

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

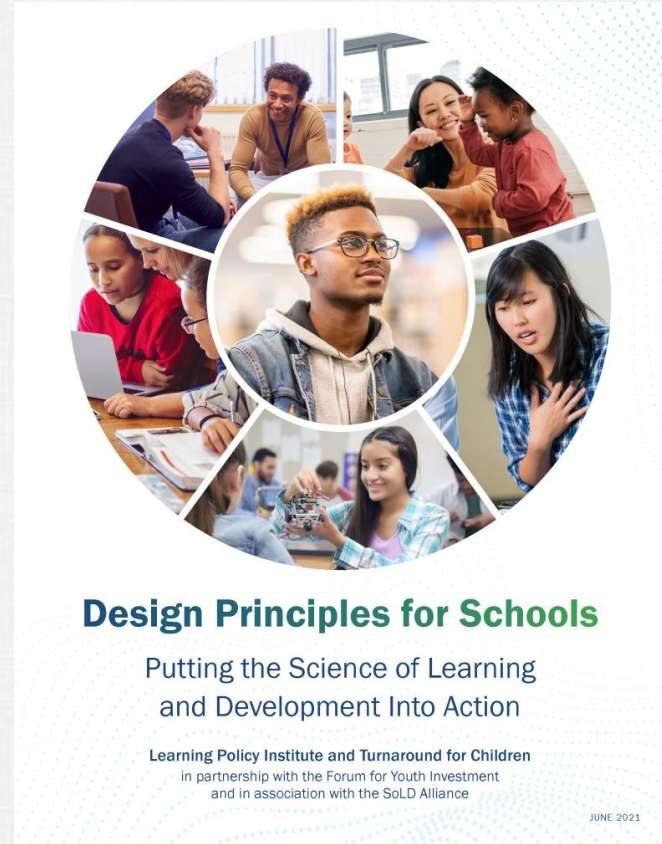


Why Reinvent?

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

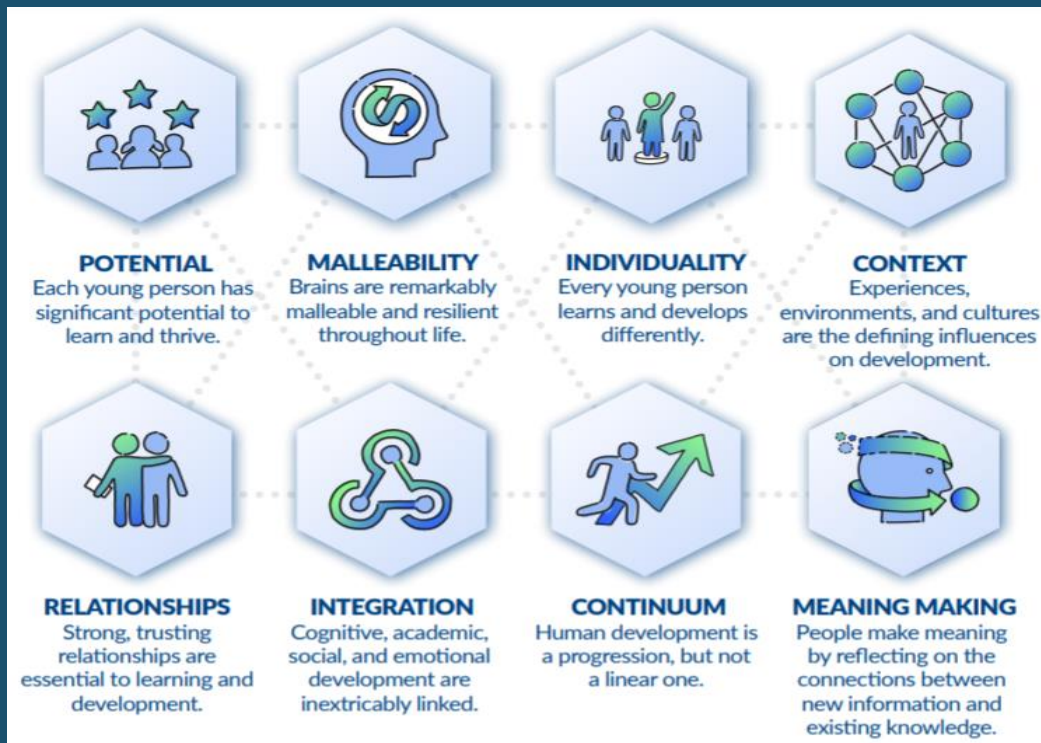
- Relationships
- Higher-order thinking skills
- Flexible supports
- Equitable achievement

