



Washington Office of Superintendent of
PUBLIC INSTRUCTION

REPORT TO THE LEGISLATURE

UPDATE: Social Emotional Learning Legislative Report

2024

Authorizing Legislation: [RCW 28A.300.477](#)

Anna Marie Dufault

Assistant Superintendent of Student Engagement and Support

Prepared by:

- **Tammy Bolen**, Assistant Director of Social Emotional Learning and Title IV,
tammy.bolen@k12.wa.us | 360-725-0575

TABLE OF CONTENTS

Executive Summary	4
Background	5
Update Status	6
SEL Implementation Data.....	6
Table 1: 2023 SEL School Districts Providing SEL.....	6
Table 2: 2023 SEL School District Survey.....	6
Student Support & Academic Enrichment (Title IV, Part A)	7
Table 3. 2022–2023* Use of Title IV, Part A Funding	7
SEL Professional Learning Modules	7
Table 4. September 2023–April 2024 Online Module Completion	7
Accomplishments.....	8
SEL Assessment.....	8
Educator Preparation Programs	8
Family and Community Engagement	9
SEL Implementation Evaluation	9
Building Adult and System Capacity.....	10
Systemic Barriers	11
Recommendations.....	12
Recommendation 1	12
Recommendation 2.....	13
Recommendation 3	14
Recommendation 4.....	15
Recommendation 5.....	16
Conclusion & Next Steps	17
Acknowledgments.....	18
References	20
Appendices.....	21
Appendix A.....	21
Appendix B	20
Committee Members.....	20
Alternates	20
Subcommittee Members.....	22

EXECUTIVE SUMMARY

The Washington Social Emotional Learning (SEL) Committee (referred to in this report as “the Committee” and “Committee”) was established in 2019 through Senate Bill 5082 (SB 5082) to address the growing body of evidence that shows the need for improving a student’s social and emotional competencies which are critical to every child’s development and learning. SB 5082—codified in Revised Code of Washington (RCW) 28A.300.477—requires the Committee to submit a progress report to the legislature annually beginning June 1, 2021. The progress report must include accomplishments, state-level data regarding implementation of SEL, and the identification of systemic barriers or policy changes necessary to promote and expand SEL.

The Committee met monthly over the 2023–24 school year to discuss topics that impact SEL in Washington. Committee meeting topics included but were not limited to discussion on the current state of SEL in Washington; the impact of SEL on students, families, communities, and educators; SEL in higher education; SEL assessment and implementation evaluation; school climate; the need for SEL funding; adult SEL capacity building; and culturally sustaining practices.

The Committee has prioritized five (5) SEL recommendations for legislative action:

1. Increase funding to strengthen state level infrastructure support for SEL implementation. To support the increased workload to champion the crucial SEL work identified by this Committee, funding is needed to:
 - a) Develop materials for educators on how the SEL standards, benchmarks, and indicators are present in different cultures and how to engage students in a culturally responsive way.
 - b) Develop and disseminate tools and guidance to school districts on effective partnerships with local tribes on social emotional learning implementation.
 - c) Support research, data analysis, and statewide collaboration and develop one site where information from other state agencies and reports may be housed.
 - i. Highlight interconnected recommendations from various groups/agencies.
2. Direct the Washington State Board of Education to work with the Office of Superintendent of Public Instruction to update the Washington School Improvement Framework (WSIF) in the next round (Cycle 4) of the school improvement identification process to include one additional School Quality or Student Success Indicator (SQSS) measure focused on school climate.
3. Designate dedicated basic education funding for Social Emotional Learning implemented in a Multi-Tiered System of Support.
4. Amend [RCW 28A.300.477](#) to expand the scope of the Committee's advisory role to include advising the Professional Educator Standards Board (PESB), and other relevant state agencies such as the Health Care Authority (HCA) and Department of Children, Youth, and Families (DCYF) on social emotional learning.

5. Provide funding to develop and conduct a social emotional learning needs assessment.
 - a. Provide funding to PESB to develop and conduct a needs assessment to discern SEL capacity, understanding of bias, equity, culturally sustaining, trauma-informed and universally designed practices, and SEL implementation process for faculty and candidates participating in an educator preparation program.
 - b. Provide funding to OSPI to develop and conduct a needs assessment for the LEAs to evaluate SEL capacity, understanding of bias, equity, culturally sustaining, trauma-informed and universally designed practices, and SEL implementation process for K–12 education staff.

