
HOUSE CONCURRENT RESOLUTION

URGING THE DEPARTMENT OF EDUCATION TO CREATE A SUBSECTION OF
SOCIAL-EMOTIONAL LEARNING STANDARDS FOR GRADES K-12 UNDER
ITS CURRENT HEALTH STANDARDS.

1 WHEREAS, social-emotional learning is defined by the
2 Collaborative for Academic, Social, and Emotional Learning
3 (CASEL) as "the process through which all young people and
4 adults acquire and apply the knowledge, skills, and attitudes to
5 develop healthy identities, manage emotions and achieve personal
6 and collective goals, feel and show empathy for others,
7 establish and maintain supportive relationships, and make
8 responsible and caring decisions"; and
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10 WHEREAS, the Department of Education has no set social-
11 emotional learning standards for grades K-12, despite the
12 Department specifically stating in the Department's School
13 Social and Emotional Learning Guide that "social and emotional
14 learning is an integral part of education and human
15 development"; and
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17 WHEREAS, the Department of Education and other
18 organizations already have existing guidelines and suggestions
19 in place to teach and determine social-emotional learning
20 competence, which can be used to develop social-emotional
21 learning standards in the State; and
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23 WHEREAS, the Ecological Approaches to Social Emotional
24 Learning Laboratory has organized non-academic skills in the
25 following six domains: cognitive, emotion, social, values,
26 perspectives, and identity; and
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28 WHEREAS, CASEL has organized non-academic skills into the
29 following five competencies: self-awareness, self-management,



1 social awareness, relationship skills, and responsible decision-
2 making; and

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4 WHEREAS, the Department of Education has organized non-
5 academic skills into the following seven topics: self-
6 management, social awareness, sense of belonging, growth
7 mindset, grit, self-efficacy, and emotional regulation, which
8 are all assessed by the Panorama Student Survey; and

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10 WHEREAS, the Panorama Student Survey shows that, in a Fall
11 2023 survey of 31,280 Hawaii students in grades 3 through 5,
12 results per skill varied, with the highest being sense of
13 belonging, where seventy-two percent of students chose a
14 favorable answer, and the lowest being emotional regulation,
15 where fifty-one percent of students chose a favorable answer;
16 and

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18 WHEREAS, the Panorama Student Survey shows that in a Fall
19 2023 survey of 65,146 Hawaii students in grades 6 through 12,
20 results per skill varied, with the highest being
21 self-management, where sixty-nine percent of students chose a
22 favorable answer, and lowest being self-efficacy, where
23 forty-seven percent of students chose a favorable answer;
24 compared nationally, the self-efficacy score is near the
25 twentieth percentile; and

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27 WHEREAS, in relation to the Fall 2023 Panorama Student
28 Survey, it is important to recognize a significant difference
29 between sense of belonging scores from elementary and secondary
30 students, where elementary students' scores were higher by 24
31 percent, which is a common trend for other Panorama Student
32 Surveys from 2021 to 2023; and

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34 WHEREAS, in relation to all available Panorama Student
35 Survey results, it is important to recognize that scores have
36 not improved for both elementary and secondary students from
37 2021 to 2023; and

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39 WHEREAS, the current Department of Education standards for
40 health education are similar to the ideas of social-emotional
41 learning and can be further developed with social-emotional
42 learning standards; and



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WHEREAS, the creation of social-emotional learning standards will allow for all grade levels in Hawaii's public schools to have set benchmarks through the Department's health curriculum to help students develop social-emotional skills; and

WHEREAS, teaching social-emotional skills will allow students to have important conversations about identity, microaggressions, different perspectives, and more; and

WHEREAS, teaching social-emotional skills will ultimately promote positive learning environments for all students; now, therefore,

BE IT RESOLVED by the House of Representatives of the Thirty-second Legislature of the State of Hawaii, Regular Session of 2024, the Senate concurring, that the Department of Education is urged to create a subsection of social-emotional learning standards for grades K-12 under its current health standards to guide educators in teaching social-emotional skills; and

BE IT FURTHER RESOLVED that certified copies of this Concurrent Resolution be transmitted to the Chairperson of the Board of Education and Superintendent of Education.

OFFERED BY:



MAR - 8 2024

