Federal and State Trends in Whole Child Education

Implications for District Leaders
The Urgency of Now
Current Issues in K-12 Education

▷ Declining enrollment
▷ Chronic absenteeism
▷ Learning “loss”
▷ Mental health challenges
▷ Mass shootings
▷ Teacher and staff shortages
How can we use this time to support systemic change?

Why Reinvent?

Current schools, designed in the early 1900s, were not designed to support:

• Relationships
• Higher-order thinking skills
• Flexible supports
• Equitable achievement

How can we use this time to support systemic change?
The Science of Learning and Development

The science of learning and development—crystallizing research across myriad disciplines—presents extraordinary, actionable insights (shifts in mindsets) that can help us accelerate recovery, overcome inequities, and redesign education systems to help all children thrive.
Principles from the Science of Learning & Development

• The brain and the development of intelligences and capacities are malleable across the entire lifespan.

• Human capacities grow across the developmental spectrum (physical, cognitive, affective) in interactive ways. What happens in one domain influences what happens in others.

• The brain develops as a function of experiences that activate neural pathways which permit new kinds of thinking and performance. The kinds of experience matter greatly.

• Emotions have physical consequences that can trigger or block learning.
1. Genes drive who we become
2. Talent is scarce
3. Average stands for the individual
4. The factory model is the way to educate children
5. Potential is knowable in advance

Context is the primary driver of who we become
Talent is plentiful and not a bell curve
Average rarely represents an individual
Agency and engagement support deeper learning
Potential is visible in environments designed to reveal it
The Development of Neural Networks

Is enhanced by:
▷ Social interaction
▷ Rich environments
▷ Physical activity
▷ Emotional well-being
▷ Cultural well-being

Is impaired by:
▷ Constant stress
▷ Anxiety
▷ Loneliness
▷ Sleep disruption
▷ Dietary deficiencies
▷ Toxins
▷ Identity threats
Implications for Practice
What Do We Mean by Whole Child?

- Physical Health & Development
- Mental Health
- Identity Development
- Social and Emotional Development
- Cognitive Development
- Academic Development

Whole Child Learning and Development
Guiding Principles for Equitable Whole-Child Design

Transformative

Integrated Support Systems

Positive Developmental Relationships

Culturally Affirming

Development of Skills, Habits, and Mindsets

Personalized

Environments Filled With Safety and Belonging

Healthy Development, Learning, and Thriving

Empowering

Rich Learning Experiences and Knowledge Development

LEARNING POLICY INSTITUTE
Build positive developmental relationships that create trust and support learning and growth.

Practices for Students
• Advisories
• Small learning communities
• Looping

Practices for Staff
• Collaborative staff planning time

Practices for Families
• Student-teacher-family conferences
• In-person/virtual home visits
Environments Filled with Safety & Belonging

Establish environments where young people feel physically, emotionally and identity safe.

- Shared values and norms
- Consistent routines
- Restorative practices
- Trauma-informed, healing-oriented practices
- Culturally-responsive pedagogy
- Identity-safe spaces
Rich Learning Experiences & Knowledge Development

Foster rich learning experiences that fully engage and challenge students and help them discover what they are capable of through:

- Inquiry-based learning
- Scaffolding
- Building on student knowledge and culture
- Opportunities for mastery
Development of Skills, Habits, & Mindsets

Support development of skills, habits and mindsets including social, emotional, academic and cognitive skills essential for productive engaged learning, work and life, including:

- Self-awareness and empathy
- Interpersonal skills
- Resilience and perseverance
- Sense of agency and purpose
- Growth mindset
Establish integrated support systems that are designed with many more protective factors in place – including health, mental health and academic supports.