BACKGROUND

Social Emotional Learning Matters

In the [Job Outlook Report 2024](#), developed by [The National Association of Colleges and Employers](#) (NACE), hiring managers were asked to identify the top ten skills they seek in potential employees. The skills highlighted included teamwork, decision-making and problem-solving, planning and organization, communication with colleagues and clients, and information processing. These competencies are part of the SEL domain. Schools are increasingly prioritizing these skills, resulting in improved outcomes for both students and educators.

The Washington state SEL standards and benchmarks along with the guiding principles provide a foundation and system for effective SEL implementation. This framework, found in **Appendix A**, outlines key SEL skills and defines SEL as a process through which individuals build awareness and skills in managing emotions, setting goals, establishing relationships, and making responsible decisions that support success in school and life. ([Washington State SEL Implementation Guide, 2019](#)). The Washington state SEL standards and benchmarks were developed by a team comprised of practitioners and other experts who work with youth and families in educational settings, and with knowledge of topics related to SEL.

The benefits of SEL are:

- Improved academic performance: Students often achieve higher grades and test scores.
- Enhanced emotional regulation: Individuals are better able to manage stress and emotions.
- Stronger relationships: SEL fosters positive interactions and relationship-building skills.
- Increased empathy: Students develop a deeper understanding and compassion for others.

- Better decision-making: Individuals make more responsible choices.
- Reduced behavior issues: SEL can lead to fewer disciplinary problems and conflicts.
- Greater resilience: Students are more equipped to handle challenges and setbacks.

UPDATE STATUS

SEL Implementation Data

[RCW 28A.300.475](#) was updated in 2020 to require that all public schools provide (SEL) in kindergarten through grade 3 (K–3) by the 2022–23 school year. In 2023, a survey was sent out to school districts. The data revealed that of the 259 school districts that completed the survey, 98% of the districts were providing SEL in kindergarten through third grade and almost all of those were teaching SEL for at least 10 hours during the school year. The percentage of districts teaching SEL in higher grade levels went down the higher the grade level.

Table 1: 2023 SEL School Districts Providing SEL

Grade Band	Number of School Districts Providing SEL	Percentage of School Districts Providing SEL
Kindergarten–3	256	98
4–5	235	90
6–8	241	93
9–12	209	80

Source: Data collected from the Sexual Health Education Survey

This survey collected data on SEL Curriculum used in kindergarten through third grade. Some school districts listed multiple curriculum programs being used at different grades.

Table 2: 2023 SEL School District Survey

SEL Curriculum Used	Number of School Districts	Percentage of School Districts
Second Step	167	65
Character Strong	44	17
Purposeful People	20	8

Source: Data collected from the Sexual Health Education Survey

The information gathered from this survey is limited by the parameters and purpose of the survey. The purpose was to collect data from school districts on the following:

- Whether they were teaching SEL and at what grade-levels

- Identifying SEL curricula used
- Identifying the number of hours spent on SEL

This data does not address the fidelity of SEL implementation, but rather compliance in teaching SEL in grades K–3.

Student Support & Academic Enrichment (Title IV, Part A)

The student support and academic enrichment program provides funding to improve students' academic achievement by increasing the capacity of local educational agencies (LEA). The data in Table 3 indicates that districts participated in the Title IV, Part A program and are utilizing funds to develop, implement, or expand activities that integrate SEL as part of a well-rounded and safe and healthy educational experience for all students. The categories below align with the three essential elements of the [Washington SEL Framework](#) offering a shared vision of successful SEL Implementation.

Table 3. 2022–2023* Use of Title IV, Part A Funding

Well-Rounded Education and Safe & Healthy Schools	Number of School Districts	Percentage of Participating Districts
Social Emotional Learning	77	75
Professional Development	73	73
School Climate & Community Engagement	81	68

*Federal Reports reflect previous school year data

Source: Student Support & Academic Enrichment, Title IV, Part A: 2022–2023 Public Report

SEL Professional Learning Modules

Online learning opportunities were developed for teachers and educational staff to build adult capacity, expand knowledge, and promote the integration of SEL. The SEL Online Module was updated this year. These are intended for educators to apply cultural awareness, trauma-informed practices, and equity tools and resources to integrate SEL into supportive learning environments. A diverse population of teachers, support staff, administrators, higher education institutes, and parents are engaging in the modules.

