. English Language Learner Accountability

#### Background

Statewide policies regarding bilingual education and English language learning must adapt to meet the diverse needs of Washington’s changing student demographics. The State Transitional Bilingual Instructional Program (TBIP) is a program within Washington’s Basic Education Act (RCW 28A.180) that supports students with linguistically and culturally diverse backgrounds. The OSPI provides leadership and technical assistance to schools and school districts across Washington regarding the TBIP.

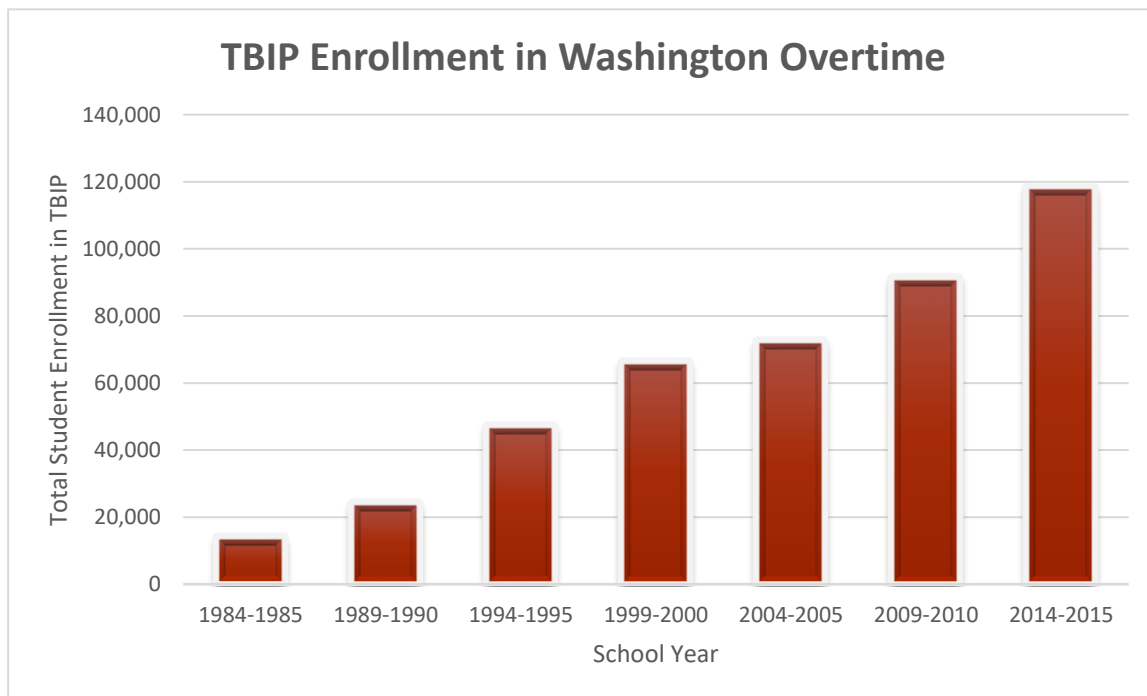
The objective of the TBIP is to develop language proficiency that enables meaningful access to grade level curricula and instruction. The effectiveness of this program has become increasingly more important in recent years because the number of students enrolling in TBIP continues to increase (see Figure VIII).

*“When linguistically diverse learners enter the public school system, language supports funded through TBIP provide students with equitable access to content instruction in English.”<sup>1</sup>*

Recommendations in this section seek to: (1) revise TBIP requirements; (2) expand Washington’s capacity to offer dual language instruction; and (3) increase the number of Washington teachers endorsed in bilingual education and/or English language learning.

Sources: <sup>1</sup>The OSPI. (2016). Update: Transitional Bilingual Instruction Program (TBIP). Retrieved from <http://www.k12.wa.us/legisgov/2016documents/2016-02-TransitionalBilingualInstructionProgram.pdf>;

Figure VIII. Washington State Student Enrollment in TBIP



Data Source: OSPI Report Card and TBIP Legislative Reports by OSPI



## Recommendations

### **3A. Adopt Dual Language Instruction as the Preferred Transitional Bilingual Instructional Model**

Currently, Washington state recognizes six program models available to school districts when using TBIP funds: (1) dual language; (2) developmental bilingual education; (3) transitional bilingual education; (4) content-based instruction or sheltered instruction; (5) supportive mainstream instruction; and (6) newcomer support.<sup>27</sup>

State law ([WAC 392-160](#)<sup>28</sup>) gives school districts discretion to select and implement one of the six TBIP models. Research, however, has proven dual-language to be the most effective English language acquisition model, and thus should be the preferred TBIP model in Washington.<sup>29</sup>

The TBIP Accountability Task Force published a [report in 2015](#),<sup>30</sup> recommending a requirement that all school districts adopt and implement the dual language TBIP model *“to the extent possible.”*<sup>31</sup> If it is not feasible for a school district to implement a dual language instructional model, the TBIP Accountability Task Force recommended schools be required to justify their reasoning to the OSPI. *To facilitate this process, the OSPI must create clear guidance that identifies parameters for when dual language programs are feasible for schools, and shall provide school districts with technical assistance and guidance regarding dual language program implementation.*

**In agreement with the TBIP Accountability Task Force, the EOGOAC recommends revisions be made to Washington State law to support the dual language instructional model above all other TBIP models.** The OSPI shall enforce and facilitate the process of implementation after the revisions are made.

### **3B. Increase Funding to School Districts for the Transitional Bilingual Instructional Program**

The U.S. Department of Education emphasizes that *“Paraprofessionals, aides, or tutors may not take the place of qualified teachers and may be used only as an interim measure while the school district hires, trains, or otherwise secures enough qualified teachers to serve its EL [English language] students.”*<sup>32</sup>

Additionally, Section 303(2) of 4SHB 1541 states, *“All classroom teachers assigned using funds for the transitional bilingual instructional program to provide supplemental instruction for eligible pupils must hold an endorsement*



<sup>27</sup> OSPI. (2015). Program Models and Services. Retrieved from <http://www.k12.wa.us/MigrantBilingual/pubdocs/ProgramModels.pdf>

<sup>28</sup> Washington State Legislature. Chapter 392-160 WAC. Special Service Program-Transitional Bilingual. Retrieved from <http://apps.leg.wa.gov/WAC/default.aspx?cite=392-160>

<sup>29</sup> Transitional Bilingual Instructional Program Accountability Task Force. (2015). Final Report. Retrieved from [http://www.k12.wa.us/Workgroups/TBIP/pubdocs/TBIPTaskForce\\_Report2015.pdf](http://www.k12.wa.us/Workgroups/TBIP/pubdocs/TBIPTaskForce_Report2015.pdf)

<sup>30</sup> Ibid.

<sup>31</sup> Ibid.

<sup>32</sup> U.S. Department of Education. (2015). Dear Colleague Letter on English Language Learners. U.S. Department of Education Office for Civil Rights and U.S. Department of Justice Civil Rights Division, p. 16-17. Retrieved from: <http://www2.ed.gov/about/offices/list/ocr/letters/colleague-el-201501.pdf>

*in bilingual education or English language learner, or both.*<sup>33</sup> This requirement has been adopted by law and, as stated in Section 2 of [RCW 28A.180.040](#),<sup>34</sup> school districts must be in adherence by the 2019-2020 school year.

Currently, many school districts are hiring instructional aides, such as para-educators, to fill TBIP positions due to insufficient funding. For example, in the 2014-2015 school year, instructional aides represented about 46% of all teachers assigned using TBIP funds.<sup>35</sup> Moreover, districts supplement their state TBIP funds and federal Title III funds with local levy dollars.<sup>36</sup> In the 2013-14 school year, districts reported contributing approximately \$24.7 million beyond state TBIP funding to provide English language instruction to English learners.<sup>37</sup> For school districts to realistically adopt [RCW 28A.180.040](#),<sup>38</sup> the state will need to increase the amount of TBIP funds allocated to school districts for the purpose of hiring certified instructional staff to teach TBIP.

**The EOGOAC recommends the Legislature increase the amount of state allocated TBIP funds.** *School districts shall use the additional TBIP funds for the sole purpose of hiring TBIP staff that are certified teachers with bilingual education and/or English language learner endorsements.*

### **3C. Create a Bilingual Education/English Language Learner Conditional Scholarship Program**

The current conditional scholarship program for K-12 educators in Washington offers teachers the opportunity to pursue, in two years or less, an additional teaching endorsement. The PESB selects scholarship recipients, while the Washington State Achievement Council administers awards and monitors service obligations.

Originally, the conditional scholarship program was only available to K-12 math and science teachers (enacted in 2007 under RCW 28A.660.045). [Engrossed Substitute House Bill 1570](#) (ESHB1570)<sup>39</sup>, which passed in 2015, amended the program, extending the scholarship to educators pursuing endorsements in mathematics, science, special education,

bilingual education, English language learning, computer science education, environmental and sustainability education, and any other shortage areas as defined by the PESB. The scholarship program was expanded yet again in 2016 under [Engrossed Second Substitute Senate Bill 6455](#)<sup>40</sup> (ESSB 6455) to include educators seeking

#### **Bilingual Educator Initiative**

##### *Commission on Hispanic Affairs*

The EOGOAC advocates for grow your own initiatives seeking to increase the number of bilingual educators in Washington.

For example, the Bilingual Educator Initiative, proposed by the Commission on Hispanic Affairs, would recruit, train, and mentor bilingual high school students to become teachers and counselors.

For more information:

[https://app.box.com/s/9ju0yuxid3ogkz561\\_w71289v1i2c28i3](https://app.box.com/s/9ju0yuxid3ogkz561_w71289v1i2c28i3)

<sup>33</sup> Washington State Legislature. (2016). Fourth Substitute House Bill 1541, Section 106. Implementing strategies to close the educational opportunity gap. Retrieved from <http://lawfilesexxt.leg.wa.gov/biennium/2015-16/Pdf/Bills/Session%20Laws/House/1541-S4.SL.pdf>

<sup>34</sup> Washington State Legislature. RCW 28A.180.040. School board duties. Retrieved from <http://app.leg.wa.gov/RCW/default.aspx?cite=28A.180.040>

<sup>35</sup> Transitional Bilingual Instructional Program Accountability Task Force. (2016). Update: TBIP, p. 3. Retrieved from <http://www.k12.wa.us/legisgov/2016documents/2016-02-TranstionalBilingualInstructionProgram.pdf>

<sup>36</sup> Transitional Bilingual Instructional Program Accountability Task Force. (2015). Final Report. Retrieved from [http://www.k12.wa.us/Workgroups/TBIP/pubdocs/TBIPTaskForce\\_Report2015.pdf](http://www.k12.wa.us/Workgroups/TBIP/pubdocs/TBIPTaskForce_Report2015.pdf)

<sup>37</sup> Ibid.

<sup>38</sup> Washington State Legislature. RCW 28A.180.040. School board duties. Retrieved from <http://app.leg.wa.gov/RCW/default.aspx?cite=28A.180.040>

<sup>39</sup> Washington State Legislature. Engrossed Substitute House Bill 1570. Relating to creating flexibility for the educator retooling conditional scholarship program. Retrieved from <http://lawfilesexxt.leg.wa.gov/biennium/2015-16/Pdf/Bills/Session%20Laws/House/1570-S.SL.pdf?cite=2015%203rd%20sp.s.%20c%209%20C2%A7%201;>

<sup>40</sup> Washington State Legislature. Engrossed Second Substitute House Bill 6455. Retrieved from <http://lawfilesexxt.leg.wa.gov/biennium/2015-16/Pdf/Bills/Senate%20Passed%20Legislature/6455-S2.PL.pdf>

endorsements in elementary education and early childhood education. The EOGOAC supports the conditional scholarship program outlined in ESSB 6455.<sup>41</sup>

**In addition, the EOGOAC recommends the creation of another conditional scholarship program focused specifically on bilingual education and English language learner endorsements.**

When awarding scholarships that support endorsements in bilingual education and English language learning, the PESB shall give preference to teachers that meet the following requirements:

1. Teachers assigned to schools required under state or federal accountability measures to implement a plan for improvement (current condition under Section 3 of [RCW 28A.660.050](#)<sup>42</sup>).
2. Teachers assigned to schools whose enrollment of English language learners has increased an average of more than five percent per year over the previous three years (current condition under Section 3 of [RCW 28A.660.050](#)<sup>43</sup>).
3. Teachers seeking endorsements in order to be assigned to the TBIP under the provisions of [RCW 28A.180.040\(2\)](#)<sup>44</sup> (proposed requirement under [SSHB 1680](#),<sup>45</sup> but was never enacted).

In a time of teacher shortages, school districts are struggling to find qualified teachers, especially those interested in dual language and bilingual programs. The lack of teachers with expertise in bilingual education is becoming increasingly detrimental to student learning, as the number of English language learners continues to increase. For example, during the 2013-2014 school year, the student to staff ratio (for full time equivalent staff only) is one full time equivalent teacher per 171 students served by TBIP funds.<sup>46</sup>

The creation of a conditional bilingual and English language learner scholarship program would increase Washington's capacity to offer dual-language instruction by certified teachers that have a bilingual education endorsement and/or an English language learner endorsement.