- Diagnostic assessments
- Tutoring, mentoring, and counseling
- Expanded learning opportunities
- Community school models
Skills and Competencies for Whole Child Learning

For educators:
- Knowledge of SoLD
- Inquiry-driven pedagogy
- Integrating the social, emotional, & cognitive
- Cultural competence
- Differentiation
- Interpersonal competence

For school leaders:
- Clear Vision
- Build Collective Investment
- Developmentally-appropriate staff supports
- Systems view
- Collaborative leadership
Implications for Policy
Whole Child Policy Framework

- Redesigning Curriculum, Instruction, Assessments, and Accountability Systems
- Building Adult Capacity and Expertise
- Setting a Whole Child Vision
- Investing Resources Equitably and Efficiently
- Transforming Learning Environments
Actions states can take:

▷ Convene a diverse set of stakeholders to develop a whole child vision

▷ Assess conditions for learning and development for children and youth

▷ Establish coordinating bodies to advance the whole child vision
Setting a Whole Child Vision

In Ohio, each child is challenged, prepared and empowered.

Four Learning Domains
- Foundational Knowledge & Skills: Literacy, numeracy and technology
- Well-Rounded Content: Social studies, sciences, languages, health, arts, physical education, etc.
- Leadership & Reasoning: Problem-solving, design thinking, creativity, information analytics
- Social-Emotional Learning: Self-awareness, empathy, management, social awareness, relationships, skills, responsible decision-making

One Goal
Ohio will increase annually the percentage of its high school graduates who, one year after graduation, are:
- Enrolled and succeeding in a post-high school learning experience, including in adult education programs.
- Completing a two-year or four-year college program or an apprenticeship or on-the-job training.
- Serving in a military branch.
- Earning a living wage.
- Engaged in a meaningful, self-sustaining vocation.

Three Core Principles
- Equity
- Partnerships
- Quality Schools

10 Priority Strategies
1. Highly effective teachers & leaders
2. Principal support
3. Teacher & instructional support
4. Standards reflect all learning domains
5. Assessments gauge all learning domains
6. Accountability system honors all learning domains
7. Meet needs of whole child
8. Expand quality early learning
9. Develop literacy skills
10. Transform high school/ provide more paths to graduation

Ohio Strategic Plan For Education: 2019-2024
CHALLENGES TO SETTING A VISION

• Convening stakeholders vs convening the right stakeholders
• Systemic barriers between agencies
• What happens if it isn’t codified?
• Having access to the right metrics for assessing conditions
• Inadequate data systems
Actions leaders can take:

▷ Support relationship-centered learning environments
▷ Foster safe and inclusive learning environments
▷ Adopt restorative approaches to discipline
▷ Establish integrated support systems
▷ Provide high-quality expanded learning time opportunities
Transforming Learning Environments: Kansans Can School Redesign Project

KANSANS CAN SCHOOL REDESIGN PROJECT

SCHOOL REDESIGN TIMELINE 2017-2018

BUILDING THE LAUNCH PAD
- Develop or refine shared vision
- Organize redesign team
- Set goals and action steps

PHASE 2: Dec. 1, 2017 - March 1, 2018
DESIGNING THE ROCKET
- Create comprehensive redesign plan
- Test redesign strategies

PHASE 3: March 1, 2018 - May 30, 2018
BUILDING THE ROCKET
- Redesign team uses data to plan:
  - Financial resources are dedicated
  - Materials/resources are in place or on order
  - Human resources are dedicated, assigned and hired
  - Professional development plan is in place
  - Complete design plan

PHASE 4: June 1, 2018 - Aug. 1, 2018
SHOW AND LAUNCH
- Present redesign plan to local board of education and Kansas State Board of Education.

For more information, contact:
Division of Learning Services
(785) 296-2323
redesign@ksde.org

KANSAS STATE DEPARTMENT OF EDUCATION
1925 SW Jackson Street, #4, Topeka, Kansas 66612-2112
(785) 296-3000
www.ksde.org

The Kansas State Department of Education does not discriminate on the basis of race, color, national origin, disability, age, or sex in its programs and activities, and provides equal access to the Boy Scouts and other designated youth groups.

LEARNING POLICY INSTITUTE
CHALLENGES TO TRANSFORMING LEARNING ENVIRONMENTS

• Building in time to develop and maintain strong relationships
• "Culture wars"
• Putting the wheel before the horse when adopting new practices
• Mental and physical health staffing shortages
• Coordination of integrated supports
• Knowing what resources and opportunities exist
Actions leaders can take:

- Promote rich learning experiences
- Support authentic systems of assessment
- Adopt comprehensive accountability systems for continuous improvement
- Strengthen distance and blended learning models

Redesigning Curriculum, Instruction, Assessments, and Accountability Systems
San Francisco Unified

Explore the performance of San Francisco Unified under California’s Accountability System.