Table 4. September 2023–April 2024 Online Module Completion

Module	Individual Completions	Number of School Districts
SEL Online Learning Module	383	219
Academic Integration Module	267	133

Accomplishments

In addition to writing a legislative report with recommendations identifying systemic barriers, needed policies, and needed policy changes, the legislature tasked the Committee with the following ongoing tasks:

1. Advise the field by providing guidance on best practices, lessons learned, and implementation strategies.
2. Identify strategies to improve coordination between early learning, K–12 education, youth-serving community partners, and culturally based providers, and higher education regarding SEL.
3. Engage with stakeholders and seek feedback.

To accomplish these tasks, the Committee met monthly with all members and participated in focused work areas. Those areas are:

- SEL Assessment
- SEL in Educator Preparation Programs
- Family & Community Engagement
- SEL Implementation Evaluation

SEL Assessment

The Committee spent time learning and hearing about SEL assessment from experts, delved into research, identified key misunderstandings around SEL assessment, and differentiating mental and behavioral health screeners, and SEL assessment screeners. The Collaborative for Academic, Social, and Emotional Learning (CASEL), a nonprofit, non-partisan leader in SEL shares that “students’ SEL competency develops over time, and the measures and methods used for assessing those competencies should reflect this.”

The Committee participated in a joint meeting with the Education Opportunity Gap Oversight Accountability Committee (EOGOAC) around this topic, with shared goals to prevent unintentional bias and to ensure equity is centered in SEL assessment frameworks, policies, and procedures. A subcommittee has been formed and will invite EOGOAC members and school-based staff to collaborate with the goal of co-creating SEL Assessment guidance.

Educator Preparation Programs

The priority for the Education Preparation Programs subcommittee during the 2023–24 academic year has been systems-wide collaboration with educators, educator preparation programs, and other organizations working with Washington state students. The subcommittee has spent the year communicating the importance of SEL, sharing SEL resources and strategies, and learning with and from other organizations about their SEL work. The sub-committee’s goal is for all domains of our education system to work together so that all students are supported through a social emotional lens.

During the academic year, the sub-committee provided presentations, consultation, and support to the Washington Association of Colleges of Teacher Education (WACTE). They presented at the OSPI SEL Network conference and made connections with others involved in SEL work across Washington state. They also shared information at the Professional Educator Standards Board (PESB) Professional Learning Community meetings and began collaborations with the non-profit organization Roots of Inclusion and the Governor's Office of Ombudsman.

The sub-committee continues to work to establish a SEL Educator Preparation Program (SELEPP) Collaborative within the next year to coordinate and expand SEL best practices in educator preparation programs.

Productive collaboration with OSPI, PESB, WACTE, Roots of Inclusion, the Governor's Office of Ombudsman, local educators and others continues to build what is best for children, a systems-wide support for all learners in Washington state.

Family and Community Engagement

One of the three essential elements of the Washington SEL framework is family and community engagement. Students practice and develop SEL daily within their families, schools, and communities. The role of schools in fostering students' social-emotional growth is to enhance, not replace, the learning that occurs at home and in the community; it is an essential complement. Effective SEL requires collaboration between schools, families, and community partners, such as expanded learning opportunity (ELO) programs, to create comprehensive, full-day learning environments. The more these groups work together, the more support young people receive for their social-emotional development. SEL is most successful when schools actively engage the community and in our shared responsibility.

A family and community subcommittee has considered key performance measures the Committee will use for family and community engagement work. This subcommittee has collaborated with the [Washington Statewide Family Engagement Center](#). The subcommittee has also discussed updating the family and community engagement brief and has begun to gather additional resources focused on equity.

SEL Implementation Evaluation

The Committee is tasked with reporting on SEL Implementation in Washington. This work is complex, and the Committee has grappled with how to collect this information. In the past two reports, the Committee along with OSPI have created and sent out SEL surveys to districts regarding varying aspects of SEL. From those survey results, the Committee recognizes that many of the districts who completed the surveys are providing SEL in some way or another. The Committee has discussed and researched how to gauge the fidelity of

SEL implementation that is difficult to gather with surveys. The Committee has created a SEL Implementation Evaluation subcommittee whose goal is to determine how SEL has been implemented across the state and how to support districts' use of SEL, specifically with adult learners. The members of this subcommittee have begun to gather data that is already available through OSPI to determine what data exists and what is still needed. This data will inform a needs assessment to be created at a future date and is one of the SEL recommendations.