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<sup>41</sup> *ibid*

<sup>42</sup> Washington State Legislature. RCW 28A.660.055. Conditional scholarship programs-Requirements-Recipients. Retrieved from <http://app.leg.wa.gov/RCW/default.aspx?Cite=28A.660.050>

<sup>43</sup> *ibid*

<sup>44</sup> Washington State Legislature. RCW 28A.180.040. School board duties. Retrieved from <http://apps.leg.wa.gov/rcw/default.aspx?cite=28A.180.040>

<sup>45</sup> Washington State Legislature. (2013). Second Substitute House Bill 1680. Implementing strategies to close the educational opportunity gap. Retrieved from <http://lawfilesex.leg.wa.gov/biennium/2013-14/Pdf/Bills/House%20Bills/1680-S2.pdf>

<sup>46</sup> Transitional Bilingual Instructional Program Accountability Task Force. (2015). Final Report. Retrieved from [http://www.k12.wa.us/Workgroups/TBIP/pubdocs/TBIPTaskForce\\_Report2015.pdf](http://www.k12.wa.us/Workgroups/TBIP/pubdocs/TBIPTaskForce_Report2015.pdf)

## 4. Cultural Competence

### Background

Quality public education for *all* students requires *all* educators (e.g. school board members, superintendents, principals, teachers, and para-educators) to be effective in diverse settings. To achieve this, the educator workforce must first, be cognizant of systemic racism and the inequities of the public education system, and second, develop culturally competent skills and mindsets. Cultural competence is a professional and organizational development model designed to promote reflective, inclusive, and culturally relevant practices by school professionals and school systems.<sup>1</sup> Training in cultural competence provides educators with a set of attitudes, respect, awareness, knowledge, and skills that enable effective work in cross-racial, cross-cultural, diverse contexts.<sup>2</sup>

As Washington switches from the No Child Left Behind Act to the ESSA, professional development and training in cultural competency will become increasingly more important. The evaluation system under the ESSA places more value on the ability to work effectively in diverse settings. An ‘excellent educator’ in Washington will, “*Demonstrate the ability to design and plan instruction for students with diverse learning styles and cultural backgrounds*” and “*Create an inclusive and safe learning environment where all students and their families feel welcome.*”<sup>3</sup> Moreover, “*Demonstrating commitment to closing the achievement gap,*” will be one of eight criteria used to evaluate principals in Washington.<sup>4</sup>

Currently, the OSPI is developing a content outline for professional development and training in cultural competence for school and school district staff (includes classified school staff, district administrators, certified instructional staff, and principals). This training must align to the cultural competence matrix that has been created by the PESB (see [Appendix D](#)). Additionally, as stated in 4SHB 1541, “*The training program must also include the foundational elements of cultural competence, focusing on multicultural education and principles of English language acquisition, including information regarding best practices to implement the tribal history and culture curriculum.*”<sup>5</sup>

As Washington develops and enhances professional development trainings on cultural competence, it is the hope of the EOGOAC that state law increases accountability measures to ensure schools and school districts provide their educator workforce (e.g. certified, classified, instructional, and administrative staff) with cultural competence professional development and training. The objective of the following recommendations is to increase the cultural competence of the public education system in Washington.

Sources: <sup>1</sup>Center for Strengthening the Teaching Profession. “Defining Cultural Competence.” *Center for Strengthening the Teaching Profession*. PowerPoint. Retrieved from: <http://cstp-wa.org/cstp2013/wp-content/uploads/2014/07/Culturally-Responsive-PPT-4.pptx>; <sup>2</sup>ibid; <sup>3</sup>OSPI. (2016) Washington’s ESSA Consolidated Plan. Page 90. Retrieved from [http://www.k12.wa.us/ESEA/ESSA/pubdocs/WashingtonESSADraftConsolidatedPlan.pdf?sm\\_au=iVVsfbWRSqWqcM6r](http://www.k12.wa.us/ESEA/ESSA/pubdocs/WashingtonESSADraftConsolidatedPlan.pdf?sm_au=iVVsfbWRSqWqcM6r); <sup>4</sup>ibid; <sup>5</sup>Washington State Legislature. (2016). Fourth Substitute House Bill 1541, Section 204(2). Retrieved from <http://lawfilesext.leg.wa.gov/biennium/2015-16/Pdf/Bills/Session%20Laws/House/1541-S4.SL.pdf>

## Recommendations

### 4A. Strengthen Cultural Competence Training for School Board Members and Superintendents

Fourth Substitute House Bill 1541 tasked the Washington State School Directors’ Association (WSSDA) with developing a plan for the creation and delivery of cultural competence training for school board directors and superintendents in Washington. The content of the training program must align to the PESB’s cultural competence matrix for educators (see [Appendix D](#)). Moreover, it must include foundational elements of cultural competence, principals of multicultural education, and best practices regarding tribal history and culture curriculum. As stated in [Recommendation 4D](#), the EGOAC recommends incorporating best practices for family and community engagement into the training as well.

The WSSDA received money from the Legislature to create an outline of this content. However, more money is needed to actually implement the training program. **The EGOAC recommends the Legislature provide the WSSDA with additional funding for the purpose of implementing the training program. Once implemented, a minimum annual cultural competence training shall be enacted for all school board directors and superintendents in Washington.**

### 4B. Require Cultural Competence Professional Development and Training for Schools and School Districts Under Improvement Status

#### Section 205 of 4SHB 1541

*“Required action districts as provided in RCW 28A.657.030, and districts with schools that receive the federal school improvement grant under the American recovery and reinvestment act of 2009, and districts with schools identified by the superintendent of public instruction as priority or focus are **strongly encouraged** to provide the cultural competence professional development and training developed under RCW 28A.405, 28.A.405.120, and section 204 of this act for classified, certificated instructional, and administrative staff of the school.”*

Source: <http://lawfilesexet.leg.wa.gov/biennium/2015-16/Pdf/Bills/Session%20Laws/House/1541-S4.SL.pdf>

The EGOAC recommends the Legislature implement a state law requiring professional development and training in cultural competence for all staff working at schools and school districts under improvement status. Classified, certified, instructional, and administrative staff shall be included in this professional development and training.

Currently, schools and school districts under improvement status are ‘strongly encouraged’ (not ‘required’) to partake in cultural competence professional development and training.

**The EGOAC recommends changing the language in Section 205 of 4SHB 1541 from ‘strongly encouraged’ to ‘required’.** This requirement will hold schools and school districts accountable for developing the cultural competence of their local educator workforce.

### 4C. School Improvement Plans Must Address Cultural Competence

**The EGOAC recommends the Office of Student and School Success at the OSPI add a cultural competence section to the school improvement plan.** In this section, schools and school districts must devise a plan for how they will better equip their educators with the skills and mindsets needed to be effective in diverse environments. Professional development and training to school staff in cultural competence must be included in this plan. Adding this to the school improvement plan document will serve as an accountability measure.

**The Office of Student and School Success shall work in collaboration with the CISL on how the OSPI can support schools under improvement status with the delivery of cultural competence professional development and training.**

**4D. Incorporate Community and Family Resources into Cultural Competence Professional Development and Training.**

“Teachers, administration, and governance can benefit from cultural competence, a status of a school district’s understanding of the unique place-based attributes of the communities they serve.”<sup>47</sup> – *EOGOAC 2009 Synthesis*

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Cultural competence training programs for educators should *always* be developed in partnership with families and communities. **Hence, the EOGOAC recommends school districts and the WSSDA (see [Recommendation 4A](#)) reach out to families, communities, and the CISL when creating and implementing cultural competence training programs. Moreover, all training programs shall include best practices for schools and school districts regarding family and community engagement.**



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<sup>47</sup> The EOGOAC. (2009). *Synthesis of the Recommendations from the 2008 Achievement Gap Studies*, p. 8. Retrieved from <http://www.k12.wa.us/WorkGroups/EOGOAC/pubdocs/Synthesis2008Recommendations.pdf>

## 5. Family Engagement

### Background

Since its inception, the EOGOAC has been committed to increasing family and community engagement in Washington’s K-12 public education system. In 2008, the EOGOAC was tasked by the Legislature to synthesize findings from five achievement gap studies. Key takeaways from their [2009 synthesis](#)<sup>1</sup> include the following:

- Engage and welcome families into schools.
- Use multiple forms of communication with parents whose first language is not English.
- Strengthen school-community partnerships.
- Develop relationships between school districts and Native American tribes.

It is now 2017 and unfortunately, many of the recommendations have yet to be enacted. Increasing family engagement has been and continues to be a top priority of the EOGOAC. In 2016, the EOGOAC recommended the following: (1) increase allocation for family and community engagement coordinators; (2) require school districts to adopt a family and community engagement framework; (3) link integrated student supports to resources in the community.<sup>2</sup>

Although these previous recommendations are well thought out, none can exist without sufficient funding. Therefore, the recommendations below seek to increase state funding for family engagement.

Source: <sup>1</sup>The EOGOAC. (2009). *Synthesis of the Recommendations from the 2008 Achievement Gap Studies*. Retrieved from <http://www.k12.wa.us/WorkGroups/EOGOAC/pubdocs/Synthesis2008Recommendations.pdf>; <sup>2</sup>The EOGOAC. (2016). *Closing Opportunity Gaps in Washington’s Public Education System*. Retrieved from <http://www.k12.wa.us/WorkGroups/EOGOAC/pubdocs/EOGOAC2016AnnualReport.pdf>

### Guiding Statement by Washington’s Family Engagement Workgroup for the Every Student Succeeds Act

*“Devote resources and staff to ensure schools, districts, and OSPI support and grow family and community collaboration engagement. This should occur from students’ birth through graduation and onto their careers. This effort on family and community engagement is the undergirding to support the success of all students and families, reduce the opportunity gap, and develop more culturally responsive and inclusive schools. Schools, districts, and OSPI must recruit, hire, train, and retain all staff for this commitment to cultural responsiveness, inclusion, and family-community-school engagement. Families, communities, community-based organizations, civic groups, youth service groups, ethnic and racial affinity and support groups, and faith-based organizations provide vital input and wisdom about their students. All staff should leverage this knowledge to improve school policies and practices. When planning for, or implementing racially and culturally equitable and inclusive (e.g., disability, gender, faith, language) family and community engagement efforts, schools, districts, and OSPI must focus on reaching and developing ongoing relationships with families and students whose voices have been lost or not heard as well by holding diversity and inclusion as core values. Washington’s students and families come from diverse communities, life experiences, and perspectives and enrich our schools with their input and support.”*

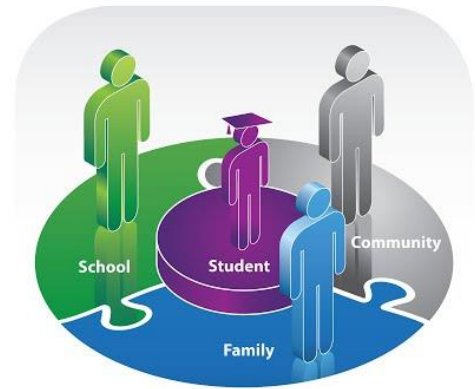
Source: <http://oeo.wa.gov/wp-content/uploads/1408Report.2016.11.30.pdf>

## Recommendations

### **5A. Support the 2016 Family Engagement Recommendations by the Office of Education Ombuds**

In December 2016, the [Office of Education Ombuds](#)<sup>48</sup> (OEO) provided recommendations under [Second Substitute House Bill 1408](#)<sup>49</sup> to the Legislature on how to develop and sustain meaningful, culturally responsive school and family partnerships. More specifically, the OEO recommended the following:

1. Adopt as the state's commitment to family engagement the guiding statement crafted by the ESSA Family and Community Engagement Workgroup (see [Family Engagement Background](#)).
2. Form a multi-year statewide workgroup that brings direct family, educator, and community voices together to create a framework for implementing the EOGOAC's recent family and community engagement recommendations.
3. Devote adequate resources to this state-level workgroup to conduct community-based meetings to draw on families' experiences statewide and support cultural responsiveness, language access, and other forms of access (e.g., supporting nontraditional families and guardians, providing for disability accommodations) from the outset of planning and throughout implementation.
4. Fund a comprehensive system of education with family and community engagement as a foundation.



**The EOGOAC supports the four recommendations made by the OEO, and advises the Legislature allocate additional funds to the OEO to ensure they have the capacity to facilitate and implement a multi-year statewide family engagement workgroup, effectively advancing parent and community engagement across Washington.**

### **5B. Increase State Funding for Family Engagement**

In 2014, Section 502(4) of [Engrossed Substitute Senate Bill 6002](#)<sup>50</sup> established the prototypical schools funding model for family engagement: 0.0825 'parent involvement coordinators' shall be allocated per 400 full time equivalent students at the elementary school level (K-6<sup>th</sup> Grade). There are many problems with this current funding structure. First, it is for elementary schools only, meaning there are currently no funding models for family engagement coordinators at the middle or high school levels. Second, the funding is not restrictive, thus it is up to school district discretion to determine how state allocated family engagement funds are spent and does not necessarily have to go towards family engagement. Third, small districts, especially those with 400 or fewer students, will not be able to hire even one family engagement coordinator for the school district. For example, if a school district has 190 full time equivalent students at the elementary level, the district will only receive \$1,243, which is considerably insufficient.

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<sup>48</sup> The OEO. (2017). Home. Retrieved from <http://oeo.wa.gov/>

<sup>49</sup> Washington State Legislature. (2016). Second Substitute House Bill 1408. Relating to developing a definition and model for "family engagement coordinator". Retrieved from <http://lawfilesexternal.wa.gov/biennium/2015-16/Pdf/Bills/House%20Passed%20Legislature/1408-S2.PL.pdf>

<sup>50</sup> Washington State Legislature. (2014). Engrossed Substitute Senate Bill 6002. Relating to fiscal matters. Retrieved from <http://apps.leg.wa.gov/documents/billdocs/2013-14/Pdf/Bills/Senate%20Passed%20Legislature/6002-S.PL.pdf>



**The EGOAC recommends the Legislature revise the statewide prototypical funding model for family engagement to ensure all school districts in Washington have at least one family engagement coordinator at the elementary, middle, and high school levels.** In other words, all school districts in Washington, regardless of size, would have three family engagement coordinators. From there, a revised prototypical schools funding model shall be used to determine *how many more* family engagement coordinators will be allocated to each school district. This will ensure large school districts receive sufficient state-level funding to hire the necessary number of family engagement coordinators for their student body.

Based on this, revisions to [RCW 28A.150.261](#)<sup>51</sup> shall include the following:

1. All school districts shall have, at minimum, one family engagement coordinator at the elementary, middle, and high school levels (3 total).
2. The following prototypical schools funding model shall be used to determine if the school district shall receive *additional funding* for family engagement coordinators:
  - 1.0 parent involvement coordinators shall be allocated per 400 full time equivalent students at the elementary school level (K to 6<sup>th</sup> Grade).
  - 1.0 parent involvement coordinators shall be allocated per 432 full time equivalent students at the middle school level (Grade 7 to 8).
  - 1.0 parent involvement coordinators shall be allocated per 600 full time equivalent students at the high school level (Grade 9 to 12).

**All state funding allocated to school districts for family engagement must be restrictive, meaning school districts are required to spend this money on hiring family engagement coordinators.**



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<sup>51</sup> Washington State Legislature. RCW 28A.150.260. Allocation of state funding to support instructional program of basic education-Distribution formula-Prototypical schools-Enhancements and adjustments-Review and approval-Enrollment calculation. Retrieved from <http://apps.leg.wa.gov/rcw/default.aspx?cite=28A.150.260>

## 6. Disaggregated Student Data

### Background

Careful analyses of student outcomes by race and ethnicity are critical for understanding the educational opportunity gaps that exist within classrooms, schools, school districts, and education systems. The EOGOAC advocates for better usages of data to improve student learning and school performance. Additionally, data on student outcomes need to be disaggregated by race and ethnicity to the furthest extent possible and schools/school districts must be held accountable for appropriately and effectively interpreting student level data.

