

SEL Advisory Committee

Meeting Agenda

9:00 AM – 12:00 PM
March 28, 2023
[Via Zoom](#)

Attendee List

Members

<input type="checkbox"/> Laura Allen	<input checked="" type="checkbox"/>	Bonnie McDaniel	<input type="checkbox"/>	Suzie Henning
<input checked="" type="checkbox"/> Tammy Bolen	<input type="checkbox"/>	Mick Miller	<input type="checkbox"/>	Jennifer Karls
<input checked="" type="checkbox"/> Xyzlora Brownell	<input type="checkbox"/>	Jenny Morgan	<input type="checkbox"/>	Lauren MacDonald
<input checked="" type="checkbox"/> Sarah Butcher	<input type="checkbox"/>	Susan Mosby	<input type="checkbox"/>	Tessa McIlraith
<input checked="" type="checkbox"/> Jen Chong Jewell	<input checked="" type="checkbox"/>	Caryn Park	<input type="checkbox"/>	Liz Pray
<input checked="" type="checkbox"/> Laurie Dils	<input checked="" type="checkbox"/>	Monika Schuller	<u>Staff, Presenters and Guests:</u>	
<input checked="" type="checkbox"/> Mary Fertakis	<input checked="" type="checkbox"/>	Terique Scott	Anna Marie Dufault – OSPI	
<input type="checkbox"/> Laree Foster	<input checked="" type="checkbox"/>	Katherine Seibel	Megan Gildin – Facilitator	
<input type="checkbox"/> Brian Freeman	<input checked="" type="checkbox"/>	Leiani Sherwin	Lauren Gilmore – CISL OSPI	
<input type="checkbox"/> Danielle Harvey	<input checked="" type="checkbox"/>	Maria Siguenza	Kylie Massey – OSPI	
<input type="checkbox"/> Fahren Johnson	<input type="checkbox"/>	Rayann Silva	Mari Meador – UW SMART	
<input type="checkbox"/> Bill Kallappa	<input checked="" type="checkbox"/>	Michelle Sorenson	Debra Parker – OSPI	
<input type="checkbox"/> Kasey Kates	<input type="checkbox"/>	Debbie Tully	Jenny Plaja – OSPI	
<input checked="" type="checkbox"/> Josh Lane	<input type="checkbox"/>	Angel Williams	Diane Stead – OSPI	
<input checked="" type="checkbox"/> Lauren MacDonald	<u>Alternates</u>		Nick Yoder – Facilitator	
	<input type="checkbox"/>	Danielle Eidenberg		

Welcome

Tammy Bolen

Warm Welcome

Megan Gildin

Legislative Report Writing Recommendations

Jenny Plaja

[Bill Tracker](#)

- Workgroups and legislative reports are something that OSPI is addressing internally and often done at last minute.
- How groups address work plans differs. Providing an example of a good plan is not recommended. It is best to for the SEL Advisory Committee to use its own voice, rather than trying to conform to another workgroup's work.

- Because it's work is ongoing, the advisory committee has a chance to have more impact over time.
- Breaking down silos is a goal of Government Relations. We know from our data that legislative reports don't get read by many people — mostly OSPI folks.
- We try to find alignment across what is happening here and outside.
- Is the legislative report responsive to the statute? We try to drop back and see it from the perspective of the reader.
- Is the content meaningful? Is it written in plain talk? There is usually way too much in one report, which is understandable. Lots of content needs lots of headers. Don't make it easy to get lost in the documents.
- Do the recommendations provide context for the key takeaways? If your whole background is different from the takeaway, it's confusing.
- Use connector sentences throughout the report to make it easier for people who are more removed from the work. They need to be able to follow the writing.
- Can the reader quickly navigate? How long does it take to read? Readers usually scan the report after a quick download. They need to be able to jump around easily.
- Bookend the report with introduction and conclusion. They should be no longer than two pages, preferably one. The conclusion should be a summary of the report, briefly and plainly written.
- Recommendations: This is the most important place that needs to be clear. Are the recommendations clear and actionable? Some reports are more actionable than others, and we try to see what resonated to the point where action could be taken. Reports that are ongoing, such as EOGOAC, tend to ebb and flow. Key strategies while building momentum over time is important. Give plenty of time and detail in the workplan for action and funding. The throughline of recommendations need to relate to each other. It should be easy to jump around to the background to make understanding the action easier.
- The concept of designing for the margins: Equity and OSPI mission alignment. Breaking down of the silos. Thoughts on consistency in designing for the margins. We lose a lot of momentum due to silos. How does a group structure a work plan that taps into multiple systems? How can the committee advise those efforts? Would that make a bigger impact than simply making recommendations? Supports and systemic structures are important to this goal. We need to create options up front to accommodate.
- Q: Should all our recommendations (even those addressed to different audiences like PESB or OSPI) be included in the legislative report or only those addressed to the legislature? A: All should be included, but we should make sure other