Building Adult and System Capacity

Including SEL in Content Learning Standard Updates

OSPI is refining, prioritizing, and clarifying the existing content learning standards to include wrap-around guidance for SEL, culturally sustaining and inclusionary practices (along with other areas). SEL alignment and examples, resources for parents and community members, and tools will be part of a newly developed Standards Implementation Guide and unpacking documents.

Professional Learning

In June 2023, the SEL Professional Learning Network Exchange brought 100 education professionals, community partners, committee members, and OSPI colleagues from across Washington together to share valuable insights, exchange resources, and discuss further directions of SEL implementation. Common themes included building adult capacity, equity-centered SEL, integrating SEL into daily academic instruction, cultural understanding, and SEL and educator preparation programs. Committee members provided guidance related to the committee's legislative report recommendations and reflected on the convening outcomes to connect what they learned to guide future directions for the committee.

OSPI SEL staff provided numerous SEL learning opportunities and presented at Washington and national conferences. Some of those included the 2023 CASEL Exchange, the Graduation A Team Effort (GATE) webinar series, the 2024 Washington Small School Conference and the 2024 Outdoor Schools Washington Training.

Systemic BarriersThe SEL Recommendations were created to address the following systemic barriers identified by the Committee:

Insufficient dedicated resources for SEL

Not providing dedicated resources to school districts is a systemic barrier for several reasons:

1. **Inequitable Access:** Without dedicated resources, some districts—particularly those in underfunded areas—struggle to implement effective programs. This exacerbates existing disparities in education quality and support for students.

2. **Inconsistent Implementation:** Schools may lack the necessary staff, training, and materials to properly implement programs like SEL. This inconsistency can lead to ineffective practices and varied outcomes among students.
3. **Limited Capacity for Collaboration:** Dedicated resources allow for collaboration with external agencies (like health departments and social services). Without these resources, districts may not have the capacity to engage in meaningful partnerships that support holistic student development.
4. **Sustainability Challenges:** Without consistent funding and resources, initiatives may be short-lived, undermining long-term efforts to foster student well-being and success.
5. **Professional Development Gaps:** Ongoing training and resources to support educators are essential. Workforce sustainability is dependent on equipping teachers with ongoing professional learning to effectively teach SEL.

Overall, the lack of dedicated resources limits the ability of school districts to provide comprehensive support, impacting student outcomes and contributing to systemic inequities in education.

Systemic Barriers

While the law identifies required members from several agencies to serve on the Committee to help alleviate this challenge of doing this work in a silo, without language that specifically identifies the Committee to advise on SEL in these agencies, the impact and collaboration is limited. Having this change advocates for a holistic and coordinated approach, systemic barriers may arise from doing SEL work in a silo:

1. **Collaboration Challenges:** Different agencies (health, human services, juvenile justice, etc.) often operate in silos, making it difficult to align their goals and resources effectively.
2. **Equity Concerns:** While the paragraph mentions grounding strategies in equity, systemic inequities can hinder access to SEL resources for marginalized communities.
3. **Data Sharing Issues:** Effective collaboration relies on the sharing of best practices and data, but privacy regulations and lack of interoperable systems can obstruct this.

Addressing these barriers is crucial for the successful implementation and scaling of SEL.

RECOMMENDATIONS

Recommendation 1

Increase funding to strengthen state level infrastructure support for SEL implementation. To support the increased workload to champion the crucial SEL work identified by this Committee, funding is needed to:

- Develop materials for educators on how the SEL standards, benchmarks, and indicators are present in different cultures and how to engage students in a culturally responsive way.
- Develop and disseminate tools and guidance to school districts on effective partnerships with local tribes on social emotional learning implementation.
- Support research, data analysis, and statewide collaboration and develop one site where information from other state agencies and reports may be housed.
 - Highlight interconnected recommendations from various groups/agencies.

Increased funding for the Committee would allow it to fulfill its charge to promote and expand SEL in our state. This funding will be used to develop new guidance and collect and distribute existing resources on SEL, to coordinate communication and implementation efforts, and to provide technical assistance around implementation, laws, and policies.

There is also a need to examine data, studies, and information from other statewide groups and agencies such as, the Office of Native Education, the Special Education Advisory Council, early learning partners, Educational Opportunity Gap Oversight & Accountability Committee (EOGOAC), advocacy organizations, higher education, UW School Mental Health Assessment Research & Training (SMART) Center.