Currently, the OSPI collects student racial and ethnic data in the Comprehensive Education and Data Research System in accordance with federal guidance mandated by the U.S. Department of Education. Federal race and ethnicity categories include: (1) Hispanic or Latino; (2) American Indian or Alaska Native; (3) Asian; (4) Black or African American; (5) Pacific Islander or Native Hawaiian; and (6) White. If students select more than one category, they are marked as 'two or more races'.

In 2010, the OSPI began collecting disaggregated data for Asian American and Pacific Islander (AAPI) students, providing a unique opportunity to examine the differences revealed by disaggregated data. In 2013, The National Commission on Asian American and Pacific Islander Research in Education analyzed the OSPI's data, revealing hidden educational opportunity gaps for K-12 AAPI students (see Figure X).<sup>1</sup> Analyses such as these enable more targeted supports to students in need, as schools, school districts, and the state can more clearly understand where educational opportunity gaps exists.

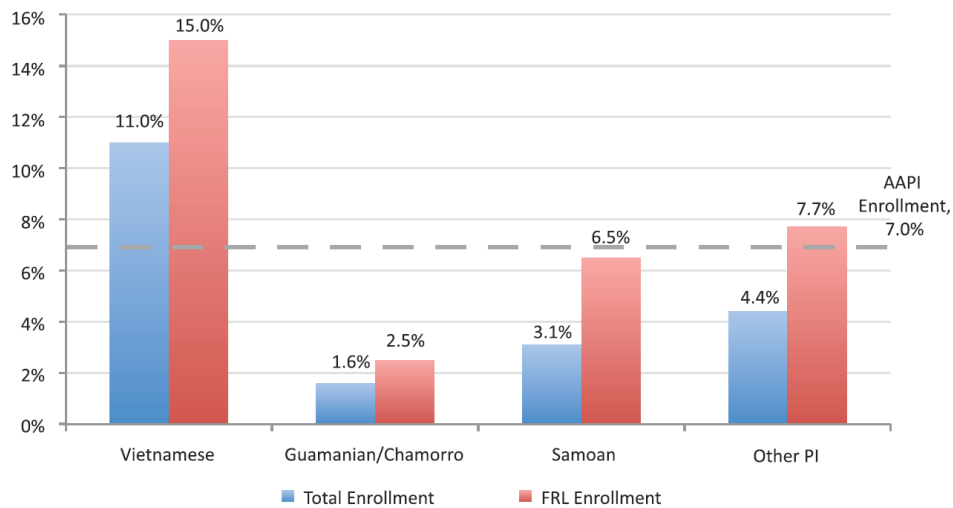
The EOGOAC has advocated for collecting and reporting disaggregated data for all the federally recognized race and ethnicity categories. Per these recommendations, 4SHB 1541 mandates, by the 2017-2017 school year, the OSPI collect and school districts submit all student-level data using the federally mandated categories with the following modifications:

*“(a) further disaggregation of the Black category to differentiate students of African origin and students native to the United States with African ancestors; (b) further disaggregation of countries of origin for Asian students; (c) further disaggregation of countries of origin for Asian students; (d) For students who report as multiracial, collection of their racial and ethnic combination of categories.”<sup>2</sup>*

The recommendations in this section seek to support schools, school districts, families, communities, and the OSPI in transitioning to an education system that collects, uses, and engages with disaggregated student level data for the purpose of recognizing and closing educational opportunity gaps.

Sources: <sup>1</sup>National Commission on Asian American and Pacific Islander Research in Education. (2013). *The Hidden Academic Opportunity Gaps Among Asian Americans and Pacific Islanders: What Disaggregated Data Reveals in Washington State*. Retrieved from <http://care.igeucla.org/wp-content/uploads/2015/09/iCount-Report-The-Hidden-Academic-Opportunity-Gaps-2015.pdf>; <sup>2</sup>Washington State Legislature. (2016). *Fourth Substitute House Bill 1541, Section 201(1)*. Retrieved from <http://lawfilesexxt.leq.wa.gov/biennium/2015-16/Pdf/Bills/Session%20Laws/House/1541-S4.SL.pdf>

**Figure X: Disaggregated Data for Asian American & Pacific Islander (AAPI) K-12 Students in Washington (2013) By Free and Reduced Lunch (FRL) Enrollment**



\*Source: [http://care.iqueucla.org/wp-content/uploads/2015/09/iCount-Report\\_The-Hidden-Academic-Opportunity-Gaps\\_2015.pdf](http://care.iqueucla.org/wp-content/uploads/2015/09/iCount-Report_The-Hidden-Academic-Opportunity-Gaps_2015.pdf)

## Recommendations

### 6A. Adopt Training and Guidance Proposed by the Race and Ethnicity Student Data Task Force

Fourth Substitute House Bill 1541 established the Race and Ethnicity Student Data (RESD) Task Force charged to develop race and ethnicity guidance for the state. As stated in 4SHB 1541:

*“The guidance must clarify for students and families why information about race and ethnicity is collected and how students and families can help school administrators properly identify them. The guidance must also describe the best practices for school administrators to use when identifying the race and ethnicity of students and families.”<sup>52</sup>*

The RESD Task Force has met monthly since August 2016 and will publish race and ethnicity guidance for Washington in July 2017. The RESD Task Force is still in the process of formulating and finalizing recommendations. The EOGOAC supports their work, as they advocate for disaggregating race and ethnicity student data to the furthest extent possible. Additionally, the RESD Task Force is committed to creating guidance that: (1) promotes racial equity; (2) creates systemic change; (3) advocates for racial and ethnic underserved populations; and (4) better serves all communities in Washington.

**The EOGOAC supports the work of the RESD Task Force, and recommends the Legislature adopt their proposed race and ethnicity guidance published in July 2017.**

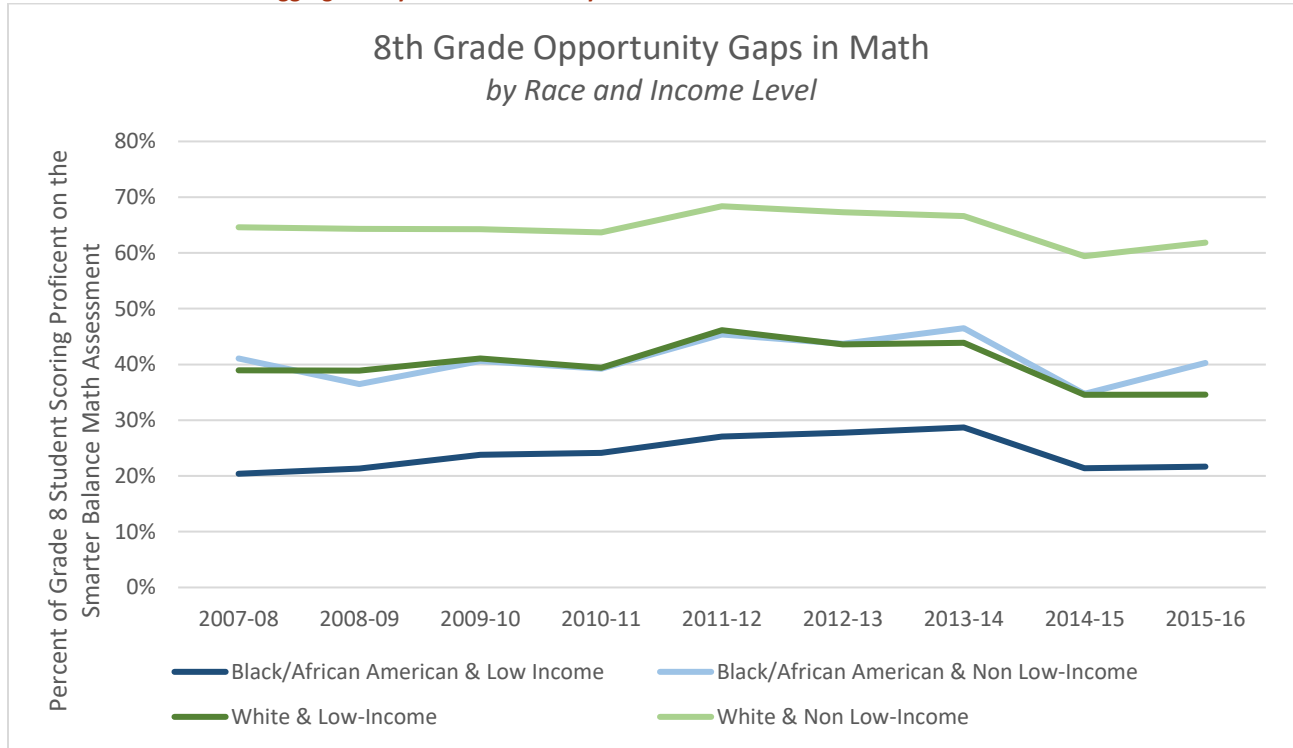
### 6B. Require the Use of Cross Tabulations when Analyzing Student Outcomes

The EOGOAC advocates for effective and accurate analyses of student level data. Race and ethnicity data should always be used in conjunction with other variables when analyzing student outcomes (e.g. race/ethnicity by

<sup>52</sup> Fourth Substitute House Bill 1541, Section 502. Retrieved from <http://lawfilesexternal.wa.gov/biennium/2015-16/Pdf/Bills/Session%20Laws/House/1541-S4.SL.pdf>

special education status) as it can better identify where educational opportunity gaps exist. For example, Figure XI shows the intersection of race and income level that contributes to opportunity gaps faced by Black/African American non low-income students, Black/African American low-income students, and White low-income students. If income level and race were analyzed separately, opportunity gaps would be masked.

**Table XI: Student Data Disaggregated by Race and Ethnicity**



\*Data Source: The Office of Superintendent of Public Instruction, Student Information Department: Comprehensive Education Data And Research System.

[Washington’s Consolidated Plan](#) for the ESSA highlights the need to provide better support for underserved students. As stated in the plan, underserved students in Washington include the following groups: low-income students, lowest-achieving students, English learners, children with disabilities, children and youth in foster care, migrant children and youth, homeless children and youth, neglected, delinquent, and at-risk children identified under Title I, part D of the ESEA, immigrant children and youth, students in local education agencies eligible for grants under the Rural and Low-income School Program, American Indian and Alaska native students, student with low literacy levels, and students who are gifted and talented.<sup>53</sup>

**To effectively identify opportunity gaps, the EGOAC recommends the [Data Governance Group](#)<sup>54</sup> provide guidance to schools, school districts, and the OSPI on how to use cross tabulations with the variables listed above when analyzing student outcomes. Statewide guidance is needed to ensure data protocols are consistent across all school district.**

<sup>53</sup> OSPI. (2016). Washington’s ESSA Consolidated Plan. <http://www.k12.wa.us/ESEA/ESSA/pubdocs/WashingtonESSADraftConsolidatedPlan.pdf>

<sup>54</sup> OSPI. (2016). Data Governance. Retrieved from <http://www.k12.wa.us/K12DataGovernance/Members.aspx>

**6C. Annual Training on How to Collect and Analyze Student Data**

To help implement [Recommendation 6B](#), the EGOAC recommends the Legislature adopt a requirement: **All school district employees and school staff that collect and/or analyze student level data must receive annual training.**

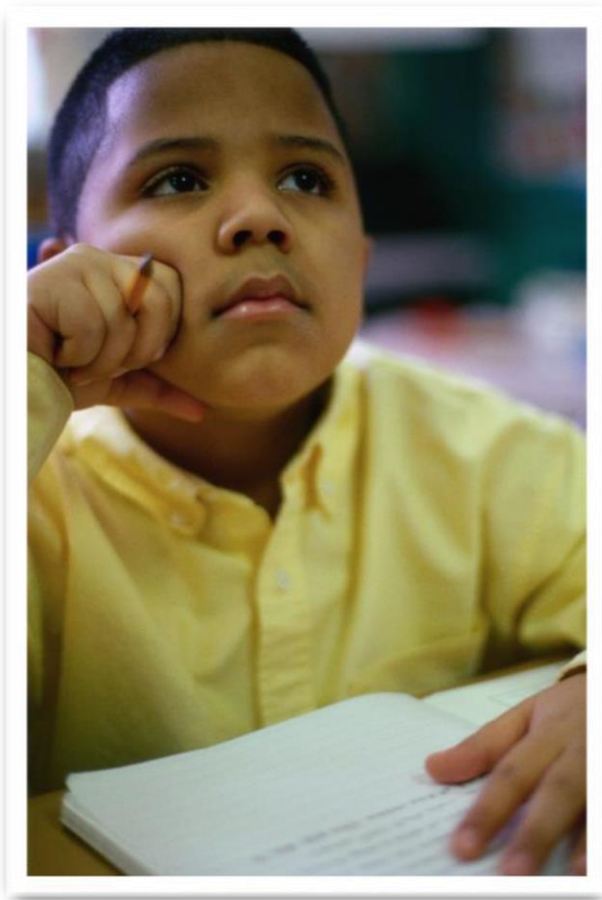
The objective would be to ensure that all school districts in Washington are accurately analyzing student data for the purpose of closing opportunity gaps and informing instructional practices. The training must include the following:

- How to collect and analyze student data.
- How to apply findings in ways that reduce opportunity gaps.
- How to disseminate student data to schools and school districts.
- How to effectively communicate with students, families, and communities about student data.

*The Data Governance Group (see [Recommendation 6B](#)) shall be the entity responsible for creating the training. From there, the OSPI shall implement and monitor the annual data analysis training.*

**6D. Community Engagement with Student Data**

Schools, school districts, and Educational Service Districts (ESDs) have an obligation to share data with communities, families, and community-based organizations on an ongoing basis. **To ensure uniformity in data sharing practices across school districts, the EGOAC recommends the OSPI use the guidance published by the RESD Task Force to create a mandatory annual training for all principals and superintendents, as well as representatives from every ESD in Washington.** Training shall include best practices for making data accessible and culturally responsive to all students, families, and communities. Content of the training should align to the public reporting requirements under the ESSA.



