

Social Emotional Learning

Statutory and/or Budget Language

\$200,000 of the general fund—state appropriation for fiscal year 2024 and \$200,000 of the general fund—state appropriation for fiscal year 2025 are provided solely for implementation of chapter 386, Laws of 2019 (social emotional learning).

Purpose

To promote and expand statewide support of Social Emotional Learning (SEL) in Washington districts and schools and convene the SEL Advisory Committee (SELAC).

Description of Services Provided

The OSPI provides staff and support to bring together the SEL Advisory Committee. The committee is responsible for, actively working on, or has achieved progress in the following areas:

- a. Develop and implement a statewide framework for SEL that is trauma-informed, universally designed, culturally sustaining, and developmentally appropriate.
- b. Review and update as needed the SEL standards and benchmarks for social emotional learning and the developmental indicators for grades kindergarten through twelve and confirm they are evidence-based.
- c. Align the WA SEL standards and benchmarks with other relevant standards and guidelines, including the health and physical education K-12 learning standards and the early learning and development guidelines.
- d. Identify best practices or guidance for schools implementing the standards, benchmarks and developmental indicators for SEL.
- e. Identify professional development opportunities for teachers and educational staff and review, update, and align as needed the SEL online module.
- f. Consider systems for collecting data about SEL, and monitoring implementation efforts.
- g. Identify strategies to improve coordination between early learning, K-12 education, youth-serving community partners and culturally based providers, and higher education regarding SEL.
- h. Engage with stakeholders and seek feedback.
- i. Hold an annual joint meeting with the Education Opportunity Gap Oversight and Accountability Committee (EOGOAC).
- j. Submit an annual report and recommendations to the legislature, office of the governor, and the office of superintendent of public instruction.

In addition, OSPI staff is tasked with and has accomplished the following:



- k. Provide in-person professional development opportunities for educators to embed SEL into outdoor education and classroom content standards with trauma-informed and culturally responsive practices.
- l. Develop guidance and resources on professional learning activities according to [RCW 28.415.445](#).
- m. Collaboration with ELA, Math, and Science content teams on learning standards revisions to include SEL implementation guidance, caregiver documents, and professional development for education practitioners.
- n. Collaboration and provided professional development and guidance to grantees of the Bipartisan Stronger Connections Grant.
- o. Provided SEL implementation guidance for the monthly resource toolkit for the Continuous Improvement Network.

Criteria for Receiving Services and/or Grants

Convene and co-facilitate monthly meetings for the SEL Advisory Committee that focus on the mandated tasks as noted above.

Beneficiaries in the 2023-24 School Year

Number of School Districts	The guidance and work benefit all districts
Number of Schools	The guidance and work benefit all schools
Number of Students	The guidance and work benefit all students
Number of Educators	The guidance and work benefit all educators
Other	N/A

Are Federal or Other Funds Contingent on State Funding?

No

State Funding History

Fiscal Year	Amount Funded	Actual Expenditures
2024	\$200,000	\$200,000
2023	\$200,000	\$165,036
2022	\$200,000	\$157,590
2021	\$200,000	\$187,963
2020	\$200,000	\$126,849

Number of Beneficiaries Per Fiscal Year (e.g. School Districts, Schools, Students, Educators, Other)

Fiscal Year	Number of Beneficiaries
2024	295 School Districts & 8 STEC
2023	295 School Districts & 8 STEC
2022	295 School Districts & 7 STEC
2021	295 School Districts & 7 STEC
2020	295 School Districts & 7 STEC

Programmatic Changes Since Inception (If Any)

N/A

Program Evaluation or Evaluation of Major Findings

The asynchronous SEL learning module was updated, utilized regularly, and received positive feedback, as evidenced by quarterly enrollment and completion data, and participant feedback.

Major Challenges Faced by the Program

The scope of work to be completed with minimal staffing resources remains the greatest challenge. There is a need for additional support for the work identified by stakeholder surveys and in the [OSPI Reports to the Legislature](#).

Future Opportunities

The SELAC will focus on sharing and receiving feedback on the legislative recommendations with the EOGOAC, partnering organizations, community members, and families. The legislative recommendations are crucial to SEL sustainability and efforts put forth by Washington districts and schools. The SELAC will continue to augment SEL guidance and tools that are informed through engagement with families, students, and community members that focus on equity, trauma-informed and culturally responsive practices that are universally designed. The SELAC and OSPI staff will continue to create opportunities to build educator capacity to implement SEL, in addition to supporting preparation programs through a social emotional learning educator preparation program (SELEPP) collaborative. The family and community engagement subcommittee will continue collaborating with the WA state family engagement center's parent advisory board, determining a need for state-level resources to support districts to involve families in SEL efforts.

Other Relevant Information

The SEL Advisory committee and OSPI staff collaborate on various SEL and SEL-related work across multiple contexts, programs, and agencies. There is need for additional resources and

support in the work that is identified in the [OSPI Legislative Report and SEL implementation feedback data from stakeholders](#).

Schools/Districts Receiving Assistance

[Click here to see a list of all OSPI grant recipients in the 2024 Fiscal Year.](#)

Program Contact Information

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