SEL focused on culture and equity promotes social justice by addressing systemic barriers and biases that impact students' development. Efforts should target those furthest from educational justice, especially communities of color and American Indian and Alaska Native communities. With guidance and resources emphasizing equity, districts and schools can work to dismantle inequities and create more opportunities for all students to thrive.

Recognizing and valuing diverse cultural backgrounds within SEL initiatives ensures students see themselves reflected in the curriculum. By incorporating culturally sustaining and affirming SEL strategies, educators can better address the unique needs of students from different cultural, racial, and socioeconomic backgrounds. This enhances students' sense of belonging and well-being and fosters positive relationships and understanding among peers. Culturally sustaining and affirming SEL practices foster critical thinking and advocacy skills essential for civic engagement. By integrating culture and equity into SEL initiatives, schools build a more just and inclusive society where all students succeed.

Recommendation 2

Direct the Washington State Board of Education to work with the Office of Superintendent of Public Instruction to update the Washington School Improvement Framework (WSIF) in the next round (Cycle 4) of the school improvement identification process to include one additional School Quality or Student Success Indicator (SQSS) measure focused on school climate.

A positive school climate, as assessed through evidence-based climate surveys, has a direct impact on student social emotional development & academic outcomes. Research has consistently shown that when students feel safe, supported, and valued within their school environment, they are more likely to be engaged in their learning and perform better academically (Durlak et al., 2010).

Implementing climate surveys in schools is crucial to provide valuable insights into the overall atmosphere of the school environment, including students' and staff members' perceptions of safety, inclusivity, and belonging. Understanding these dynamics allows school administrators to identify areas of school environmental strengths and those areas needing improvement, the results can enable targeted interventions to enhance the student-staff relationships and overall school climate. A positive school climate fosters student engagement, motivation, and academic achievement, while also promoting staff satisfaction and retention.

A climate survey serves as a tool for promoting involvement and accountability. By soliciting input from students, families, teachers, and other staff members, schools demonstrate a commitment to shared decision-making and continuous improvement. Engaging students, educators, and families in the assessment process not only increases buy-in for subsequent initiatives but also ensures that interventions are reflective of the diverse perspectives within the school community. Ultimately, an effective climate survey empowers schools to cultivate a supportive, inclusive, and more equitable environment where everyone belongs.

Recommendation 3

Designate dedicated basic education funding for Social Emotional Learning implemented in a Multi-Tiered System of Support.

SEL integrated within a multi-tiered system of support (MTSS) framework promotes academic success, supports a positive school climate, advances equity and inclusion, and prepares students for success in school and beyond. By embedding SEL principles across all tiers of support, schools create an environment where social emotional skills are nurtured alongside academic skills. When students have strong SEL skills, they are better equipped to focus on learning, manage emotions, make responsible choices, and interact positively with peers and teachers.

Integrating SEL within MTSS takes a whole-child approach, recognizing that academic success is intrinsically linked to social and emotional development. Within an MTSS framework, interventions are tailored to individual student needs, providing targeted support for those requiring additional assistance. When SEL is utilized in relevant interventions, educators can promote academic success and prevent struggles and behavioral challenges from escalating. This personalized approach ensures that students receive the support they need to overcome obstacles, fosters a sense of belonging and promotes overall well-being.

Families are included in the MTSS process to ensure that interventions promote equity by considering diverse family backgrounds, perspectives, values, and needs. Engaging families adds a layer of accountability, as their input and involvement hold the education system responsible for delivering effective support and interventions that meet the needs of all students.

Washington school districts are at varying stages of implementing SEL within a MTSS Framework. Dedicated resources are needed to expand and support fidelity of implementation. Ongoing challenges exist in schools and classrooms around dysregulated and stressed students and overwhelmed educators. SEL instruction at Tier 1 acknowledges the critical importance of emotions, relationships, and connection in academic learning. Addressing SEL skills proactively helps prevent the development of behavioral and emotional challenges that result in lost learning time and require more intensive interventions in schools.

Recommendation 4

Amend [RCW 28A.300.477](#) to expand the scope of the Committee's advisory role to the Professional Educator Standards Board (PESB), and other relevant state agencies such as the Health Care Authority (HCA) and Department of Children, Youth, and Families (DCYF) on social emotional learning.