agencies are in-line and funding is feasible. We need to have people elevating recommendations. It would be good to already have some of the background work done, instead of proposing without it. Using Tammy as a mediator with Government Relations would be valuable. So far, the recommendations are moving in the right direction, better than the past.

- Push the thinking around: The Centralized Technical Assistance Center has come up over the years. Do not leave this up to the legislature. Have more definition in the recommendation — do not leave it to the legislature to define.
- Decision package: Leave enough information for the legislature to attach a plan for implementation. Direct the legislature to develop a plan to create a technical assistance center. Get the people around the table to plan and define. Add plenty of detail.
- The grant funding for teacher and educator prep program: Would it be materials, or would PESB handle it? Would it be embedded? What would happen when the grant funds go away?
- Social emotional well-being for staffing: Make sure a complete definition is in place on the report. Definition can be open to interpretation depending on the legislator. Make sure the funding is specific.
- The legislative funding is fluid and can change depending on the work being done at the time. As we think about how we strengthen workgroups and funding, be clear about what you're buying, not who you're buying. Make definitions of the work clear. The legislature prefers to fund work, not fund employees.
- Reorganizing work that's happened: Students of color have increased. Does that give anyone pause about how the work shifts? It does change. Where do we have capacity and authority to change? How do we provide structure and supports to districts? We try to combine our school improvement division to work more efficiently with students in need. How we structure and fund the work is always changing. We need to think about how we talk about the work and structure. The real decision-making is in the school districts and the community partnerships.
- You can always say no to Government Relations' recommendations.
- Implementation of SEL – we need either the policy requirement or the leverage to make it happen.
- School improvement and climate – what is the connection? There are many strong feelings in the legislature about what that would look like, so it would be good to make sure they have direction.
- Giving clear direction is crucial to decision making.
- Additional funding and increasing the capacity should be put together. Don't make them pick and choose.

- Specific dollar amounts: If you're confident, you could specify, but ranges are also good. Giving them a scale to pick up on would be conducive.
- Process: Break down and determine when each body of work will occur, and which other agencies will be involved.
- Invite cabinet members to come in to discuss their involvement with the work.
- SELAC should do the deep thinking, rather than just writing the report.

Legislative Report Writing Recommendations Debrief

Nick Yoder and team

Key takeaways and captures for the chat

- When recommending funding, specify how funds will be used
- Simplify language-make very clear transitions.
- Make the report user friendly, help them identify the parts that they can easily get to
- Align the challenges and recommendations
- leveraging the knowledge and expertise of other groups is helpful. Silos are bad.
- Define what equitable mean
- Working with other advisory groups to have a stronger voice.
- Have a clearly defined mission, collaborators involved and a funding range set.
- Something that I heard and has me asking about how we are aligning SEL work with other OSPI initiatives? And be very specific/define what is being asked
- when funding is requested, how might there be ways for families and community groups to access them?
- Consider when asking for grant funding (i.e., make grant funding available) -to whom, through who- how would parents access the funds (specific to 3A)
- there is a ripple effect when OSPI reorganizes, or tries to realign work
- design for the margins is good
- Remove unrelated/unnecessary language
- Think through what the process is for some of our recs.
- Does adult capacity in #3 - include caregivers
- Include more of the specific how-to's
- Simplify - problem/cause, effect, call to action
- Think about sustainability with funding requests - how will it fit into a larger agenda, rather than just being a onetime experience in one location
- What do they (legislature) get, what are they buying? Be specific, and how will this help students?
- instead of saying create a TA center, maybe consider "plan to create a TA center"