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.**

FALSE

- 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

TRUE

- 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



CORTISOL



OXYTOCIN

TURNAROUND
FOR CHILDREN

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

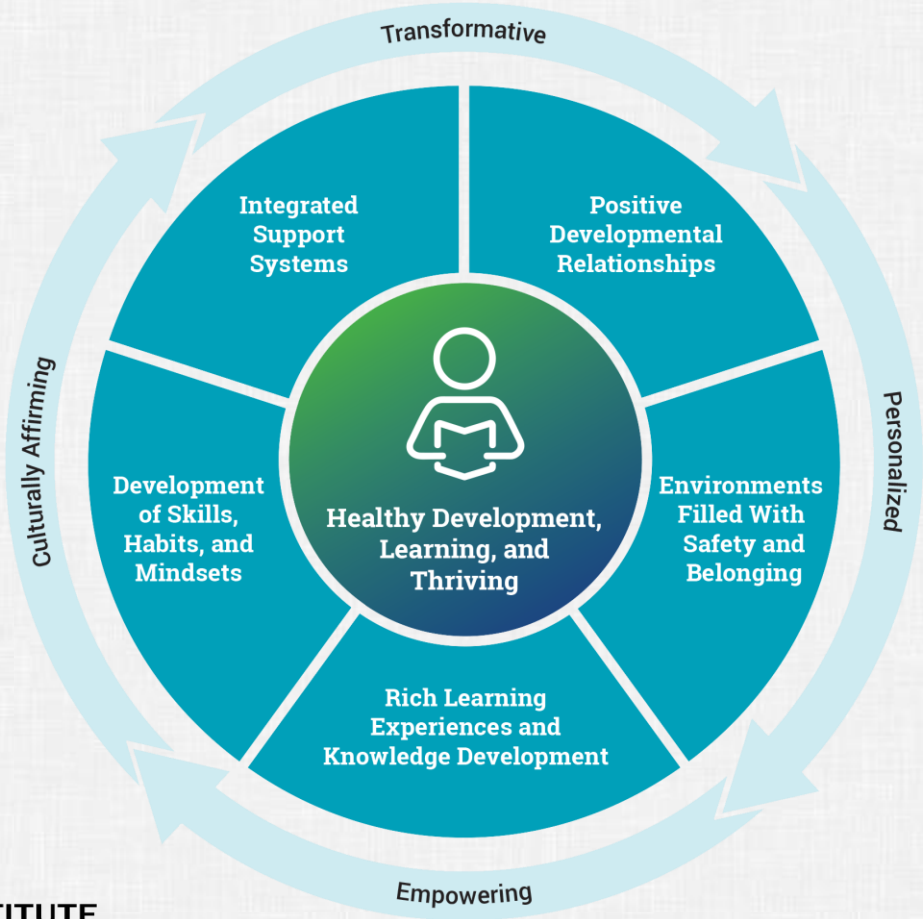


Implications for Practice

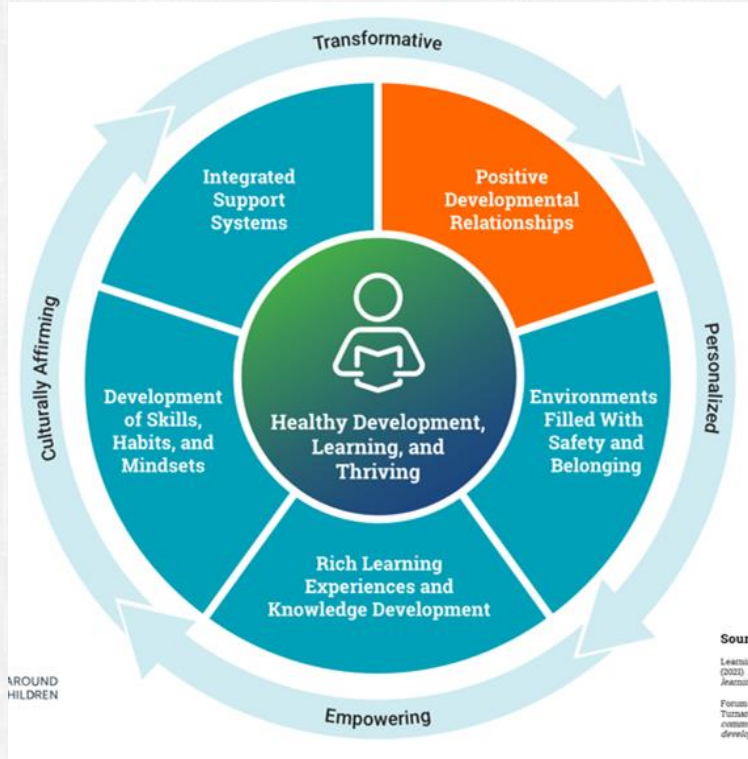
What Do We Mean by Whole Child?