The Committee brings together the collective expertise of its members who have a wide range of experiences working with youth and families in educational and community settings. The Committee was established to build upon the work of the SEL Benchmarks Workgroup (2015–2016) and SEL Indicators Workgroup (2017–2019) to promote and expand SEL implementation in WA state. Amending this RCW to include the above-named bodies will allow the Committee to fulfill its purpose and charge to develop and implement a statewide framework for SEL implementation.

SEL initiatives require a holistic approach that considers students' well-being both inside and outside the classroom. Collaborating with agencies like health departments, human services, and juvenile justice provides a whole-child perspective. This coordinated approach maximizes the reach and impact of SEL efforts. This change will enhance the sustainability and scalability of SEL initiatives through sharing best practices and data, fostering continuous improvement based on evidence-based research, and support the development of coordinated strategies to support SEL implementation that are grounded in equity.

Recommendation 5

Provide funding to develop and conduct a social emotional learning needs assessment.

- a) Provide funding to PESB to develop and conduct a needs assessment to discern SEL capacity, understanding of bias, equity, culturally sustaining, trauma-informed and universally designed practices, and SEL implementation process for faculty and candidates participating in an educator preparation programs.
- b) Provide funding to OSPI to develop and conduct a needs assessment for the LEAs to evaluate SEL capacity, understanding of bias, equity, culturally sustaining, trauma-informed and universally designed practices, and SEL implementation process for K–12 education staff.

Having a comprehensive understanding of the SEL landscape within the educator preparation and K-12 is immensely beneficial. The results of the needs assessment will assist in systematically evaluating factors such as policies and procedures that support SEL implementation, staff and educator perceptions and preparedness, and the overall climate, which will provide valuable insights into areas of strength and areas needing improvement. The information can be used to identify next steps for PESB and preparation programs in the program review process, the development of educator and principal standards.

A K-12 needs assessment would help OSPI and LEAs to systematically review and evaluate policies and procedures, culturally sustaining practices, fidelity of SEL implementation utilizing the Washington SEL standards and overall climate. OSPI could use this information to provide guidance and ongoing professional development for educators.

The PESB should collaborate with OSPI in the development of the needs assessments to review alignment and the expectations for teacher preparation and K12 professional development, standards, and other relevant requirements. This alignment will ensure that both pre-service and in-service educators are equipped with the necessary skills and knowledge to effectively support students' social and emotional development from preschool through high school. Collaboration between OSPI and PESB promotes accountability and continuous improvement within the education system to effectively support the social and emotional well-being of all students.

CONCLUSION & NEXT STEPS

The end of the federal Elementary and Secondary Emergency Relief (ESSER) funds will impact school districts in the upcoming school year. Districts shared that they were using ESSER funds to provide SEL capacity building, guidance, professional learning, and coaching. In many districts and schools, staffing and resources for SEL will be dramatically reduced and in some cases eliminated entirely. It is more important than ever that the Committee continue this crucial work to provide guidance around embedding SEL in the education system pipeline.

The four subcommittees will continue to work on the following focus areas in the upcoming year:

1. **SEL Assessment:** This subcommittee will work to gather family, community, and educator perspective on SEL assessment. Then they will review and create guidance or a decision tree for districts to use as they consider assessing student SEL.
2. **Family and Community Engagement:** This subcommittee will work on developing a SEL focused companion module for a family and community engagement tool school districts can use to build meaningful family school partnerships for SEL implementation.
3. **SEL Implementation Evaluation:** This subcommittee will continue to analyze data already collected by OSPI on or related to SEL, specifically the adult practices around SEL implementation. The subcommittee will review and identify key points from the data, and identify what data is still needed. This work will help inform recommendation four around creating a needs assessment.
4. **Educator Preparation Program:** This subcommittee will continue developing and providing resources and supporting teacher and principal preparation programs by embedding SEL into their curriculum and pedagogy. The subcommittee will begin creating a plan and timeline for the future development of educator SEL standards in collaboration with the PESB.

ACKNOWLEDGMENTS

Senator John (lulilaš) McCoy

The Committee wishes to express our deep appreciation for Senator John McCoy (October 29, 1943–June 6, 2023). Senator McCoy was passionate about SEL and participated in and the SEL workgroups that developed the SEL standards, benchmarks, and indicators. [Senate Bill 5082 \(2019\)](#), sponsored by Senator McCoy and other legislators, established the SEL Committee to promote and expand SEL in Washington state. Senator McCoy also passed legislation to create the [Since Time Immemorial curriculum](#), which has been endorsed by all 29 federally recognized tribes. In 2024, the legislature passed [House Bill 1879](#) which changes the name in his honor: *John McCoy (lulilaš) Since Time Immemorial curriculum*.