## 7. Washington Integrated Student Supports Protocol

### Background

The EOGOAC has been and continues to be strong advocates of expanding integrated student supports in public education. Fourth Substitute House Bill 1541 established the Washington Integrated Student Support Protocol (WISSP), which intends to serve as a guide that schools and school districts can use when implementing integrated student supports. More specifically, the protocol will:

- Support a school-based approach to promoting the success of all students.
- Fulfill a vision of public education where educators focus on education, students focus on learning, and auxiliary supports enable teaching and learning to occur unimpeded.
- Encourage the creation, expansion, and quality improvement of community-based supports that can be integrated into the academic environments of schools and school districts.
- Increase public awareness of the evidence showing that academic outcomes are a result of both academic and nonacademic factors.
- Support statewide and local organizations in their efforts to provide leadership, coordination, and technical assistance for professional development, and advocacy to implement high quality, evidence-based, student-centered, coordinated approaches throughout the state.

The WISSP must focus specifically on at-risk students, and by law, must include: (1) a student needs assessment; (2) integration and coordination; (3) community partnerships; and (4) data driven decisions.<sup>1</sup>

The Center for the Improvement of Student Learning (CISL) department at the OSPI was tasked with developing the WISSP. The CISL plans to develop the WISSP in collaboration with: (1) staff at the OSPI; (2) educators at ESDs; (3) local school districts and building staff; (4) representatives of community organizations; (5) families; and (6) experts in the field of family-school-community partnerships for learning improvement. The overall mission of the CISL is to connect people to the information and research needed to improve learning and teaching in Washington. Ensuring the WISSP is user friendly and easily accessible is a critical aspect of this mission.

The WISSP, in conjunction with the CISL's leadership, will provide schools and school districts across Washington with the resources needed to provide all students, especially those most at risk, with integrated student supports. The recommendations below aim to support the CISL's work in developing and implementing the WISSP.

Sources: <sup>1</sup>Washington State Legislature. (2016). Fourth Substitute House Bill 1541, Section 8(2). Retrieved from <http://lawfilesexternal.wa.gov/biennium/2015-16/Pdf/Bills/Session%20Laws/House/1541-S4.SL.pdf>

## Recommendations

### **7A. Fund the Washington Integrated Student Support Protocol**

The OSPI submitted to the Legislature a ‘K12 Student Achievement Supports’ budget request for the 2017-2019 biennium (see [Appendix E](#)).<sup>55</sup> One of the proposed elements of the budget request is an increase in funding for the CISL department at the OSPI. **The EGOAC recommends the Legislature approve this budget request.**

### **7B. Collaborate with Families and Communities when Creating the Washington Integrated Student Support Protocol**

**The EGOAC recommends the CISL collaborates with students, families, communities of colors, and community-based organization when creating the WISSP.**

All recommendations in the WISSP should be culturally responsive and reflective of community voices. Family and community engagement should be built into the WISSP protocol to ensure that feedback and engagement are ongoing and collaborative. The very communities affected by opportunity gaps and the community-based organizations that work with these communities could provide a wealth of knowledge and experience to the CISL.

### **7C. Address the School-to-Prison Pipeline in the Washington Integrated Student Support Protocol**

**In accordance with [Recommendation 1E](#), the EGOAC recommends that the CISL work with the juvenile justice system, community truancy boards, and alternative high schools and institutions to create a section of the WISSP devoted to breaking the school-to-prison pipeline.**

As mentioned previously, *“Young people who drop out of high school, many of whom have experienced suspension or expulsion, are more than eight times as likely to be incarcerated as those who graduate.”*<sup>56</sup> Reintegrating students who have been suspended or expelled is key to breaking the school-to-prison pipeline. Sustainable policies and practices that address the unique needs of students who have been suspended or expelled must be forefront to the WISSP.



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<sup>55</sup> OSPI. (2016). K12 Student Achievement Supports. Retrieved from [http://insideospi/teams/Worksites/PMO/ITPortfolio/\\_layouts/15/WopiFrame2.aspx?sourcedoc=/teams/Worksites/PMO/ITPortfolio/IT%20Decision%20Packages/AG\\_2017-19\\_K12%20Student%20Achievement%20Supports.docx&action=default&DefaultItemOpen=1](http://insideospi/teams/Worksites/PMO/ITPortfolio/_layouts/15/WopiFrame2.aspx?sourcedoc=/teams/Worksites/PMO/ITPortfolio/IT%20Decision%20Packages/AG_2017-19_K12%20Student%20Achievement%20Supports.docx&action=default&DefaultItemOpen=1)

<sup>56</sup> Dignity in Schools. (2011). Fact Sheet on School Discipline and the Pushout Problem. Retrieved from [http://www.dignityinschools.org/files/Pushout\\_Fact\\_Sheet.pdf](http://www.dignityinschools.org/files/Pushout_Fact_Sheet.pdf)

## 8. Social Emotional Learning

### Background

*“Social emotional learning is a process through which people build awareness and skills in managing emotions, setting goals, establishing relationships, and making responsible decisions, leading to success in school and in life.”<sup>1</sup>*

Research has proven that when social emotional learning (SEL) is explicitly and effectively taught at school, social behaviors improve, academic performance increases, behavior problems are reduced, emotional distress is lessened, and attitudes towards self and others are more positive.<sup>2</sup> Comprehensive SEL programs can enhance students' connection to school, thus fostering more positive and supportive school environments.<sup>3</sup> The following recommendations support the development and implementation of SEL into Washington's public schools.

Sources: <sup>1</sup> Social Emotional Learning Benchmarks Workgroup. (2016). Addressing Social Emotional Learning in Washington's K-12 Public Schools. Retrieved from <http://www.k12.wa.us/Workgroups/SELB-Meetings/SELBWorkgroup2016Report.pdf>; <sup>2</sup>Durlak et al. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school based universal interventions. *Child Development*, 872 (1), 1-29.; <sup>3</sup>Zins, Weissberg, Wang, & Walberg. (2004). *Building academic success on social and emotional learning: What does the research say?* Teachers College Press.

### Social Emotional Learning Standards and Benchmarks Shall...

- Elevate positive skill development.
- Indicate areas for growth and development.
- Adapt to be culturally responsive to the unique backgrounds of our students.
- Reflect diverse cultures, languages, histories, identities, abilities.
- Benefit from student and teacher diversity.
- Align to a learning continuum that is not used as an assessment tool.

Source: <http://www.k12.wa.us/Workgroups/SELB-Meetings/SELBWorkgroup2016Report.pdf>





## Recommendation

### 8A. Adopt Recommendations in the 2016 Social Emotional Learning Benchmarks Workgroup Report

The [Social Emotional Learning Benchmarks \(SELB\) Workgroup](#) proposed a statewide Social Emotional Learning Framework in their [2016 Report](#) to the Legislature.<sup>57</sup> The framework consists of social emotional learning standards and benchmarks (see [Appendix F](#)), as well as guiding principles and implementation strategies.

More specifically, the proposed SEL Framework includes:

1. *Guiding principles, established to ensure SEL in practice is equitable, culturally competent, and inclusive.*
  - **Professional Learning:** In order to implement SEL into the classroom and foster social emotional skills, professionals working in the K-12 education system must receive ongoing, job-embedded professional learning
  - **School/Family/Community Partnerships:** Two-way respectful and collaborative communication between schools, families, and community partners is essential to the development of effective, culturally responsive SEL supports in school.
  - **Cultural Responsiveness:** Recognizing there is a reflection of culture in any selection and implementation of standards requires us to be thoughtful and responsive to the many diverse cultures of the students, families, educators, and staff that make up school communities.

2. *Social emotional learning standards and benchmarks that develop self and social competencies. See [Appendix F](#) for more details.*

Social Emotional Learning Standards	
Self-Awareness	Social Awareness
Self-Management	Social Management
Self-Efficacy	Social Engagement

3. *Implementation strategies to ensure schools create environments where students can feel comfortable, confident, and supported. Implementation strategies include: (1) Universal Design for Learning principles; (2) classroom cultures rooted in equity; and (3) SEL as an integrated student support.*

**The EGOAC recommends the Legislature adopt the recommendations proposed by the SELB Workgroup in their 2016 Report.** When implementing this framework, the proposed guiding principles (professional learning, school/family/community partnerships, and cultural responsiveness) must be forefront to the work.

### 8B. Fund the Social Emotional Learning Benchmarks Workgroup

It is paramount to the EGOAC that SEL is implemented in a culturally responsive way and adapts to fit the unique and diverse needs of every student. **To ensure this happens, The EGOAC recommends the Legislature fund the SELB Workgroup for an additional year.** During this time, the SELB workgroup must focus on creating culturally responsive, researched-based implementation strategies and guidelines for schools and school districts. When creating such guidelines, the SELB Workgroup shall engage with and collect feedback from community members, students, and families across Washington. This type of community outreach will require additional funding from the Legislature.

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<sup>57</sup> Social Emotional Learning Benchmarks Workgroup. (2016). Addressing Social Emotional Learning in Washington’s K-12 Public Schools. Retrieved from <http://www.k12.wa.us/Workgroups/SELB-Meetings/SELBWorkgroup2016Report.pdf>

## **Conclusion**

Since 2009, the EOGOAC has sought to dismantle the status quo of Washington's K-12 public education system. The policies and strategies recommended in this report build off 4SHB 1541 and, if implemented, will provide more equitable learning opportunities for all students of color in Washington.

The 2017 EOGOAC report comes at a unique time, as the ESSA is in the process of being implemented, effectively changing education policy in Washington. As the OSPI refines the ESSA plans, the EOGOAC will track progress and make recommendations accordingly.



# APPENDIX



## Appendix

### Appendix A. Request for Alternative Route for Teacher Funding Pathways

<http://www.k12.wa.us/LegisGov/2016documents/PA-PESBAItRoute-Retooling.pdf>

### Appendix B. Federal Loan Forgiveness Programs

Loan Type	Description	Service Requirements	Eligibility Requirements	Amount Forgiven
Federal Perkins Loan  <a href="https://studentaid.ed.gov/sa/repay-loans/forgiveness-cancellation/teacher#teacher-cancellation">https://studentaid.ed.gov/sa/repay-loans/forgiveness-cancellation/teacher#teacher-cancellation</a>	<p>The Federal Perkins Loan Program provides low interest loans to help needy students finance the costs of postsecondary education. Students attending any one of approximately 1,700 participating postsecondary institutions can obtain Perkins loans from the school.</p> <p>IHEs may apply for an allocation of funds to be awarded to undergraduate, vocational, and graduate students enrolled or accepted for enrollment at participating schools. The IHE’s acts as the lender using funds provided by the federal government.</p> <p>Perkins loans are subsidized, with loan interest paid while students are in school. They have no origination or default fees and the interest rate will not change.</p>	<p>15% - 1<sup>st</sup> and 2<sup>nd</sup> years of service</p> <p>20%- 3<sup>rd</sup> and 4<sup>th</sup> years</p> <p>30%- 5<sup>th</sup> year</p>	<p>-Full-time teacher in a designated educational service agency serving students from low-income families (for teaching service that includes Aug. 14, 2008, or began on or after that date)</p> <p>-Full-time special education teacher of children with disabilities in an educational service agency (for service that includes Aug. 14, 2008, or began on or after that date)</p> <p>-Full-time special education teacher of children with disabilities in an educational service agency (for service that includes Aug. 14, 2008, or began on or after that date)</p> <p>-Full-time teacher of math, science, foreign languages, bilingual education, or other fields designated as teacher shortage areas</p> <p>-Full-time special education teacher of children with disabilities in a public or other nonprofit elementary or secondary school</p> <p>-Full-time speech pathologist with a master's degree working in a Title I-eligible elementary or secondary school (for service that includes Aug. 14, 2008, or began on or after that date)</p> <p>(Do not need to be certified or licensed to receive cancellation benefits)</p>	<p>“Cancellation” of up to 100 percent of loan, in service increments</p> <p>Total amount of loan may not exceed \$27,500 for undergraduates and \$60,000 for graduates (including amounts borrowed as undergraduate)</p> <p>Each amount cancelled per year includes the interest that accrued during the year.</p>
Teacher Loan Forgiveness Program for Direct Subsidized Loans, Direct Unsubsidized Loans, Subsidized Federal Stafford Loans and Unsubsidized Federal Stafford Loans  <a href="https://studentaid.ed.gov/sa/repay-loans/forgiveness-cancellation/teacher-loan-forgiveness">https://studentaid.ed.gov/sa/repay-loans/forgiveness-cancellation/teacher-loan-forgiveness</a>	<p>The Teacher Loan Forgiveness Program is intended to encourage individuals to enter and continue in the teaching profession. Under this program, teachers who teach full-time for five complete and consecutive academic years in certain elementary and secondary schools and educational service agencies that serve low-income families, and meet other qualifications, may be eligible for forgiveness of up to a combined total of \$17,500 on their <a href="#">Direct Subsidized and Unsubsidized Loans and your Subsidized and Unsubsidized Federal Stafford Loans</a>.</p>	<p>Taught for 5 consecutive, complete academic years at an eligible elementary or secondary schools or an eligible educational service agency</p>	<p>Employed in an elementary or secondary school that</p> <ul style="list-style-type: none"> <li>-is in a school district that qualifies for funds under Title I of the Elementary and Secondary Education Act of 1965, as amended;</li> <li>-has been selected by the U.S. Department of Education based on a determination that more than 30 percent of the school’s total enrollment is made up of children who qualify for services provided under Title I; and</li> </ul> <p>-is listed in the <a href="#">Annual Directory of Designated Low-Income Schools for Teacher Cancellation Benefits</a>. If this directory is not available before May 1 of any year, the previous year’s directory may be used</p> <p>\$5,000 in loan forgiveness if, as certified by the chief administrative officer of the school</p> <ul style="list-style-type: none"> <li>-a full-time elementary school teacher who demonstrated knowledge and teaching skills in reading, writing, mathematics, and other areas of the elementary school curriculum; or</li> <li>-a full-time secondary school teacher who taught in a subject area that was relevant to your academic major.</li> </ul> <p>\$17,500 in loan forgiveness if, as certified by the chief administrative officer of the school</p> <ul style="list-style-type: none"> <li>-a <b>highly qualified</b> full-time mathematics or science teacher in an eligible secondary school; or</li> <li>-a <b>highly qualified</b> special education teacher whose primary responsibility was to provide special education to children with disabilities, and you taught children with disabilities that corresponded to your area of special education training and</li> </ul>	<p>Up to \$17,500 of Direct Subsidized and Unsubsidized Loans and Subsidized and Unsubsidized Federal Stafford Loans</p>