- **Chronic Absenteeism**: Orange
- **Suspension Rate**: Green
- **English Learner Progress**: No Performance Color
- **Graduation Rate**: Green
- **College/Career**: Green
- **English Language Arts**: Green
- **Mathematics**: Yellow
- **Implementation of Academic Standards**: STANDARD MET
- **Parent and Family Engagement**: STANDARD MET
- **Local Climate Survey**: STANDARD MET
- **Access to a Broad Course of Study**: STANDARD MET
CHALLENGES TO REDESIGNING CURR/INS/ASSESSMENT/ACCOUNTABILITY

• Building trust
• Curriculum adoption policies
• Preparing teachers/PD to deliver new models of instruction and assessment
• Inflexibility in state assessments and accountability plans
Actions states/leaders can take:

▷ Design educator prep systems for whole child learning and development

▷ Adopt proactive teacher recruitment and retention strategies

▷ **Support high-quality mentoring and induction programs**

▷ Promote high-quality professional development linked to growth-oriented evaluation systems

▷ **Support educator and staff well-being**
Investing Resources Equitably and Efficiently

Actions leaders can take:

▷ Adopt adequate and equitable school funding formulas
▷ Allocate funding across the developmental continuum
▷ Blend and braid federal, state, and local resources
▷ Leverage and align federal funds
▷ Invest new funding in community schools and integrated student supports
▷ Close the digital divide
State and Local Support for Community Schools

**California**
- $4B investment in state grants for high-poverty schools (80% + FRPM)
- 5+ regional technical assistance centers with central hub
- Major initiatives in Los Angeles and Oakland

**Illinois**
- $100M in ESSER funding support
- Major initiative in Chicago

**New Mexico**
- $8M investment in state grants
- Major initiative in Albuquerque, plus small/rural initiatives and tribal partnerships

**Georgia**
- Whole child/community schools certification program

**Maryland**
- School funding formula support for high-poverty schools (75% + FRPM)
- Major initiative in Baltimore

**Vermont**
- $3.4M in ESSER funding to support community school pilot grants in small/rural districts

**New York**
- School funding formula support for high-need districts
- 3 regional technical assistance centers
- Major initiative in NYC

**New York**
- School funding formula support for high-need districts
- 3 regional technical assistance centers
- Major initiative in NYC

**New York**
- School funding formula support for high-need districts
- 3 regional technical assistance centers
- Major initiative in NYC

**New York**
- School funding formula support for high-need districts
- 3 regional technical assistance centers
- Major initiative in NYC

**New York**
- School funding formula support for high-need districts
- 3 regional technical assistance centers
- Major initiative in NYC

**New York**
- School funding formula support for high-need districts
- 3 regional technical assistance centers
- Major initiative in NYC

**New York**
- School funding formula support for high-need districts
- 3 regional technical assistance centers
- Major initiative in NYC

**New York**
- School funding formula support for high-need districts
- 3 regional technical assistance centers
- Major initiative in NYC

**New York**
- School funding formula support for high-need districts
- 3 regional technical assistance centers
- Major initiative in NYC

**New York**
- School funding formula support for high-need districts
- 3 regional technical assistance centers
- Major initiative in NYC

**New York**
- School funding formula support for high-need districts
- 3 regional technical assistance centers
- Major initiative in NYC

**New York**
- School funding formula support for high-need districts
- 3 regional technical assistance centers
- Major initiative in NYC

**New York**
- School funding formula support for high-need districts
- 3 regional technical assistance centers
- Major initiative in NYC

**New York**
- School funding formula support for high-need districts
- 3 regional technical assistance centers
- Major initiative in NYC

**New York**
- School funding formula support for high-need districts
- 3 regional technical assistance centers
- Major initiative in NYC

**New York**
- School funding formula support for high-need districts
- 3 regional technical assistance centers
- Major initiative in NYC

**New York**
- School funding formula support for high-need districts
- 3 regional technical assistance centers
- Major initiative in NYC

**New York**
- School funding formula support for high-need districts
- 3 regional technical assistance centers
- Major initiative in NYC