Senator McCoy was a member of the Tulalip Tribe and one of the first Native legislators in Washington state. Senator McCoy's advocacy for Washington students and his support in furthering SEL, motivates and inspires the Committee to continue the commitment to equity-based SEL.

OSPI would like to thank and recognize the unwavering efforts of the Committee Co-chairs and members that have spent countless hours during planning meetings, drafting documents, presenting at the Committee meetings and in other spaces, and advocating for SEL:

- Caryn Park, Commission on Asian Pacific American Affairs
- Xyzlora Brownell, Department of Children, Youth and Family
- Sarah Butcher, Roots of Inclusion

OSPI would also like to thank the following groups and people for contributing to Committee work:

- Members of the Committee and Subcommittees
- Members and staff of the Education Opportunity Gap Oversight and Accountability Committee (EOGOAC)
- Joan Banker, former Native Education, OSPI
- Ruth Cross, Collaborative for Academic Social Emotional Learning
- Megan Gildin, American Institutes for Research
- Brian Freeman, Inchelium School District
- Larry Kinread, Center for the Improvement of Student Learning, OSPI
- Josh Lane, Central Kitsap School District
- Kylie Massey, Elementary & Early Learning, OSPI
- RJ Monton, Center for the Improvement of Student Learning, OSPI
- Arlie Neskahi, Native Education Consultant, Diné Nation
- Debra Parker, Student Engagement and Support, OSPI
- Sarah Pierce, Houghton Mifflin Harcourt
- Heather Rees, Center for the Improvement of Student Learning, OSPI
- Diane Stead, Student Engagement and Support, OSPI
- Ken Turner, Health & Physical Education, OSPI

- Emme Williamson, Student Engagement and Support, OSPI
- Sara Wolforth, American Institutes for Research
- Nick Yoder, National University

REFERENCES

- Durlak, J. A., Weissberg, R. P., & Pachan, M. (2010). *A Meta-Analysis of After-School Programs That Seek to Promote Personal and Social Skills in Children and Adolescents*. *American Journal of Community Psychology*, 45, 294–309.
- Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of schoolbased universal interventions. *Child Development*, 82(1), 405–43.
- Mahoney, J. L., Durlak, J. A., & Weissberg, R. P. (2018). An update on social and emotional learning outcome research. *Phi Delta Kappan*, 100(4), 18–23. <https://doi.org/10.1177/0031721718815668>
- National Association of College and Employers, Job Outlook Report (2024). https://www.naceweb.org/docs/default-source/default-document-library/2023/publication/research-report/2024-nace-job-outlook.pdf?sfvrsn=57be133e_5
- Office of Superintendent of Public Instruction, Washington State Social Emotional Learning Implementation Guide (2019). https://ospi.k12.wa.us/sites/default/files/2023-12/washingtonsel_implementationguide_2023final_.pdf
- Collaborative for Academic, Social, and Emotional Learning (2018.) [Choosing-and-Using-SEL-Competency-Assessments_What-Schools-and-Districts-Need-to-Know.pdf \(casel.org\)](#)

APPENDICES

Appendix A

This report references Washington's SEL Framework which outlines a shared, statewide approach to implementing SEL at the district and school level. The SEL framework, which is part of the Washington State Social Emotional Learning Implementation Guide, offers this shared vision through four guiding principles and three essential elements for successful SEL implementation.

The framework commits to four guiding principles:

- **Equity:** Ensure each child receives what they need to develop to their full academic and social potential.
- **Cultural Responsiveness:** Draw upon students' unique strengths and experiences while orienting learning in relation to individuals' cultural context.
- **Universal Design:** Provide a framework to improve and optimize teaching and learning for all people by removing barriers in the curriculum.
- **Trauma-Informed Practices:** Recognize the unique strengths and challenges of children and youth due to the adversities they face (Washington Office of Superintendent of Public Instruction, 2019).