Closing the Opportunity Gap in Washington’s Public Education System

<p>Public Service Loan Forgiveness Program</p> <p><a href="https://studentaid.ed.gov/sa/repay-loans/forgiveness-cancellation#public-service">https://studentaid.ed.gov/sa/repay-loans/forgiveness-cancellation#public-service</a></p>	<p>The Public Service <i>Loan Forgiveness</i> (PSLF) Program forgives the remaining balance on your Direct Loans after you have made 120 qualifying monthly payments under a qualifying repayment plan while working full-time for a qualifying employer.</p>	<p>120 qualifying monthly payments (not required to be consecutive) on Direct Loan while working in a qualifying organization.</p>	<p>have demonstrated knowledge and teaching skills in the content areas of the curriculum that you taught</p> <p>Employment with the following types of organizations qualifies for PSLF:                  Government organizations at any level (federal, state, local, or tribal)                  Not-for-profit organizations that are tax-exempt under Section 501(c)(3) of the Internal Revenue Code                  Other types of not-for-profit organizations that provide certain types of <i>qualifying public services</i>                  Serving in a full-time AmeriCorps or Peace Corps position also counts as qualifying employment for the PSLF Program.</p> <p>Focus on Public Education- includes services that provide educational enrichment or support directly to students or their families in a school or school-like setting.</p>	<p>Remaining balance on Direct Loan, after 120 qualifying payments.</p>
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**Appendix C. Grow Your Own Teacher Strategy Budget Request**

[http://www.k12.wa.us/LegisGov/2017documents/PA\\_PESB\\_2017-19\\_GrowYourOwn.pdf](http://www.k12.wa.us/LegisGov/2017documents/PA_PESB_2017-19_GrowYourOwn.pdf)

**Appendix D. The Professional Educator Standards Board Matrix for Cultural Competence**

<https://drive.google.com/file/d/0ByGfqpe9SoFGSUd3NEliU2NxRGM/view>

**Appendix E. K12 Student Achievement Supports Budget Request**

[http://www.k12.wa.us/LegisGov/2017documents/AG\\_2017-19\\_K12\\_StudentAchievementSupports.pdf](http://www.k12.wa.us/LegisGov/2017documents/AG_2017-19_K12_StudentAchievementSupports.pdf)

## Appendix F. Social Emotional Learning Standards and Benchmarks

Source: <http://www.k12.wa.us/Workgroups/SELB-Meetings/SELBWorkgroup2016Report.pdf>

### SELF-AWARENESS

**Standard 1: Individual has the ability to identify and name one's emotions and their influence on behavior.**

- *Benchmark 1A* – Demonstrates awareness and understanding of one's emotions.
- *Benchmark 1B* – Demonstrates knowledge of personal strengths, areas for growth, culture, linguistic assets and aspirations.
- *Benchmark 1C* – Demonstrates awareness and understanding of family, school, and community resources and supports.

### SELF-MANAGEMENT

**Standard 2: Individual develops and demonstrates the ability to regulate emotions, thoughts, and behaviors in contexts with people different than oneself.**

- *Benchmark 2A* – Demonstrates the skills to manage and express one's emotions, thoughts, impulses, and stress in constructive ways.
- *Benchmark 2B* – Demonstrates constructive decision-making and problem solving skills.

### SELF-EFFICACY

**Standard 3: Individual has the ability to motivate oneself, persevere, and see oneself as capable.**

- *Benchmark 3A* – Demonstrates the skills to set, monitor, adapt, persevere, achieve, and evaluate goals.
- *Benchmark 3B* – Demonstrates problem-solving skills to engage responsibly in a variety of situations.
- *Benchmark 3C* – Demonstrates awareness and ability to speak on behalf of personal rights and responsibilities.

### SOCIAL AWARENESS

**Standard 4: Individual has the ability to take the perspective of and empathize with others from diverse backgrounds and cultures.**

- *Benchmark 4A* – Demonstrates awareness of other people's emotions, perspectives, cultures, language, history, identity, and ability.
- *Benchmark 4B* – Demonstrates an awareness and respect for one's similarities and differences with others.
- *Benchmark 4C* – Demonstrates an understanding of the social norms of individual cultures.

### SOCIAL MANAGEMENT

**Standard 5: Individual has the ability to make safe and constructive choices about personal behavior and social interactions.**

- *Benchmark 5A* – Demonstrates a range of communication and social skills to interact effectively with others.
- *Benchmark 5B* – Demonstrates the ability to identify and take steps to resolve interpersonal conflicts in constructive ways.
- *Benchmark 5C* – Demonstrates the ability to engage in constructive relationships with individuals of diverse perspectives, cultures, language, history, identity, and ability.

### SOCIAL-ENGAGEMENT

**Standard 6: Individual has the ability to consider others and a desire to contribute to the well-being of school and community.**

- *Benchmark 6A* – Demonstrates a sense of social and community responsibility.
- *Benchmark 6B* – Demonstrates the ability to work with others to set, monitor, adapt, achieve, and evaluate goals.
- *Benchmark 6C* – Demonstrates effective strategies to contribute productively to one's school, workplace, and community.

# Addressing Social Emotional Learning in Washington's K-12 Public Schools

October 1, 2016

Report by the  
Social Emotional  
Learning  
Benchmarks  
Workgroup

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## EXECUTIVE SUMMARY

*This report is the culmination of the work completed by the Social Emotional Learning Benchmarks Workgroup (SELB), containing background information, research, and recommendations regarding social emotional learning (SEL). Final recommendations consist of a statewide SEL Framework (guiding principles, standards, and benchmarks) for K-12 students, as well as actionable next steps to further develop SEL in Washington.*

Social emotional learning is broadly understood as a process through which people build awareness and skills in managing emotions, setting goals, establishing relationships and making responsible decisions, leading to success in school and in life.<sup>1</sup> Research shows SEL on a large scale supports better performing and more positive school communities.<sup>2</sup>

The Social Emotional Learning Benchmarks Workgroup proposes to the Legislature a statewide SEL Framework, including guiding principles, standards, and benchmarks that provide the foundation and system for effective SEL programming. The guiding principles, which consists of (1) professional learning; (2) school/family/community partnerships; and (3) cultural responsiveness, ensure SEL in the classroom is culturally competent and inclusive across all schools and communities. Standards and benchmarks outline key SEL skills, which strive to develop interpersonal and intrapersonal competencies.

By defining and incorporating SEL at a systems level, we build a foundation to support academic and life-long achievement for students. By soliciting wide input and rigorously evaluating SEL in practice, the proposed Washington Social Emotional Learning Framework can support positive, equitable school environments in which all students learn the skills needed to be prepared for career, college, and life.

To implement SEL effectively and equitably schools will need to (1) start by evaluating and building school and classroom environments that are conducive to SEL; (2) incorporate principles of universal design for learning when adapting SEL curricula to their unique climate; (3) emphasize equity in the selection and implementation of curriculum; and (4) take a holistic approach, understanding that each person (child and adult) will start at different places and progress in different ways along an SEL continuum.

To ensure school districts have tools to do this work, we recommend the SELB Workgroup continues as a state level advisory committee. The future workgroup will need to develop indicators reflective of Washington's unique and diverse cultural heritage that are aligned to the proposed SEL standards and benchmarks, and develop resources to support districts and schools in the implementation process.

The workgroup recommends the following to the Legislature, with the guidance and support of the Office of Superintendent of Public Instruction:

1. Adopt the proposed Social Emotional Learning Framework, including the guiding principles, standards, and benchmarks for K-12 students in Washington.
2. Continue to fund the Social Emotional Learning Benchmarks Workgroup (SELB) as a state level advisory committee.

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<sup>1</sup>CASEL. (2015). What is Social and Emotional Learning? Retrieved from: <https://casel.squarespace.com/social-and-emotional-learning/>; Oakland Unified School District. (2016). Oakland SEL Briefing Notes. Retrieved from: [https://view.officeapps.live.com/op/view.aspx?src=http%3A%2F%2Fwww.theounce.org%2Fpubs%2FMaryHurley\\_Mid-YearSELinOaklandUnifiedSchoolDistrict2015-161.docx%3Fv%3D1](https://view.officeapps.live.com/op/view.aspx?src=http%3A%2F%2Fwww.theounce.org%2Fpubs%2FMaryHurley_Mid-YearSELinOaklandUnifiedSchoolDistrict2015-161.docx%3Fv%3D1)

<sup>2</sup> Elias. (1997). Promoting social and emotional learning: Guidelines for educators. Alexandria, VA: Association for Supervision and Curriculum Development; Zins, Weissberg, Wang, & Walberg. (2004). Building academic success on social and emotional learning: What does the research say? Teachers College Press; Durlak., Durlak, Weissberg, Dymnicki, Taylor, & Schellinger. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school based universal interventions. Child Development, 82(1), 1-29.

## Washington’s K-12 Social Emotional Learning Standards and Benchmarks

SELF		SOCIAL	
<b>STANDARD 1</b>	<b>SELF-AWARENESS</b> – Individual has the ability to identify and name one’s emotions and their influence on behavior.	<b>STANDARD 4</b>	<b>SOCIAL AWARENESS</b> – Individual has the ability to take the perspective of and empathize with others from diverse backgrounds and cultures.
BENCHMARK 1A	Demonstrates awareness and understanding of one’s emotions.	BENCHMARK 4A	Demonstrates awareness of other people’s emotions, perspectives, cultures, language, history, identity, and ability.
1B	Demonstrates knowledge of personal strengths, areas for growth, culture, linguistic assets, and aspirations.	4B	Demonstrates an awareness and respect for one’s similarities and differences with others.
1C	Demonstrates awareness and understanding of family, school, and community resources and supports.	4C	Demonstrates an understanding of the social norms of individual cultures.
<b>STANDARD 2</b>	<b>SELF-MANAGEMENT</b> – Individual develops and demonstrates the ability to regulate emotions, thoughts, and behaviors in contexts with people different than oneself.	<b>STANDARD 5</b>	<b>SOCIAL MANAGEMENT</b> – Individual has the ability to make safe and constructive choices about personal behavior and social interactions.
BENCHMARK 2A	Demonstrates the skills to manage and express one’s emotions, thoughts, impulses, and stress in constructive ways.	BENCHMARK 5A	Demonstrates a range of communication and social skills to interact effectively with others.
2B	Demonstrates constructive decision-making and problem solving skills.	5B	Demonstrates the ability to identify and take steps to resolve interpersonal conflicts in constructive ways.
		5C	Demonstrates the ability to engage in constructive relationships with individuals of diverse perspectives, cultures, language, history, identity, and ability.
<b>STANDARD 3</b>	<b>SELF-EFFICACY</b> – Individual has the ability to motivate oneself, persevere, and see oneself as capable.	<b>STANDARD 6</b>	<b>SOCIAL ENGAGEMENT</b> – Individual has the ability to consider others and a desire to contribute to the well-being of school and community.
BENCHMARK 3A	Demonstrates the skills to set, monitor, adapt, persevere, achieve, and evaluate goals.	BENCHMARK 6A	Demonstrates a sense of social and community responsibility.
3B	Demonstrates problem-solving skills to engage responsibly in a variety of situations.	6B	Demonstrates the ability to work with others to set, monitor, adapt, achieve, and evaluate goals.
3C	Demonstrates awareness and ability to speak on behalf of personal rights and responsibilities.	6C	Demonstrates effective strategies to contribute productively to one’s school, workplace, and community.

## BACKGROUND

### Legislation

In Washington, the Legislature intends “to continue to strengthen and modify the structure of the entire K-12 educational system, including non-basic education programmatic elements, in order to build the capacity to anticipate and support potential future enhancements to basic education as the educational needs of our citizens continue to evolve”.<sup>3</sup>

In 2012, the [Department of Early Learning, Thrive by Five Washington](#), and the [Office of Superintendent of Public Instruction](#) (OSPI) issued the ‘[Early Learning and Development Guidelines: Birth through 3rd Grade](#)’<sup>4</sup>. These guidelines discuss child development at different stages from birth through age eight in a way that is intended to be culturally inclusive.

In 2015, the Washington Legislature directed OSPI to “convene a workgroup to recommend comprehensive benchmarks for developmentally appropriate interpersonal and decision-making knowledge and skills of social and emotional learning for grades kindergarten through high school that build upon what is being done in early learning”.<sup>5</sup>

### Social Emotional Learning Benchmarks Workgroup

The Social Emotional Learning Benchmarks Workgroup (SELB) is comprised of statewide experts with experiences working with youth and families in educational settings, and knowledge of topics relating to social emotional learning (SEL) (see [Appendix 1](#)). Members met monthly from October, 2015 to September, 2016 to develop recommendations regarding a comprehensive Social Emotional Learning (SEL) Framework for Washington.

The workgroup’s proposed framework was formulated after an extensive review of both national research and best practices (see [Acknowledgements](#)). From this review, SELB broadly defines SEL as a process through which people build awareness and skills in managing emotions, setting goals, establishing relationships and making responsible decisions that supports success in school and in life.<sup>6</sup>

### Stakeholder Feedback

In order to receive the greatest level of feedback possible from this diverse group of stakeholders<sup>7</sup>, the workgroup utilized multiple focus groups, a community forum, and an online feedback form. See [Appendix 2](#) for more information.

Figure 1 outlines the four primary concerns from stakeholder feedback, as well as what was done in response to such feedback.

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<sup>3</sup> Washington State Legislature. (2009). RCW.28A.150.198. Finding-Intent-2009 c 548. Retrieved from: <http://app.leg.wa.gov/RCW/default.aspx?cite=28A.150.198>

<sup>4</sup> Washington State Department of Early Learning. (2012). Washington State Early Learning and Development Guidelines. Retrieved from <https://www.del.wa.gov/sites/default/files/imported/publications/development/docs/guidelines.pdf>

<sup>5</sup> Washington State Legislature. (2015). Substitute Senate Bill 6052 Section 501(34). AN ACT relating to fiscal matters. Retrieved from <http://lawfilesexternal.leg.wa.gov/biennium/2015-16/Pdf/Bills/Senate%20Passed%20Legislature/6052-S.PL.pdf>

<sup>6</sup> CASEL. (2015). What is Social and Emotional Learning? Retrieved from <https://casel.squarespace.com/social-and-emotional-learning/>; Oakland Unified School District. (2016). Oakland SEL Briefing Notes. Retrieved from [https://view.officeapps.live.com/op/view.aspx?src=http%3A%2F%2Fwww.theounce.org%2Fpubs%2FMaryHurley\\_Mid-YearSELinOaklandUnifiedSchoolDistrict2015-161.docx%3Fv%3D1](https://view.officeapps.live.com/op/view.aspx?src=http%3A%2F%2Fwww.theounce.org%2Fpubs%2FMaryHurley_Mid-YearSELinOaklandUnifiedSchoolDistrict2015-161.docx%3Fv%3D1).

