
HOUSE BILL 1411

State of Washington

68th Legislature

2023 Regular Session

By Representatives Ortiz-Self, Santos, Berry, Lekanoff, Pollet, and Doglio

Read first time 01/18/23. Referred to Committee on Education.

1 AN ACT Relating to supporting student success through cross-
2 sector professional development informed by a study of measures of
3 and mitigators for community risk and protective factors; adding a
4 new section to chapter 28A.415 RCW; creating new sections; and
5 providing an expiration date.

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

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

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

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

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

29 (3) The legislature finds that all students were affected by the
30 unusual social and academic changes brought about by the COVID-19
31 pandemic and that many students experienced traumas during this time
32 that affected their mental and behavioral health. The legislature
33 acknowledges that professional learning activities and professional
34 collaboration tend to focus on the adults within school buildings and
35 school districts, but that students are served and supported by
36 adults in their communities, as well.

37 (4) Therefore, the legislature intends to facilitate a
38 coordinated approach to student support by providing funding for
39 collaborative cross-sector trainings on topics, such as mental and
40 behavioral health management, to staff of school districts and

1 community-based organizations, such as boys and girls clubs and
2 dispute resolution centers. The legislature also intends to direct
3 Washington State University to update its 2015 report and
4 recommendations for supporting student success through measuring and
5 mitigating community risk and protective predictors to determine the
6 effects of policies and practices implemented since 2015 and the
7 impact of the COVID-19 pandemic, and to provide recommendations for
8 best practices yet to be implemented in Washington. The legislature
9 plans to require that funding for the collaborative cross-sector
10 trainings be prioritized to benefit staff serving students involved
11 in the juvenile justice system and to students attending school
12 districts identified through the Washington State University study as
13 being in communities with higher traumas and risks.

14 NEW SECTION. **Sec. 2.** (1) The education data center, established
15 in RCW 43.41.400, shall contract with the child and family research
16 unit at the Washington State University extension to produce the
17 reports described in this section.

18 (2) By December 1, 2023, a report must be completed that analyzes
19 educational programs, services, and related academic and nonacademic
20 supports provided by public schools and community-based organizations
21 in partnership with schools. The analysis must be conducted using
22 data collected from public schools and community-based organizations
23 in partnership with public schools. At a minimum, the report must:

24 (a) Summarize new educational services and related academic and
25 nonacademic supports offered by public schools and community-based
26 organizations since the start of the COVID-19 pandemic; (b) estimate
27 the number of elementary and secondary students and their families
28 receiving these services and supports, including during out-of-school
29 time; (c) describe where and how social-emotional learning standards
30 and benchmarks are being implemented at public schools; (d) describe
31 the results of an analysis of the extent to which students with
32 individualized education programs and with section 504 plans were
33 connected to in-school and out-of-school services specified in their
34 programs and plans during the COVID-19 pandemic compared to prior to
35 the COVID-19 pandemic; (e) recommend educational programs, services,
36 and related academic and nonacademic supports that have been shown
37 through evidence to increase student educational outcomes; and (f)
38 recommend changes to state laws to make use of best practices more
39 consistent across the state.

1 (3) (a) By December 1, 2024, a report must update the data
2 analysis required by chapter 196, Laws of 2014. As required in 2014,
3 the geographic analysis must be conducted using existing data to
4 identify areas where the cumulative effect of family factors, such as
5 employment, health status, safety, and stability, correlate with
6 academic and behavioral indicators of student success. This report
7 must include maps that illustrate community variation in family
8 factors as they relate to kindergarten through 12th grade and
9 postsecondary education outcomes and keeping all children on track
10 for success. To the extent possible, the locales highlighted in the
11 earlier report must be highlighted in the new report.

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

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

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

18 (iii) Correlation of the factors in (b)(ii) of this subsection
19 with community variation in academic, behavior, and graduation
20 outcomes;

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

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

25 (4) The reports required by this section must be submitted to the
26 appropriate committees of the legislature in accordance with RCW
27 43.01.036.

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

30 (6) This section expires August 1, 2025.

31 NEW SECTION. **Sec. 3.** A new section is added to chapter 28A.415
32 RCW to read as follows:

33 (1)(a) Subject to the availability of amounts appropriated for
34 this specific purpose, the office of the superintendent of public
35 instruction shall distribute funding to school districts and
36 institutional education providers to partner with community-based
37 organizations that fit the description in subsection (3) of this
38 section to offer cross-sector trainings on one or more of the topics
39 listed in subsection (2) of this section.

1 (b) The office of the superintendent of public instruction shall
2 prioritize distribution of funding under this subsection (1) in the
3 following order:

4 (i) Institutional education providers, as defined in RCW
5 28A.190.005; and

6 (ii) School districts in a community identified by the child and
7 family research unit at the Washington State University extension as
8 having a high number of adverse childhood experiences, prioritized to
9 the school districts who are the lowest performers, as identified
10 using the accountability framework created under RCW 28A.657.110.

11 (2) Cross-sector trainings identified or offered under this
12 section must be on one of the following topics: Social-emotional
13 learning; mental and behavioral health management; teaching students
14 to be peer mediators; and antiharassment, intimidation, and bullying.

15 (3) Community-based organizations partnering with school
16 districts under this section must be those that provide youth with
17 activities that compliment and support classroom-based instruction
18 and can improve student learning, behavior, and achievement.

19 (4) The center for the improvement of student learning,
20 established within the office of the superintendent of public
21 instruction, shall identify training programs on the topics listed in
22 subsection (2) of this section. The identified trainings must be
23 either designed for cross-sector implementation or be able to be
24 modified for cross-sector implementation.

25 (5) School districts receiving funding under subsection (1) of
26 this section:

27 (a) Must partner with one or more community-based organizations
28 that fit the description in subsection (3) of this section to offer
29 cross-sector trainings on one or more of the topics listed in
30 subsection (2) of this section to:

31 (i) At the school district, staff who have regular, sustained
32 interactions with students; and

33 (ii) At the community-based organization, relevant student
34 support professionals;

35 (b) Must, to the extent possible, offer the cross-sector
36 trainings in face-to-face settings; and

37 (c) May co-offer cross-sector trainings with other school
38 districts in the catchment area of the community-based organization.

39 (6) School and community-based organization staff may use
40 participation in a training offered under subsection (5) of this

1 section to meet continuing education requirements established by the
2 Washington professional educator standards board and professional
3 development requirements established by the paraeducator board.

--- **END** ---