Guiding Principles for Equitable Whole-Child Design



Positive Developmental Relationships



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

Practices for Students

- Advisories
- Small learning communities
- Looping

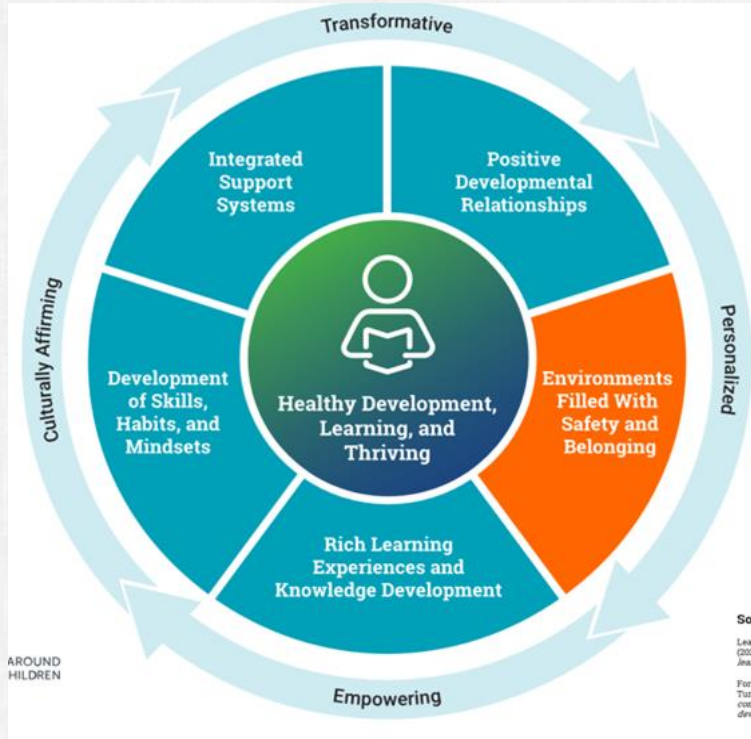
Practices for Staff

- Collaborative staff planning time

Practices for Families

- Student-teacher-family conferences
- In-person/virtual home visits