<sup>7</sup> The workgroup identified stakeholder groups to be those which represent key components of the educational system and/or consumers of public education, such as teachers and para-educators, families, students, district administrators, principals, education board members, other school personnel, OSPI, education professional associations (school psychologists, school counselors, teachers’ unions, etc.), and community based organizations.

FIGURE 1. STAKEHOLDER FEEDBACK AND SELB’S RESPONSE

Theme	Feedback/Response
<p><b>Ensuring cultural responsiveness of the SELB Framework and its implementation</b></p>	<ul style="list-style-type: none"> <li>• If not carefully crafted and vetted, SEL standards and benchmarks could inadvertently elevate one set of cultural norms above others.</li> <li>• Feared school values would support <b>one</b> way of approaching inter-and intra-personal skills.</li> <li>• Stakeholders offered specific feedback on particular language. (Workgroup incorporated that feedback into the recommended standards and benchmarks.)</li> <li>• SEL standards should be framed and guided by principles of universal design, equity and inclusion.</li> </ul> <p><i>The workgroup recommends that SEL standards and benchmarks must be accompanied with guiding principles, universal design for learning, equity and inclusion. As shown throughout this report, these principles must inform every aspect of the development and implementation of SEL standards.</i></p>
<p><b>Risk that SEL standards would be used as another tool to measure (and potentially stigmatize) students</b></p>	<ul style="list-style-type: none"> <li>• Cautioned against having new SEL standards become another tool for assessing students.</li> <li>• Feared SEL standards would be used to label or stigmatize students.</li> <li>• Valued two-way communication between the school and family on students’ individual progress in developing social emotional skills.</li> </ul> <p><i>With the understanding that schools and districts will need to develop some form of feedback/communication system to families about their students’ SEL progress, the workgroup has clarified their recommendation that the SEL Framework should not be used to develop another assessment.</i></p>
<p><b>Concerns about alignment of detailed indicators</b></p>	<p>Note: In the initial draft of recommendations, the workgroup included detailed “indicators” for many of the benchmarks. Indicators provided concrete examples of what it might look like when a student meets a benchmark.</p> <ul style="list-style-type: none"> <li>• Concerned that some of the indicators could be used to stigmatize and/or marginalize particular groups of students.</li> <li>• Raised questions about whether all indicators were well aligned with the benchmarks.</li> </ul> <p><i>Recognizing the development of detailed indicators that are culturally responsive, inclusive, developmentally appropriate and aligned to benchmarks will require both time and expertise, the workgroup decided to remove the indicators from the current framework. SELB recommends the task be supported by the continuation of this work.</i></p>
<p><b>The need to continue the process, and further seek stakeholder input</b></p>	<ul style="list-style-type: none"> <li>• Requested the workgroup continue to seek statewide stakeholder feedback, including feedback from families that speak other languages.</li> <li>• Expand expertise and diversity of SELB Workgroup membership.</li> <li>• Coordinate and communicate with families, school staff, and communities on a plan for statewide implementation.</li> </ul> <p><i>The workgroup recommends this state level committee continues, as more involvement with stakeholder engagement and feedback is needed.</i></p>

## SOCIAL EMOTIONAL LEARNING

### What is Social Emotional Learning?

Social emotional learning (SEL) is broadly understood as a process through which people build awareness and skills in managing emotions, setting goals, establishing relationships, and making responsible decisions that supports success in school and in life.<sup>8</sup>

Social emotional learning develops cognitive social competencies, such as self-awareness, self-management, and social awareness.<sup>9</sup> Developing such skills fosters positive social skills, reduces conduct problems, diminishes emotional stress, and improves academic performance.<sup>10</sup>

Furthermore, when we develop SEL skills, our ability to form relationships and build social awareness increases, enhancing our ability to connect with individuals of diverse perspectives, cultures, languages, histories, identities, and abilities. By implementing SEL on a macro-level, we create more equitable, better performing schools and communities. This type of cultural change creates environments in which all students learn the skills needed to be prepared for career, college, and life.

As an educational approach, SEL recognizes students are complex human beings whose learning and behavior are just as impacted by their emotions – and their control over those emotions – as they are by the quality of instruction and discipline.

**“In addition to content knowledge and academic skills, students must develop sets of behaviors, skills, attitudes, and strategies that are crucial to academic performance in their classes, but that may not be reflected in their scores on cognitive tests.”<sup>11</sup>**

### Why is Social Emotional Learning Important?

The ability to recognize and manage emotions and establish and maintain positive relationships impacts both readiness to learn and the ability to benefit from learning opportunities. In 2011, a team of researchers conducted a comprehensive meta-analysis of school-based universal social emotional interventions<sup>12</sup>, which included 213 schools and 270,034 students ranging from kindergarten through high school.<sup>13</sup>

*On average, the researchers found that students receiving social emotional interventions improved significantly compared to those not receiving an intervention. Social emotional skills<sup>14</sup>, social behaviors, and academic performance increased, attitudes towards self and others were more positive, conduct problems were reduced, and emotional distress lessened.<sup>15</sup>*

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<sup>8</sup> CASEL (2015). What is Social and Emotional Learning? Retrieved from <https://casel.squarespace.com/social-and-emotional-learning/>; Oakland Unified School District. (2016). Oakland SEL Briefing Notes. Retrieved from [https://view.officeapps.live.com/op/view.aspx?src=http%3A%2F%2Fwww.theounce.org%2Fpubs%2FMaryHurley\\_Mid-YearSELinOaklandUnifiedSchoolDistrict2015-161.docx%3Fv%3D1](https://view.officeapps.live.com/op/view.aspx?src=http%3A%2F%2Fwww.theounce.org%2Fpubs%2FMaryHurley_Mid-YearSELinOaklandUnifiedSchoolDistrict2015-161.docx%3Fv%3D1).

<sup>9</sup> CASEL (2015). Social and Emotional Learning Core competencies. Retrieved from <http://www.casel.org/social-and-emotional-learning/core-competencies/>.

<sup>10</sup> Greenberg, Weissberg, O'Brien, Zins, Fredericks, Resnik, Elias. (2003). Enhancing school-based prevention and youth development through coordinated social, emotional, and academic learning. *American Psychologist*, 58, 466-474; Durlak, (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school based universal interventions. *Child Development*, 82 (1), 1-29.

<sup>11</sup> Farrington, Roderick, Allensworth, Nagaoka, Keyes, Johnson, & Beechum. (2012). Teaching adolescents to become learners: The role of noncognitive factors in shaping school performance. A critical literature review. Chicago, IL: University of Chicago Consortium on Chicago School Research.

<sup>12</sup> Interventions targeting all students in classroom and/or school.

<sup>13</sup> Durlak et al. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school based universal interventions. *Child Development*, 82 (1), 1-29.

<sup>14</sup> Durlak et al. refers to 'SEL skills' as developing cognitive and social competencies in the following areas: identifying emotions from social cues, goal setting, perspective taking, interpersonal problem solving, conflict resolution, and decision making.

<sup>15</sup> *ibid*

## Social Emotional Learning Meta-Analysis

### SEL interventions improved....

- SEL skills
- Attitudes towards self and others
- Social behaviors
- Academic performance
- Conduct problems
- Emotional distress

The above findings were, on average, true across all three SEL intervention types, which included the following:

(1) Classroom-based interventions administered by regular classroom teacher. **Highest growth found with this type of intervention.**

(2) Classroom-based interventions administered by non-school personnel.

(3) Multi-component interventions (i.e. classroom intervention with a parent component and/or school-wide initiative.

(Durlak et al., 2011)

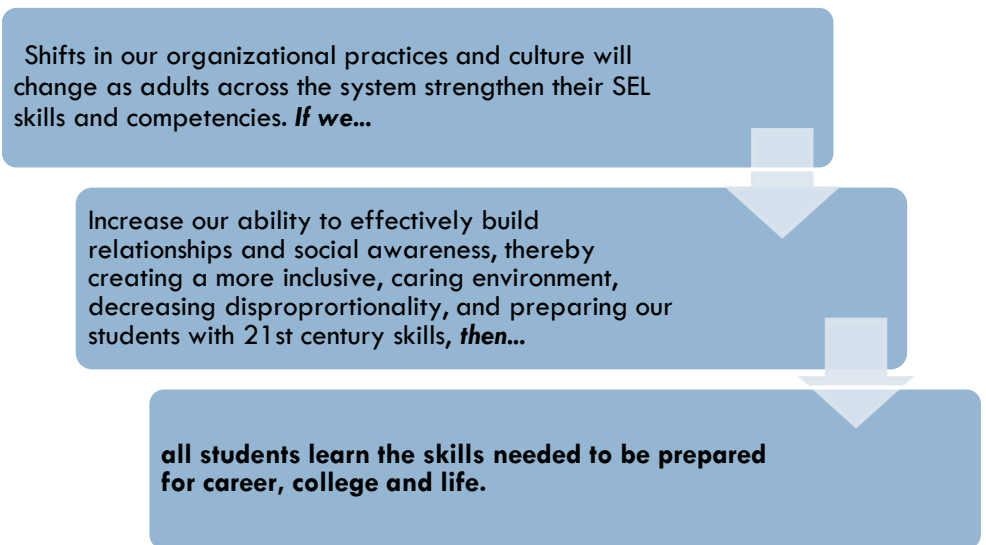
The most growth was found among students receiving classroom-based interventions administered by their regular classroom teachers. This finding held true across all education levels (elementary, middle, and high school, and across urban, suburban, and rural schools<sup>16</sup>).

Based on a small subset of studies, the same meta-analysis of interventions found a positive association between social emotional learning (SEL) programs and academic achievement, seeing an 11 percent gain in academic performance.<sup>17</sup> These results build upon a growing body of research that indicate SEL programming enhances students’ connection to school, classroom behavior, and academic achievement.<sup>18</sup>

Social emotional learning interventions strategically develop non-cognitive abilities, such as **goal-directed efforts** (e.g. perseverance, self-control, growth mind-set), **healthy social relationships** (e.g., gratitude, emotional intelligence, social belonging), and **sound judgement** and **decision making** (e.g., curiosity, open-mindedness). Longitudinal research confirms that such qualities can predict academic, economic, social, psychological, and physical well-being.<sup>19</sup>

*Educators and schools can help students develop such skills by intentionally incorporating SEL into the classroom.*

FIGURE 2. SOCIAL EMOTIONAL LEARNING THEORY OF CHANGE<sup>20</sup>



<sup>16</sup> Note, few SEL studies have been conducted in rural high schools.

<sup>17</sup> Durlak et al. (2011). The impact of enhancing students’ social and emotional learning: A meta-analysis of school based universal interventions. *Child Development*: 82(1), 1-29.

<sup>18</sup> Zins, Weissberg, Wang, & Walberg. (2004). *Building academic success on social and emotional learning: What does the research say?* Teachers College Press.

<sup>19</sup> Almlund, Duckworth, Heckman, & Kautz. (2011). Personality psychology and economics (No. w16822). NBER Working Paper Series. Cambridge, MA: National Bureau of Economic Research.; Borghans, Duckworth, Heckman, & ter Weel. (2008). The economics and psychology of personality traits. *Journal of Human Resources*: 43(4), 972–1059 Farrington, Roderick, Allensworth, Nagaoka, Keyes, Johnson, & Beechum. (2012). Teaching adolescents to become learners: The role of noncognitive factors in shaping school performance. A critical literature review. Chicago, IL: University of Chicago Consortium on Chicago School Research.; Jackson, Connolly, Garrison, Levine, & Connolly, (2015). Your friends know how long you will live: A 75-year study of peer-rated personality traits. *Psychological Science*, 26(3), 335–340.

<sup>20</sup> Oakland SEL Briefing Notes. (2016), p. 2. Retrieved from [https://view.officeapps.live.com/op/view.aspx?src=http%3A%2F%2Fwww.theounce.org%2Fpubs%2FMaryHurley\\_Mid-YearSELinOaklandUnifiedSchoolDistrict2015-161.docx%3Fv%3D1](https://view.officeapps.live.com/op/view.aspx?src=http%3A%2F%2Fwww.theounce.org%2Fpubs%2FMaryHurley_Mid-YearSELinOaklandUnifiedSchoolDistrict2015-161.docx%3Fv%3D1)

## History and Future of Social Emotional Learning

In the last decade, increasing emphasis has been placed on understanding the many ways that social, emotional, and mental well-being affects learning. Significant progress has been made in the United States in establishing social emotional learning (SEL) as a component of education policy.

On December 10, 2015, President Obama signed the bipartisan [Every Student Succeeds Act](#) (ESSA). Several elements of the new law support SEL, such as providing states and school districts with more flexibility to define and assess student success. In addition to providing states and districts with more authority, ESSA revised Title IV, which has been and will continue to be instrumental for developing SEL standards.

Part A of Title IV entitled "[Student Support and Academic Enrichments Grants](#)<sup>21</sup>" is a flexible grant program, which gives states the authority to allocate funding directly to local education agencies (LEAs).<sup>22</sup> LEAs receiving this type of funding are required to implement comprehensive programs targeting the following areas: (1) well-rounded education; (2) safe and healthy schools and students; and (3) personalized learning supported by the use of technology. Most specific to fostering SEL standards in schools is the second objective, which seeks to "foster safe, healthy, supportive, and drug free environments that support student academic achievement".<sup>23</sup> Under this guidance, a wide range of programs are included that, in different ways, foster SEL skills.

In Washington, like in many peer states, we can choose to define this success as incorporating SEL skills and competencies into the classroom. Other states, such as [Kansas](#) and [Michigan](#), as well as other countries (e.g. [Singapore](#)), have recognized the need for SEL standards. In 2004, [Illinois](#) became the first to adopt state standards for social emotional learning. Since then, several other states (e.g. [Colorado](#) and [California](#)) have adopted similar policies or are currently considering/developing such policies. (See [Acknowledgments](#)).

<sup>21</sup> Title IV, Part A of ESSA: Student Support and Academic Enrichments Grants. Retrieved from <http://www.cosn.org/sites/default/files/Title%20IV%20Part%20A%20Fact%20Sheet%20Final.pdf>

<sup>22</sup> Public Law 114-95. Every Student Succeeds Act. (2015). Section 4015. Retrieved from <https://congress.gov/114/plaws/publ95/PLAW-114publ95.pdf>

<sup>23</sup> Ibid. Section 4018.