Legislative Recommendation Process

There might be a threshold where there needs to be a formal recommendation. Our current statute allows us to make recommendations to the legislature. Do we want to make our requests more formal? The advisory should advise OSPI and other state agencies with recommendations. There are limits to how much one person can impact the collaborative process. We need to think about the system to make change.

A lot of our recommendations are targeted to teachers delivering to kids. But we need to do it at the PESBA and OSPI level. If we're not doing it as teachers and faculty ourselves, it's going to be less effective. We need to set the foundations to make it more sustainable.

Timeline

Our April meeting will provide a full draft of the report. Will be sent at least a week in advance of the meeting. A subcommittee meeting will be held to review the recommendations. In May we will turn in the report to GR.

Draft recommendations

Need to be clear and actionable asks.

Legislative Report Writing

Nick Yoder and team

[AIR's Decision Tree](#)

[Jamboard Document](#)

[Harvest Document](#)

1. Build Statewide Infrastructure for Equitable Social Emotional Learning
2. Cross-Community and Cross-Agency Alignment
3. Build Adult Capacity
4. Develop Partnerships for Creating Safe and Supportive Learning Environments through SEL
5. Develop Safe-Guards Around Assessing SEL
6. Increase Capacity of the Social Emotional Learning Advisory Committee

Legislative Update

Katherine Seibel and Sarah Butcher

Announcements

Tammy Bolen

- Please fill out the [Travel Questionnaire](#) at your earliest convenience to help us with planning the August 16 Professional Development Capstone Event. There will be a SELAC meeting during the event.
- Financial literacy crosswalk. Planning to have a meeting. Will send Doodle poll. Anyone who is interest in participating in the process is welcome.
- The next SEL and Equity Subcommittee meeting is Wednesday, April 19, 2023, 11:00 – 12:30 [via Zoom](#).

Legislative Updates:

- Wrapping up in April.
- Senate budget came out last week and house budget yesterday.,
- We have an action alert regarding funding
- Approaching key cutoff date. Policy committee ends tomorrow.
- Policy highlights:
 - SEL two policies are not in position to move forward — SB 5054 and SB 5462.
 - SB 5019 is still in play. It's in Rules.
 - HB 1579: Scheduled for executive session and got pulled. It did not pass out of the education committee. No pass no willingness to negotiate a pass. Schools need Tier 1 broad support. The house budget included \$15,000,000 for SEL PD and training. There are many organizations voicing support for SEL. We need to communicate with leadership to build understanding.
 - Decisions that were made around funding, especially around restraint, but schools are also cutting funding to SEL. In the next school year, we may run into problems, so we all need to tap into our networks.

Public Comment

Tammy Bolen

There was no public comment.

Next Steps and Reflection

Megan Gildin

[March 28, 2023 Meeting Reflections](#)

- Continue to add to any of the documents.
- The next [SEL Advisory Committee meeting is April 25, 2023](#).

- What is your key takeaway from today? How can we take this information to continue the work of the SEL Advisory Committee?
- Based on the topics we covered today, what recommendation could we add to the next legislative report?
- Is there anything we can change or improve to be able to better engage with each other and the content in the next meeting?

Additional Resources

[Running list of documents from meetings with Google links to prepare for writing legislative recommendations](#)

[SEL Advisory Committee OSPI Recommendations](#)

[Feb 23 SELAC Meeting Leg Recommendations](#)

[OSPI Website: Workforce Secondary Traumatic Stress](#)