Environments Filled with Safety & Belonging

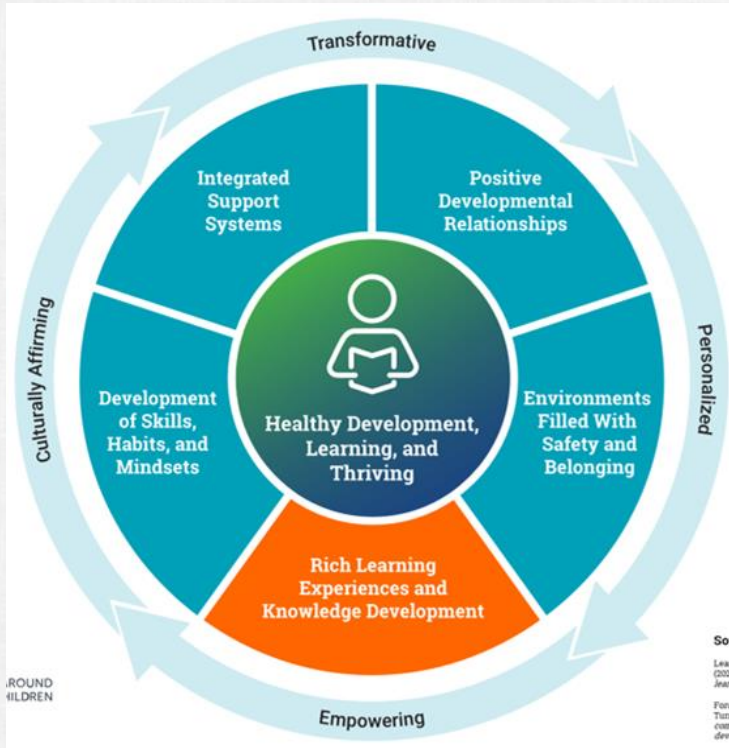


Establish environments where young people feel physically, emotionally and identity safe.

- Shared values and norms
- Consistent routines
- Restorative practices
- Trauma-informed, healing-oriented practices
- Culturally-responsive pedagogy
- Identity-safe spaces



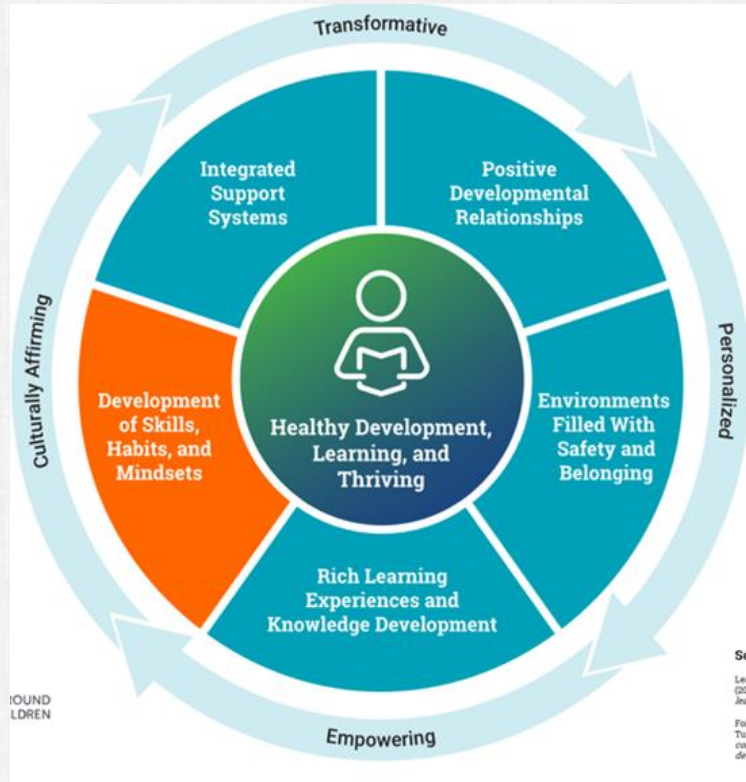
Rich Learning Experiences & Knowledge Development