### Collaborative for Academic, Social, and Emotional Learning (CASEL)

CASEL is the nation's leading organization in establishing statewide social emotional learning standards. Through research practice, and policy, CASEL works collaboratively to advance social emotional learning for preschool through high school students across the country.

In 2016, CASEL announced a two-year [Collaborating States Initiative](#) (CSI), funded by the Robert Wood Johnson Foundation. This initiative will allow CASEL to partner with eight states to develop statewide implementation of social emotional learning.

The eight states chosen to participate in CSI consist of the following:

- Washington
- California
- Georgia
- Massachusetts
- Minnesota
- Nevada
- Pennsylvania
- Tennessee

Note: no funding is provided with this initiative (see [Community Input Process](#))

## RECOMMENDATIONS

*The Social Emotional Learning Benchmarks Workgroup (SELB) recommends a statewide Social Emotional Learning Framework adaptable to fit the needs of all schools, classrooms, teachers, and students.*

Members of SELB are strong and unanimous in their agreement that social emotional learning (SEL) standards are necessary and should be clear and easy to implement across districts statewide, respecting local needs. As Washington's communities, workplaces, and expectations for citizenship grow and change, strong interpersonal and intrapersonal skills are vital for success.

### Social Emotional Learning Framework

The Social Emotional Learning (SEL) Framework includes guiding principles, standards, and benchmarks which outlines for educators, families, and key stakeholders the awareness, understanding, and skills schools will teach to support the development of interpersonal and intrapersonal competencies.

Guiding principles were established to ensure SEL in practice is equitable, culturally competent, and inclusive. Standards and benchmarks outline SEL learning objectives, and can be used as a reference point to identify student progress and areas of need.

### Guiding Principles

#### PROFESSIONAL LEARNING

*In order to implement SEL into the classroom and foster social emotional skills, professionals working in the K-12 education system must receive ongoing, job-embedded professional learning.* As with any statewide learning standard, it is essential administrators and educators build a shared understanding, vocabulary, and vision before implementation.<sup>24</sup>

#### SCHOOL/FAMILY/COMMUNITY PARTNERSHIPS

*Two-way respectful and collaborative communication between schools, families, and community partners is essential to the development of effective, culturally responsive SEL supports in school.* These communications should include the value of SEL in schools, how students demonstrate their social emotional skills in different settings, and effective ways to teach and reinforce these skills both in school and in their homes. Families also provide vital insights that can help identify where educators can support students and how students develop and express their interpersonal and intrapersonal assets across settings. As school communities work collaboratively, educators will be better able to effectively support the SEL development of each child, and families will be better able to support their child(ren) in building and using SEL skills throughout their lives.

#### CULTURAL RESPONSIVENESS

*Recognizing there is a reflection of culture in any selection and implementation of standards requires us to be thoughtful and responsive to the many diverse cultures of the students, families, educators, and staff that make up school communities.* Culturally responsive education recognizes that every person, including teachers, principals, and district leaders, brings a cultural perspective in the way they interact with others. By working to understand, respect, and integrate diverse student identities and backgrounds into curricula, educators can

<sup>24</sup> Office of Superintendent of Public Instruction. (2008). Publicly Funded Mental Health and School Coordination Resource Manual for Washington State. Retrieved from <http://www.k12.wa.us/MentalHealthandSchools/pubdocs/MHResourceManual-2008.pdf>



create optimal learning opportunities for all students. Delivering a culturally responsive education requires ongoing attention to attitudes, environments, curricula, teaching strategies, and family/community involvement efforts. Applying the SEL Framework in a culturally responsive manner is a requirement for success.

### Standards and Benchmarks

Our proposed ‘Social Emotional Learning Standards and Benchmarks’ outline fundamental social emotional learning (SEL) skills for life effectiveness. Six standards were strategically created using a two-part structure, highlighting the need to develop awareness and understanding of both self and social competencies.

These are standards that will be applicable from kindergarten to 12th grade, and like other learning standards will outline skills to be developed over time. However, it is critical for educators to understand that social emotional development is not always linear.

Certain circumstances and life experiences may affect SEL skill development, the ability to apply these skills in particular environments, and general readiness to learn. Such experiences can include physical or emotional neglect and abuse, grief and loss, complex trauma, and other [Adverse Childhood Experiences \(ACEs\)](#).

Stress and anxiety associated with academic demands and school experiences may affect a student’s social emotional skill development. These circumstances can be onetime events or chronic, and can lead to [toxic stress](#). It is important to understand that all children and adults handle trauma and adversity differently. Due to this, students may express emotional distress through different forms of internalizing or externalizing behaviors. Integrating SEL into curriculum and instruction will help build skills to cope with these circumstances and experiences.

Awareness, understanding, and acceptance of the variability among individuals in the development and demonstration of social emotional skills must be at the forefront of implementation.

***For these reasons, the Social Emotional Learning Standards and Benchmarks should never be used as an assessment tool.***

SELF	SOCIAL
Self-Awareness	Social Awareness
Self-Management	Social Management
Self-Efficacy	Social Engagement

**SEL Standards and Benchmarks should...**

- Elevate positive skill development.
- Indicate areas for growth and development.
- Adapt to be culturally responsive to the unique backgrounds of our students.
- Reflect diverse cultures, languages, histories, identities, abilities.
- Benefit from student and teacher diversity.

WASHINGTON'S K-12 SOCIAL EMOTIONAL LEARNING STANDARDS AND BENCHMARKS

**SELF-AWARENESS**

*Standard 1: Individual has the ability to identify and name one's emotions and their influence on behavior.*

- *Benchmark 1A* – Demonstrates awareness and understanding of one's emotions.
- *Benchmark 1B* – Demonstrates knowledge of personal strengths, areas for growth, culture, linguistic assets and aspirations.
- *Benchmark 1C* – Demonstrates awareness and understanding of family, school, and community resources and supports.

**SELF-MANAGEMENT**

*Standard 2: Individual develops and demonstrates the ability to regulate emotions, thoughts, and behaviors in contexts with people different than oneself.*

- *Benchmark 2A* – Demonstrates the skills to manage and express one's emotions, thoughts, impulses, and stress in constructive ways.
- *Benchmark 2B* – Demonstrates constructive decision-making and problem solving skills.

**SELF-EFFICACY**

*Standard 3: Individual has the ability to motivate oneself, persevere, and see oneself as capable.*

- *Benchmark 3A* – Demonstrates the skills to set, monitor, adapt, persevere, achieve, and evaluate goals.
- *Benchmark 3B* – Demonstrates problem-solving skills to engage responsibly in a variety of situations.
- *Benchmark 3C* – Demonstrates awareness and ability to speak on behalf of personal rights and responsibilities.

**SOCIAL AWARENESS**

*Standard 4: Individual has the ability to take the perspective of and empathize with others from diverse backgrounds and cultures.*

- *Benchmark 4A* – Demonstrates awareness of other people's emotions, perspectives, cultures, language, history, identity, and ability.
- *Benchmark 4B* – Demonstrates an awareness and respect for one's similarities and differences with others.
- *Benchmark 4C* – Demonstrates an understanding of the social norms of individual cultures.

**SOCIAL MANAGEMENT**

*Standard 5: Individual has the ability to make safe and constructive choices about personal behavior and social interactions.*

- *Benchmark 5A* – Demonstrates a range of communication and social skills to interact effectively with others.
- *Benchmark 5B* – Demonstrates the ability to identify and take steps to resolve interpersonal conflicts in constructive ways.
- *Benchmark 5C* – Demonstrates the ability to engage in constructive relationships with individuals of diverse perspectives, cultures, language, history, identity, and ability.

**SOCIAL-ENGAGEMENT**

*Standard 6: Individual has the ability to consider others and a desire to contribute to the well-being of school and community.*

- *Benchmark 6A* – Demonstrates a sense of social and community responsibility.
- *Benchmark 6B* – Demonstrates the ability to work with others to set, monitor, adapt, achieve, and evaluate goals.
- *Benchmark 6C* – Demonstrates effective strategies to contribute productively to one's school, workplace, and community.

## Implementation

If we expect students to develop and reflect on their social emotional competencies, we must continually strive to create environments conducive to such learning. Proper implementation requires schools to create environments where students can feel comfortable, confident, and supported. The following implementation recommendations (universal design for learning, emphasis on equity, holistic approach) will help create such environments.

### Universal Design for Learning<sup>25</sup>

Principles of [Universal Design for Learning](#) (UDL) reflect what we all seem to know and observe: different people learn and express themselves in different ways. Although there is a general understanding of this natural variability in how people learn, there is also a tendency to look for a gold standard, or an ‘average’ against which we can measure an individual’s growth.

“When curricula are designed to meet the needs of an imaginary ‘average’, they do not address the reality of learner variability. They fail to provide all individuals with fair and equal opportunities to learn by excluding learners with different abilities, backgrounds, and motivations who do not meet the illusive criteria for ‘average’.”<sup>26</sup>

Universal Design for Learning uses multiple means of representation, expression, and engagement to ensure the what, how, and why of learning is presented in a way that accounts for and expects learner variability.<sup>27</sup>

Because social emotional learning (SEL) skills and competencies are more personalized, and because they can be affected by events and circumstances that children can encounter at any age, it is particularly important that educators are guided by principles of UDL when implementing SEL standards.

*Schools and teachers must expect variability among learners, provide flexibility in the ways students learn, process, and engage with SEL, and adapt SEL strategies to fit the needs of the individual student.*

### Every Student Succeeds Act and Universal Design for Learning

Every Student Succeeds Act (ESSA) references and endorses Universal Design for Learning (UDL) throughout.

ESSA defines UDL as a “scientifically valid framework for guiding educational practice that – (A) provides flexibility in the ways information is presented, in the ways students respond or demonstrate knowledge and skills, and in the ways students are engaged; and (B) reduces barriers in instruction, provides appropriate accommodations, supports, and challenges, and maintains high achievement expectations for all students, including students with disabilities and students who are limited English proficient” (ESSA, 2015).

States are encouraged to (1) design assessments using UDL principles; (2) award grants to local education agencies; and (3) adopt technology that aligns with UDL.

<sup>25</sup> National Center on Universal Design for Learning. (2014). What is UDL? Retrieved from <http://www.udlcenter.org/aboutudl/whatisudl>

<sup>26</sup> National Center on Universal Design for Learning. (2013). The Concept of UDL. Retrieved from <http://www.udlcenter.org/aboutudl/whatisudl/conceptofudl>

<sup>27</sup> Ibid.

## Emphasis on Equity

In order to counter existing inequities and create more meaningful access and opportunity for every student, effective implementation of SEL requires intentional work on improving the climate and culture of the education system. Equity needs to be a lens and focus of the implementation of SEL throughout the process.

Our proposed framework allows for continual adaptation at the individual, school, and district levels to ensure SEL is equitable for students of all cultures, languages, histories, identities, and abilities. Page |  
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## Holistic Approach

The Social Emotional Learning Framework should never be viewed as 'just another rubric' for teachers. Rather, it should be thought of as a school-wide integrated and holistic system of support, connecting to all aspects of school life and beyond. Social emotional learning connects with some of our most pressing problems (e.g. mental health needs, suicide, bullying, chronic absenteeism, and exclusionary discipline) in Washington. Policy makers, educators, families, and community professionals are working to address these issues by improving access to mental health care for children and youth in crisis, shifting the approach to school discipline, and working to reengage students who have left or been pushed out of school. Social emotional learning standards will not replace the need for these targeted interventions, but rather, will build a stronger foundation upon which other services and supports can be added and integrated.

*Washington's Social Emotional Learning Framework is not a rubric for assessments of any kind, but rather, a helpful tool for teachers, families, and communities to understand how to cultivate and support SEL across all stages of development.*

## Community Input Process

With this set of recommendations, the Social Emotional Learning Benchmarks Workgroup (SELB) has laid out a broad Social Emotional Learning Framework with guiding principles, standards, and benchmarks. The workgroup recommends the Legislature adopt this framework and provide the funding necessary to continue SELB. The continuation of this workgroup will provide the time needed to collect additional, culturally responsive, input. (Note: this will require funding for necessary interpretation and translation, see [Appendix 2](#)). Feedback received should be central to the development of indicators and the formation of resources to support implementation.

Key areas of focus for the future:

- Expand the 'Family and Community Engagement and Feedback Plan' to ensure all recommendations are culturally competent.
  - E.g. bias and sensitivity reviews, community forums, focus groups, surveys.
- Develop SEL to be an integrated system of support.
  - Integrated with, e.g. mental health, suicide prevention, bullying, trauma-informed approaches.
- Identify ways in which the state can support SEL implementation.
  - E.g. resources on best practices, technical support, creation of professional learning communities.
- More specified implementation recommendations.
  - Define indicators and develop guidance for Professional Learning Communities, school districts, and Educational Service Districts.

As mentioned previously, in 2016, Washington was selected for the [Collaborating States Initiative \(CSI\)](#), which means [CASEL](#) will partner with Washington for two years to help develop and improve SEL in Washington. This partnership will be key in advancing the proposed SEL Framework, however no funding will be provided by CSI. To support this national work and make the most of this opportune partnership, the Legislature must provide additional funding.

## CONCLUSION

In summary, the Social Emotional Learning Benchmarks Workgroup (SELB) proposes to the Legislature a statewide Social Emotional Learning Framework, including guiding principles, standards and benchmarks. Standards and benchmarks outline key social emotional learning (SEL) competencies necessary for life effectiveness, while the guiding principles ensure SEL will be culturally competent and inclusive.

At the school-level, we highlight the need to create environments that support students' development of SEL skills. To create such an environment, schools must emphasize equity and use principles of universal design for learning, ensuring meaningful access and opportunity for every student. Additionally, SEL should be strategically developed as part of an integrated system of support in all schools.

The SELB Workgroup appreciates the opportunity to participate in the development of this essential and vital new framework in partnership with families, schools and communities for the benefit of every student within Washington. We look forward to supporting the continued development and implementation of social emotional learning across the state.

## GLOSSARY

21<sup>st</sup>-Century Skills<sup>28</sup> refers to a wide range of knowledge, skills, and traits applicable to all academic, career, and civic settings, and believed to be necessary for success in today’s world.