**New York**
- School funding formula support for high-need districts
- 3 regional technical assistance centers
- Major initiative in NYC

**New York**
- School funding formula support for high-need districts
- 3 regional technical assistance centers
- Major initiative in NYC

**New York**
- School funding formula support for high-need districts
- 3 regional technical assistance centers
- Major initiative in NYC

**New York**
- School funding formula support for high-need districts
- 3 regional technical assistance centers
- Major initiative in NYC

**New York**
- School funding formula support for high-need districts
- 3 regional technical assistance centers
- Major initiative in NYC
CHALLENGES TO INVESTING RESOURCES EQUITABLY AND EFFICIENTLY

- Inadequate and/or inequitable funding levels
- Coordination of funding streams
- Potential fiscal cliffs or loss in funding
- Investing in what works vs what’s convenient
Federal Covid Relief
Funding Trends
HOW STATES ARE USING ESSER FUNDS

- Academic acceleration/tutoring
- Expanded learning time
- Mental health and well-being
- Addressing teacher shortages
- Digital learning/Closing the digital divide
- Innovative grant programs
**FEDERAL FUNDING**

**Covid Relief Funds**
- ESSER I $13.5 billion
- ESSER II $54.3 billion
- ESSER III $122.7 billion

**Bipartisan Safer Communities Act (BCSA)**
- $1 billion for SEL, restorative practices, and integrated student supports
- $500 million to increase the number of qualified, well-trained counselors, psychologists, social workers, and other mental health professionals
HOW DISTRICTS ARE USING ESSER FUNDS

• Staffing
• Increasing teacher and staff compensation
• Facility upgrades
• Technology
• Covid mitigation
• Mental health supports

Challenges: Labor shortages, capacity, lack of guidance and support
Design Principles for Schools
Putting the Science of Learning and Development Into Action

Learning Policy Institute and Turnaround for Children in partnership with the Forum for Youth Investment and in association with the SoLD Alliance

JUNE 2023

WHOLE CHILD POLICY TOOLKIT

What Is Whole Child Policy?

POLICY ELEMENTS
- Setting a Whole-Child Vision
- Transforming Learning Environments
- Redesigning Curriculum, Instruction, Assessments, and Accountability Systems
- Building Adult Capacity and Expertise
- Investing Resources Equitably and Efficiently

RESOURCES & TOOLS
- State Policy Library
- Resource Library
- Related Initiatives
- Acknowledgments
- About the Whole-Child Policy Table

This toolkit is designed to give state policymakers and education leaders the strategies, tools, and resources to advance whole child policy and systems change. A whole child education prioritizes the full scope of a child’s developmental needs—social, emotional, cognitive, physical, and psychological, as well as academic—to ensure that all children are able to reach their full potential. A whole child approach is built on the understanding that students’ education and life outcomes depend on their access to positive relationships inside and outside of school, a safe learning environment, and deeper learning opportunities.

The whole child approach builds on decades of research from the science of learning and development that defines the environments and experiences that children need to thrive. It also draws on the policy agenda set by the National Commission on Social, Emotional, and Academic Development, which brought together leaders from education, policy, research, business, and the military to make recommendations on how to ensure that students’ social, emotional, and cognitive development is centered in schools.

Children need to be whole child education to realize their potential for education, career, and life success.
The Opportunity Before Us

Transforming the purpose of the system is key to changing its structure and culture

The nation is at a critical inflection point:

• Mental models have shifted: students, families, communities, and employers want different things from our systems – e.g. fulfillment, engagement, equity, social and emotional skills, critical thinking – than it was designed to deliver.

• Practice and policy are in flux, with a growing community of innovators and early adopters demonstrating what is possible.

• Rapidly emerging knowledge from the science of learning and development provides new solutions for persistent problems, but structures need to be redesigned.
“This is the time to see if something can be different. To reset the system, we have had to take loss, but we can recoup the loss if we actually get kids excited about education and create a more positive space for them to learn.”
Stay up to date with LPI:

Sign up for updates
bit.ly/LPIupdates

Follow LPI on Twitter
@LPI_Learning

Contact Jennifer DePaoli
jdepaoli@learningpolicyinstitute.org