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

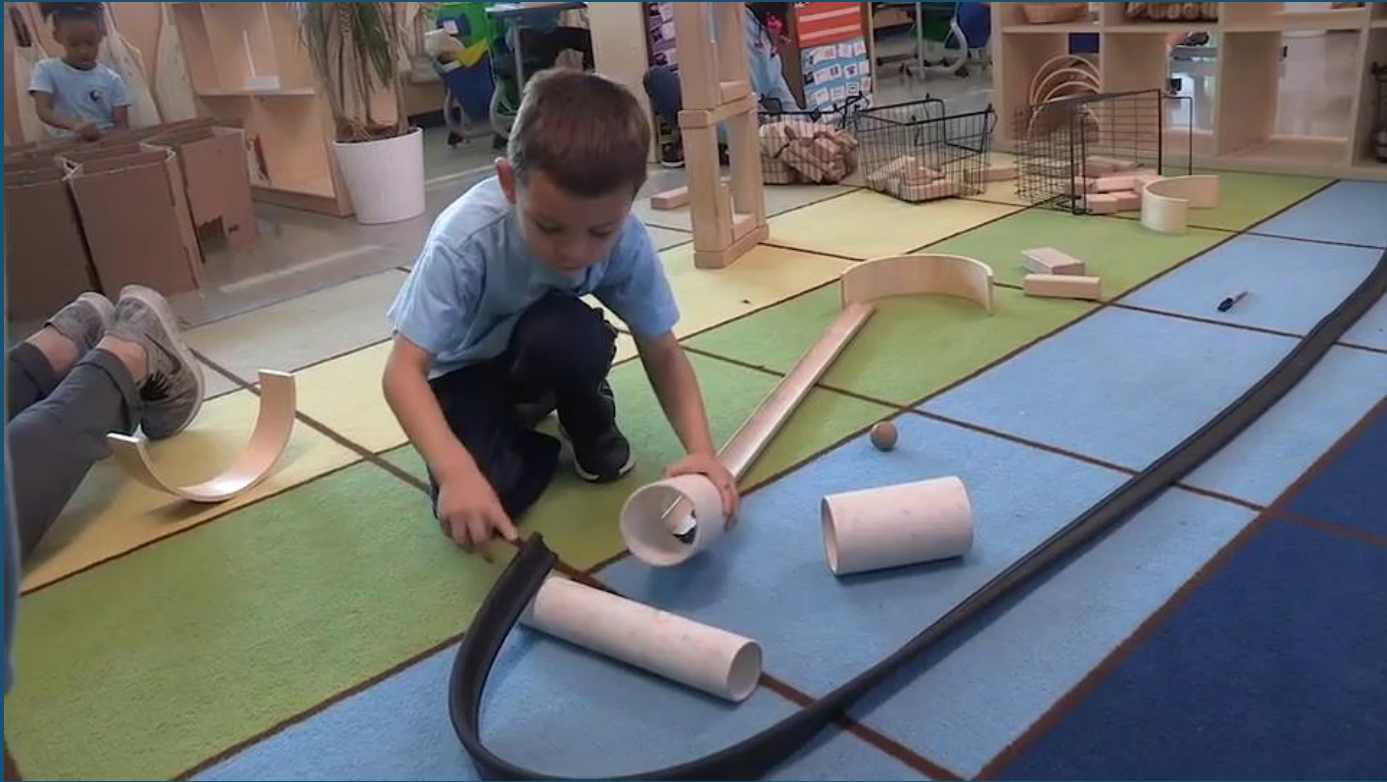
- Inquiry-based learning
- Scaffolding
- Building on student knowledge and culture
- Opportunities for mastery

Development of Skills, Habits, & Mindsets

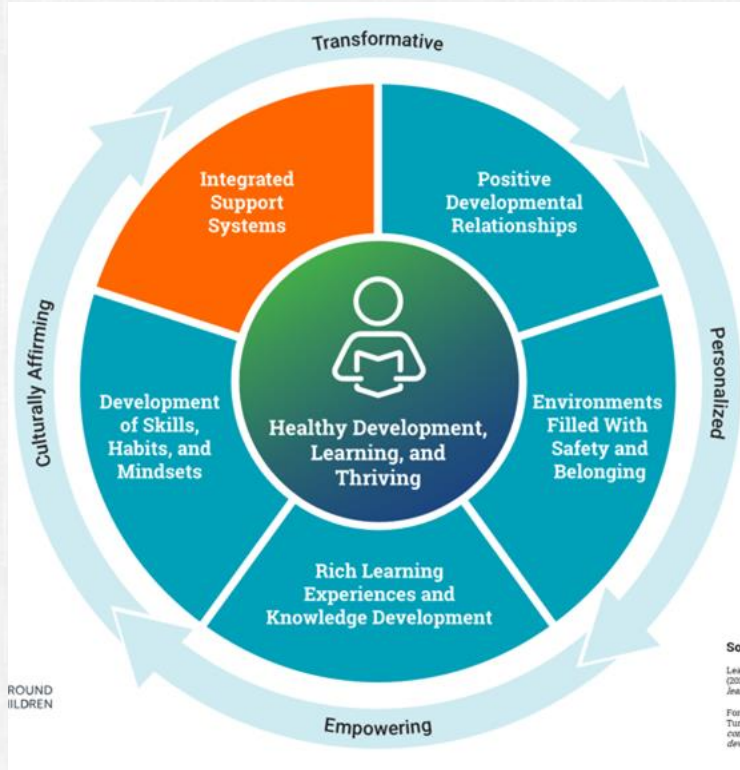


Support development of skills, habits and mindsets including social, emotional, academic and cognitive skills essential for productive engaged learning, work and life, including:

- Self-awareness and empathy
- Interpersonal skills
- Resilience and perseverance
- Sense of agency and purpose
- Growth mindset



Integrated Support Systems



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

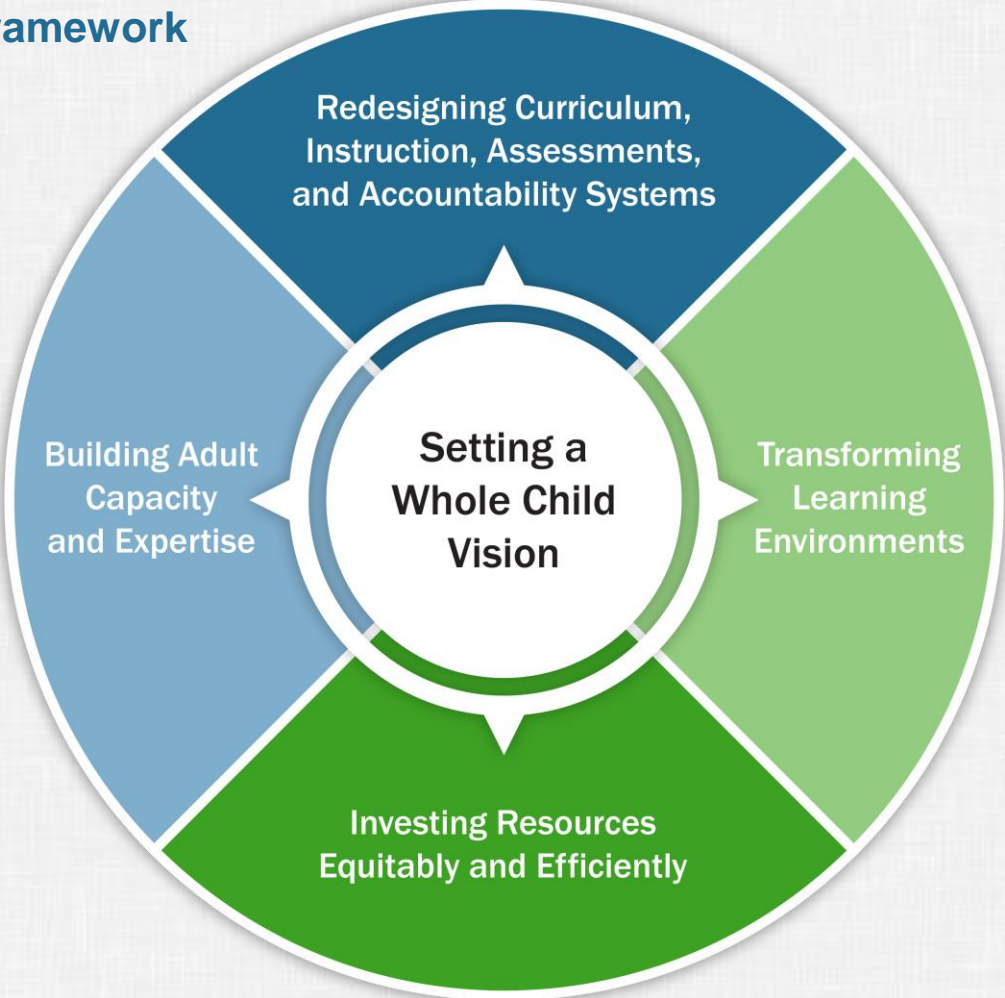
For school leaders:

- ▷ Clear Vision
- ▷ Build Collective Investment
- ▷ Developmentally-appropriate staff supports
- ▷ Systems view
- ▷ Collaborative leadership



Implications for Policy

Whole Child Policy Framework





Setting a Whole Child Vision

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

Whole School, Whole Community, Whole Child (WSCC) Model



Setting a Whole Child Vision

#EachChildOurFuture

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



Vision

In Ohio, each child is *challenged* to discover and learn, *prepared* to pursue a fulfilling post-high school path and *empowered* to become a resilient, lifelong learner who contributes to society.