Adverse Childhood Experiences (ACEs)<sup>29</sup> refers to traumatic experiences, such as, abuse, household challenges, and neglect, that occur in a person’s life before the age of 18. The hallmark Kaiser ACE study<sup>30</sup> (1955 to 1997) proved there was an association between ACEs and problems with health/wellbeing later on in life, demonstrating the urgent need to properly support children who have been affected by ACEs. Since then, numerous studies on ACEs have been conducted (e.g. Behavioral Risk Factor Surveillance System<sup>31</sup>).

Universal Design for Learning is a “set of principles for curriculum development that give all individuals equal opportunities to learn. UDL provides a blueprint for creating instructional goals, methods, materials, and assessments that work for everyone—not a single, one-size-fits-all solution but rather flexible approaches that can be customized and adjusted for individual needs.”<sup>32</sup>

Toxic Stress<sup>33</sup> is a strong, frequent, and sometimes prolonged activation of the body’s stress response system. Without appropriate support, Adverse Childhood Experiences can cause and/or trigger toxic stress.

<sup>28</sup> The Glossary of Education Reform. (2016). 21<sup>st</sup> Century Skills. Retrieved from <http://edglossary.org/21st-century-skills/>

<sup>29</sup> Centers for Disease Control and Prevention. (2016). Adverse childhood Experiences (ACEs). Retrieved from <https://www.cdc.gov/violenceprevention/acestudy/>

<sup>30</sup> Centers for Disease Control and Prevention. (2016). About the CDC-Kaiser ACE Study. Retrieved from <https://www.cdc.gov/violenceprevention/acestudy/about.html>

<sup>31</sup> Centers for Disease Control and Prevention. (2016). About Behavioral Risk Factor Surveillance System ACE Data. Retrieved from [http://www.cdc.gov/violenceprevention/acestudy/ace\\_brfss.html](http://www.cdc.gov/violenceprevention/acestudy/ace_brfss.html)

<sup>32</sup> National Center on Universal Design for Learning. (2014). What is UDL? Retrieved from <http://www.udcenter.org/aboutudl/whatisudl>

<sup>33</sup> Early Childhood Learning & Innovation Network for Communities. (n.d.). Defining Toxic Stress from a Community Perspective. Retrieved from <http://www.cssp.org/reform/early-childhood/other-resources/Toxic-Stress-Defined2.pdf>

## ACKNOWLEDGEMENTS

SELB conducted an extensive review of research and best practices regarding social emotional learning (SEL). The workgroup reviewed how other states, such as [Colorado](#)<sup>34</sup>, [Illinois](#)<sup>35</sup>, [Kansas](#)<sup>36</sup>, and [Michigan](#)<sup>37</sup>, and other countries (e.g. [Singapore](#)<sup>38</sup>) have incorporated social emotional learning into their school systems. SELB would like to specifically acknowledge CASEL and the Oakland Unified School District, as the resources provided by these organizations were highly influential in the creation of this report. For more information, see below:

[Collaborative for Academic, Social, and Emotional Learning \(CASEL\)](#)<sup>39</sup> is the nation's leading organization in developing and implementing evidence-based social emotional learning from preschool through high school in America. CASEL uses research, practice, policy, and collaboration to advance SEL for students across the country.

[Oakland Unified School District \(OUSD\)](#)<sup>40</sup> stood out as exemplar because of its equity centered lens. All resources and definitions provided by OUSD reflect cultural inclusivity. OUSD defines SEL as, "a process through which children and adults develop the fundamental skills for life effectiveness. These are the skills we all need to handle ourselves, our relationships, and our work effectively and ethically. In OUSD, we believe that strengthening our social skills and competencies enhances our ability to connect across race, class, culture, language, gender identity, sexual orientation, learning needs and age."<sup>41</sup>

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<sup>34</sup> Colorado Department of Education. (2016). A Brief Overview of Colorado's Emotional and Social Wellness Standards. Retrieved from

[https://www.cde.state.co.us/sites/default/files/documents/pbis/bullying/downloads/pdf/briefoverview\\_coloradoemotionalandsocialwellnessstandards.pdf](https://www.cde.state.co.us/sites/default/files/documents/pbis/bullying/downloads/pdf/briefoverview_coloradoemotionalandsocialwellnessstandards.pdf)

<sup>35</sup> Illinois State Board of Education. ((2016). Illinois Learning Standards: Social/Emotional Learning. Retrieved from [http://www.isbe.net/ils/social\\_emotional/standards.htm](http://www.isbe.net/ils/social_emotional/standards.htm)

<sup>36</sup> Kansas State Department of Education. (2016). School Counseling – Social, Emotional, and Character Development. Retrieved from <http://www.ksde.org/Agency/Division-of-Learning-Services/Career-Standards-and-Assessment-Services/Content-Area-M-Z/School-Counseling/Social-Emotional-and-Character-Development>

<sup>37</sup> Michigan Department of Education. (2016). Social-Emotional Learning (SEL). Retrieved from [http://www.michigan.gov/mde/0,4615,7-140-74638\\_72831\\_72834-361321--,00.html#one](http://www.michigan.gov/mde/0,4615,7-140-74638_72831_72834-361321--,00.html#one)

<sup>38</sup> Ministry of Education Singapore. (2015). Holistic Health Framework. Retrieved from <https://www.moe.gov.sg/education/programmes/holistic-health-framework>

<sup>39</sup> CASEL. (2015). Collaborative for Academic, Social, and Emotional Learning. Retrieved from <http://www.casel.org/>

<sup>40</sup> Oakland Unified School District. (2016). Social Emotional Learning. Retrieved from <http://www.ousd.org/Domain/143>

<sup>41</sup> Oakland Unified School District. (2016). Oakland SEL Briefing Notes. Retrieved from:

[https://view.officeapps.live.com/op/view.aspx?src=http%3A%2F%2Fwww.theounce.org%2Fpubs%2FMaryHurley\\_Mid-YearSELinOaklandUnifiedSchoolDistrict2015-161.docx%3Fv%3D1](https://view.officeapps.live.com/op/view.aspx?src=http%3A%2F%2Fwww.theounce.org%2Fpubs%2FMaryHurley_Mid-YearSELinOaklandUnifiedSchoolDistrict2015-161.docx%3Fv%3D1)

APPENDIX

Appendix 1. Committee Membership

Name	Representing	Background
<b>Annemarie Hutson</b>	Washington State Association of School Psychologists	Annemarie Hutson believes SEL is the foundation for which all academic learning takes place. If a child enters the educational world without a basic level of social/emotional skills, he/she will struggle with accessing any other educational opportunity. It is from this lens she has approached her career as a School Psychologist. Annemarie has been working on educating and building the social emotional skills of children and youth for the past eighteen years. She has vast experience working with all children and youth ages preschool through 21. With expertise in the developmental stages of children, youth, and young adults, and a focus on the social emotional and social skill development of all children in all environments.
<b>Lyon Terry</b>	Washington Education Association	Lyon Terry is a 4th grade teacher in the Seattle Public Schools. Over the past 20 years he has taught preschool to 5th grade. He has a Master's Degree in Education and holds National Board Certification. In 2015 he was selected as the Washington State Teacher of the Year.
<b>Brandon Koenes</b>	Washington Workforce	Brandon Koenes represented workforce development; having worked with worked with students through the Workforce Investment Act and Workforce Innovation and Opportunity Act to complete their high school diploma or GED and then enter post-secondary education or employment. He also has experience working with students as a youth pastor and substitute teacher.
<b>Carrie Basas</b>	Office of the Education Ombuds	Carrie Griffin Basas is the Director of the Governor's Office of the Education Ombuds (OEO). Prior to leading OEO, she was a civil rights lawyer, law professor, and nonprofit director. Ms. Basas is a nationally recognized expert in disability rights, health equity, and inclusion in education, and has published extensively in those fields.
<b>Dr. Todd Herrenkohl</b>	Higher Education Faculty, University of Washington	Todd I. Herrenkohl, PhD is Co-Director of the 3DL Partnership, Professor of Social Work, and Adjunct Professor in the College of Education at the University of Washington. With his colleagues and students at the 3DL Partnership, Dr. Herrenkohl is helping to raise the profile and practice of social, emotional and intellectual learning to better prepare young people for success in school, work and life. Goals of the center include building and strengthening theory, methods and applied efforts that advance integrated models of three-dimensional learning for children and youth pre-K thru 12.
<b>Nita Hill</b>	Washington School Counselors Association	Nita Hill is a Professional School Counselor and National Board certified School Counselor. Over the past 17 years she has worked in both Puyallup and Bethel School districts supporting the academic, social emotional and career development of elementary students. She is an active member of the Washington School Counselor Association serving in several leadership roles, most currently chair of the advocacy committee. In 2008 she was selected as the Washington School Counselor of the year.
<b>Julie Sullenszino</b>	Washington Association of School Social Workers	Julie Sullenszino is a Licensed Clinical Social Worker in Washington and California specializing in the mental health and welfare of children and their families over the last 20 years. Julie has worked as a school social worker for the last 7 years and represents the Washington Association of School Social Workers. Julie currently works for Seattle School District as a behavioral consultant to help Seattle schools construct climates and cultures that support social emotional skills and life long learning for their staff and students.
<b>Marissa Rathbone</b>	Teaching and Learning, Office of Superintendent of Public Instruction	Marissa Rathbone is the Director of Operations in the Division of Learning and Teaching with the Washington State Office of Superintendent of Public Instruction (OSPI). She serves to strengthen the productivity, quality, and efficiency of division operations by increasing communication, improving systems, and leading strategic thinking within the division and in partnership with other programs at the agency. She previously supported the revision and adoption process for



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		the new Health and Physical Education (HPE) K-12 Learning Standards, which include grade-level outcomes that address social and emotional health, as OSPI's Program Supervisor for HPE.
<b>Mick Miller</b>	Regional Education Network	Mick Miller, Assistant Superintendent of NEWESD 101 (2014 – present), Superintendent of Walla Walla Public Schools & Deer Park School District (2005 – 2014); Principal Mead High School & Kelso High School (1994 – 2005); assistant principal and teacher at North Central High School (1983 – 1994) Currently, serve as champion for student support within the Association of Educational Service District (AESD) network.
<b>Ron Hertel</b>	Student Support, Office of Superintendent of Public Instruction	Ron Hertel works closely with schools regarding trauma informed education and is currently the Program Supervisor for Social Emotional Learning at the Office of Superintendent of Public Instruction.
<b>Sarah Butcher</b>	SEL for Washington	Sarah Butcher is a parent of 3 school age children, and the Co-Founder of SEL for Washington. SEL for Washington is a statewide grassroots coalition advocating for the social, emotional and academic skill development of all Washington students. Sarah believes that we must strengthen Washington State's education policies to support the needs of the whole child if we are to realize the successful outcomes we strive for with every student in Washington Schools.
<b>Senator John McCoy</b>	Educational Opportunity Gap Oversight and Accountability	As a co-chair of the Educational Opportunity Gap Oversight and Accountability Committee (EOGOAC), Senator McCoy brings the lens of a person of color to the discussion. Since 2005 he has been on numerous national committees addressing racial equity, cultural, and religious awareness. John McCoy was appointed to the Senate in 2013, representing the 38 <sup>th</sup> Legislative District. Prior to this, McCoy served ten years in the Washington House of Representatives and twenty years in the United States Air Force.
<b>Sherry Krainick</b>	Washington State Parent Teacher Association	Sherry Krainick represents the Washington State Parent Teacher Association (PTA). Sherry currently serves Washington State PTA as Federal Legislative Chair and Learning Assessments Coordinator. From June 2013 through May 2015, she served on the Board of Director's as Legislative Director. Sherry has been a volunteer child advocate with PTA since 2004. Sherry lives in Bothell with her three special needs sons.
<b>Susanne Beauchaine</b>	Washington Association of School Administrators	Susanne Beauchaine is the Executive Director for Student Services with the Steilacoom Historical School District and supports programs for students with disabilities. Previously, Susanne worked for the Equity and Civil Rights Office at OSPI, and had previously served as the agency liaison for the Washington State Commission on Asian Pacific American Affairs.
<b>Veronica Santangelo</b>	Department of Early Learning	Veronica has worked in the field of Early Learning for twenty-two years and began a special focus on Infant and Early Childhood Mental Health (IECMH) while obtaining her Masters of Social Work. Veronica brought a valued systems perspective to the work group as her experience includes having a micro view from her experience working directly with children and their families as a Head Start and ECEAP preschool classroom teacher, the mezzo view from her work as a Mental Health Program Manager with a Head Start and ECEAP grantee, and a macro view from her current position as a state administrator for the Medicaid Treatment Child Care program at the Department of Early Learning.
<b>Dr. John Glenewinkel</b>	Rural Schools, Republic School District	John Glenewinkel has worked at all levels of the educational system. As a teacher and principal his primary work was with disenfranchised and non-traditional learners. He currently serves as the Superintendent of the Curlew and Republic School Districts.

## Appendix 2. Stakeholder Engagement and Feedback Plan

### FOCUS GROUPS

Focus group questions and standards, created for community members and stakeholder groups, were formed by the Social Emotional Learning Benchmarks Workgroup (SELB). Participants were asked to discuss their likes, dislikes, and questions regarding draft SEL standards, benchmarks, and indicators<sup>42</sup>, as well as how they felt about SEL in general. All focus groups were led by a SELB member. Due to limited workgroup resources, SELB was unable to provide interpretation or translation to reach more families that are Limited English Proficient for feedback, but would seek to do so with the continuation of the workgroup's charge in the coming year.

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### COMMUNITY FORUM

SELB held an evening community forum, open to the public, to discuss social emotional learning and SELB's proposed standards, benchmarks, and indicators<sup>43</sup>. About 25 public attendees participated in this event, including parents, educators, and community leaders. Participants were broken into small groups: each group discussed a different standard. The event concluded with a whole group reflection and discussion.

### SURVEY

An online survey, created by SELB, was posted online and disseminated to identified stakeholder groups. Stakeholders represent key components of the educational system and/or consumers of public education, such as teachers and para-educators, families, students, district administrators, principals, education board members, other school personnel, the Office of Superintendent of Public Instruction (OSPI), education professional associations, and community based organizations.

The survey included open text box responses for individuals to provide input. There was a total of 56 respondents; however, not each respondent answered every question. The largest portion (30%) of respondents identified as 'parent/caregiver'. Additionally, many respondents identified as school employees, such as teachers, administrators, and para-educators.

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<sup>42</sup> Indicators were included in the first draft, but have been removed since.

<sup>43</sup> *ibid*