The framework has the following three essential elements:

1. Create conditions to support students' SEL by creating a positive school climate and culture; linking SEL to existing school policies and practices; focusing on classroom-based approaches that promote SEL; selecting and implementing evidence-based SEL practices; and using data for continuous improvement.
2. Collaborate with families, communities, and expanded learning opportunity providers in the design, implementation, and review of local plans to integrate SEL in schools and communities.
3. Build adult capacity and adult SEL competencies that can be demonstrated and modeled. Creating a SEL leadership team, developing a vision statement, conducting a needs and readiness assessment, and creating an implementation plan will ensure that professional learning is targeted, and educators can support the needs of all students (Office of Superintendent of Public Instruction, 2019).

Appendix B

Committee Members

[RCW 28A.300.477](#) *Committee membership.*

Anna Armstrong Kalispel Tribe of Indians
Tammy Bolen Student Engagement and Support, OSPI
Carola Brenes Healthcare Authority Behavioral Health and Recovery
Xyzlora Brownell Department of Children, Youth, and Families
Sarah Butcher Roots of Inclusion
Lauren Day Boys & Girls Clubs of Washington State
Laurie Dils Health and Sexual Health, OSPI
Danielle Eidenberg Governor's Office of Education Ombuds
Mary Fertakis State Board of Education
Mona Halcomb Native Education, OSPI
Danielle Harvey School Nurse Association of Washington
Mona Johnson Washington Association of Educational Service Districts
Scott Lehrman Commission on Asian Pacific American Affairs
Lauren Macdonald Washington Education Association
Caryn Park Commission on Asian Pacific American Affairs
Emily Santiago Washington Association of School Psychologists
Monika Schuller White Salmon Valley School District
Terique Scott Commission on African American Affairs
Leiani Sherwin Professional Educator Standards Board
Rayann Silva University of Washington SMART Center
Anna Smith Cape Flattery School District
Michelle Sorensen Washington Association of School Social Workers
Nigar Suleman Washington State Parent Teacher Association
Debbie Tully Washington Association of Colleges for Teacher Education Liliana Uribe
Commission on Hispanic Affairs
Anita Valdez Sequim School District
Maddy Vonhoff Committee for Children

Alternates

Maxine Alex Native Education, OSPI
Farheen Al-Mishari Snoqualmie Elementary Parent Teacher Association
Makenzie Dyer Professional Educator Standards Board
Kristine Harper Bethel School District
Suzie Henning Eastern Washington University
Jennifer Karls Roots of Inclusion
Susan Mosby South Kitsap School District
Liz Pray Moses Lake School District
Rachel Ray Healthcare Authority Behavioral Health and Recovery
Jisu Ryu Professional Educator Standards Board

Subcommittee Members

Educator Preparation

Tammy Bolen, Suzie Henning, Bonnie McDaniel, Caryn Park, Jisu Ryu, Leiani Sherwin, Debbie Tully, Makenzie Dyer

Implementation Evaluation

Tammy Bolen, Carola Brenes, Suzie Henning, Mona Johnson, Monika Schuller

SEL Assessment

Laurie Dils, Lauren Macdonald, Caryn Park, Debra Parker, Emily Santiago, Rayann Silva

Family & Community Engagement

Maxine Alex, Xyzlora Brownell, Sarah Butcher, Lauren Day, Danielle Eidenberg, Mary Fertakis, Maddy Vonhoff

LEGAL NOTICE



Except where otherwise noted, this work by the [Washington Office of Superintendent of Public Instruction](#) is licensed under a [Creative Commons Attribution License](#). All logos and trademarks are property of their respective owners. Sections used under fair use doctrine (17 U.S.C. § 107) are marked.

OSPI provides equal access to all programs and services without discrimination based on sex, race, creed, religion, color, national origin, age, honorably discharged veteran or military status, sexual orientation including gender expression or identity, the presence of any sensory, mental, or physical disability, or the use of a trained dog guide or service animal by a person with a disability. Questions and complaints of alleged discrimination should be directed to the Equity and Civil Rights Director at 360-725-6162 or P.O. Box 47200 Olympia, WA 98504-7200.

Download this material in PDF at [OSPI Reports to the Legislature webpage](#). This material is available in alternative format upon request. Contact the Resource Center at 888-595-3276, TTY 360-664-3631.



Washington Office of Superintendent of
PUBLIC INSTRUCTION

Chris Reykdal | State Superintendent
Office of Superintendent of Public Instruction
Old Capitol Building | P.O. Box 47200
Olympia, WA 98504-7200