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 & management, social awareness, relationship skills, responsible decision making

WHOLE CHILD

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 an adult career-technical education program, an apprenticeship and/or a two-year or four-year college program;
- Serving in a military branch;
- Earning a living wage; or
- 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

Ohio Department of Education



Each Child Our Future

CHALLENGES TO SETTING A VISION

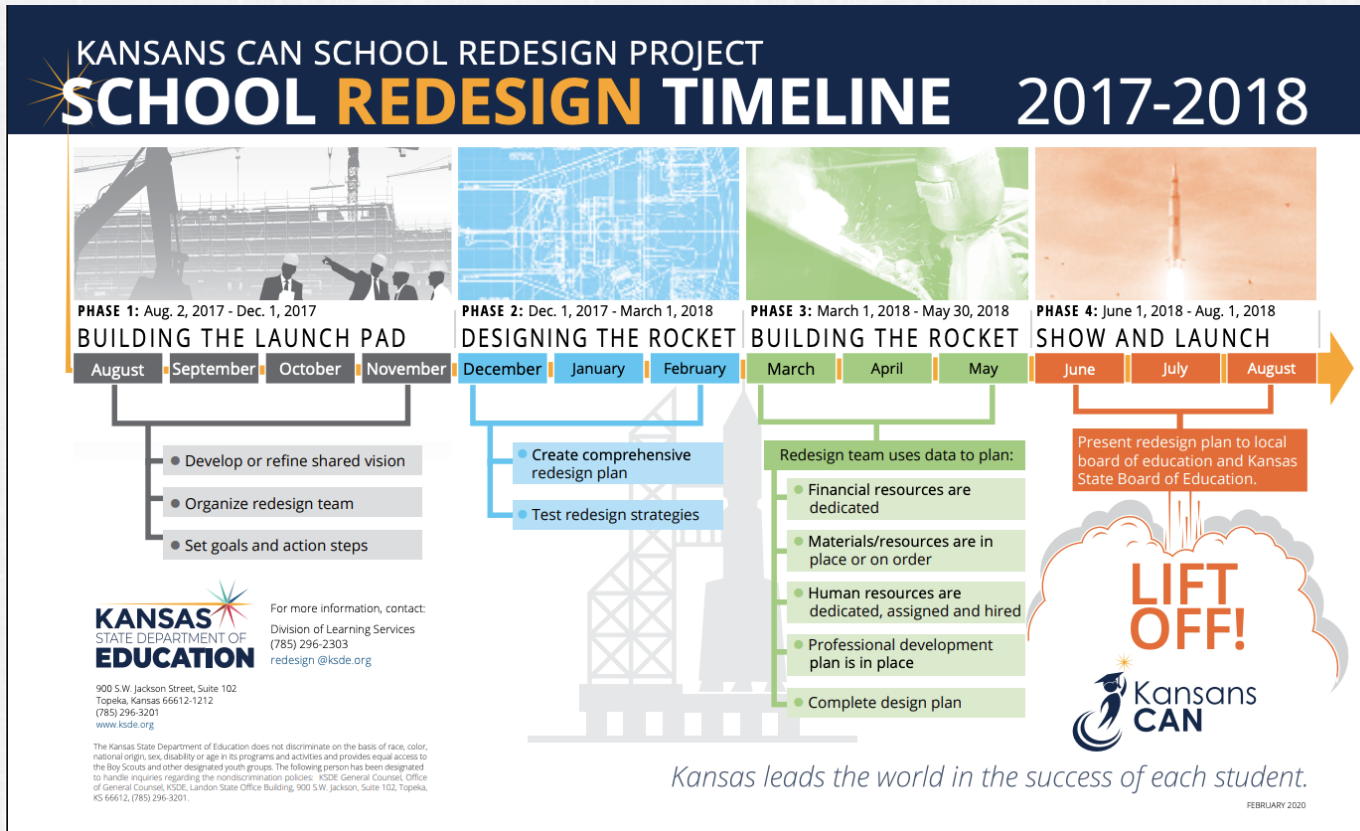
- Convening stakeholders vs convening the right stakeholders
- Systemic barriers between agencies
- What happens if it isn't codified?
- Having access to the right metrics for assessing conditions
- Inadequate data systems

Transforming Learning Environments

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



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**

California School Dashboard

DISTRICT PERFORMANCE OVERVIEW

San Francisco Unified

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

Generate PDF Report 

View All Schools

View Additional Reports 

2019 

Chronic Absenteeism



Orange

Suspension Rate



Green

English Learner Progress



No Performance Color

Graduation Rate



Green

College/Career



Green

English Language Arts



Green

Mathematics



Yellow

Basics: Teachers,
Instructional Materials,
Facilities

STANDARD MET

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**

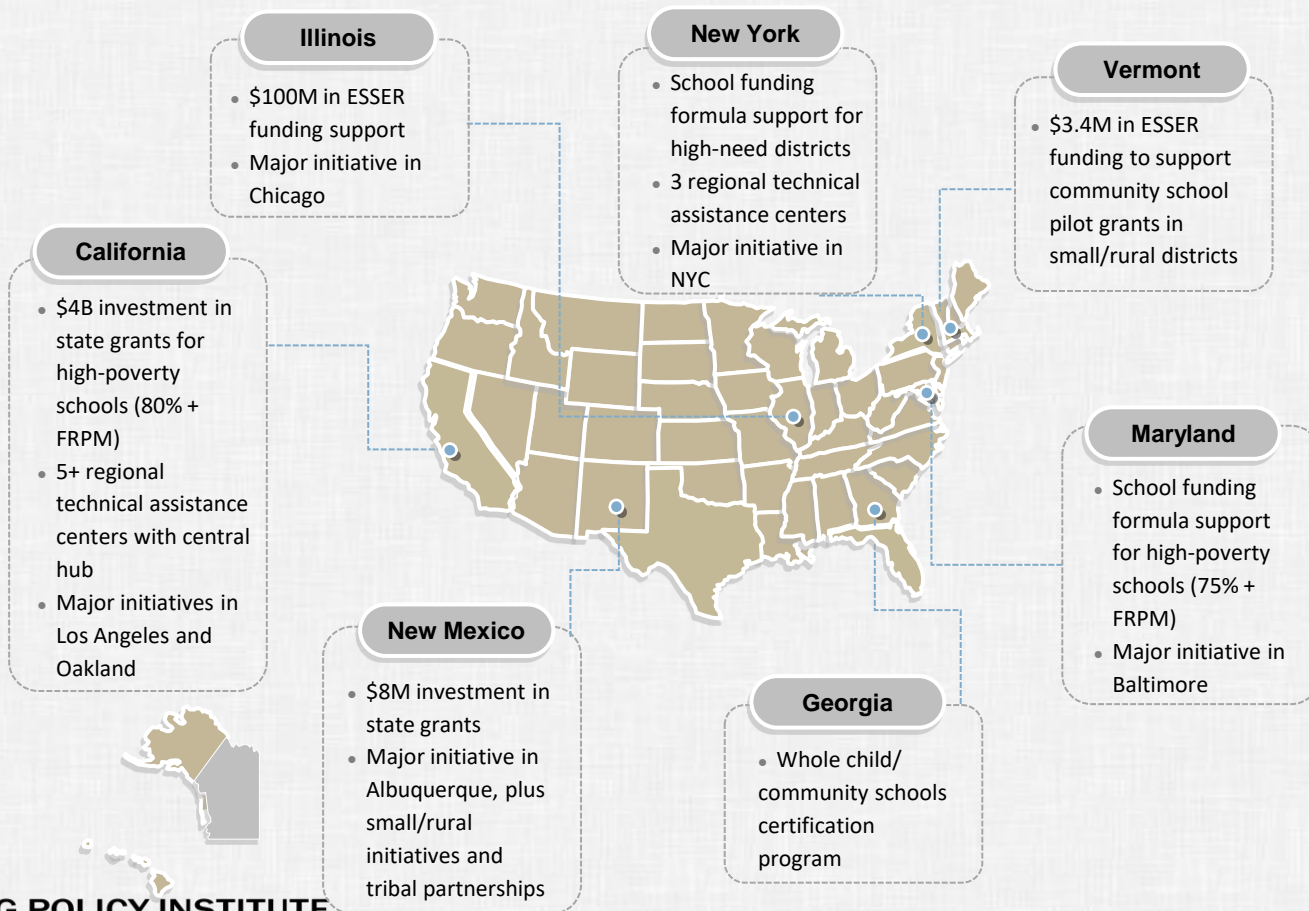
Building Adult Capacity and Expertise

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



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 2021



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 development¹⁶ that defines the environments and experiences that children need to thrive. It also draws on the policy agenda¹⁷ set by the National Commission on Social, Emotional, and Academic Development¹⁸, 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.

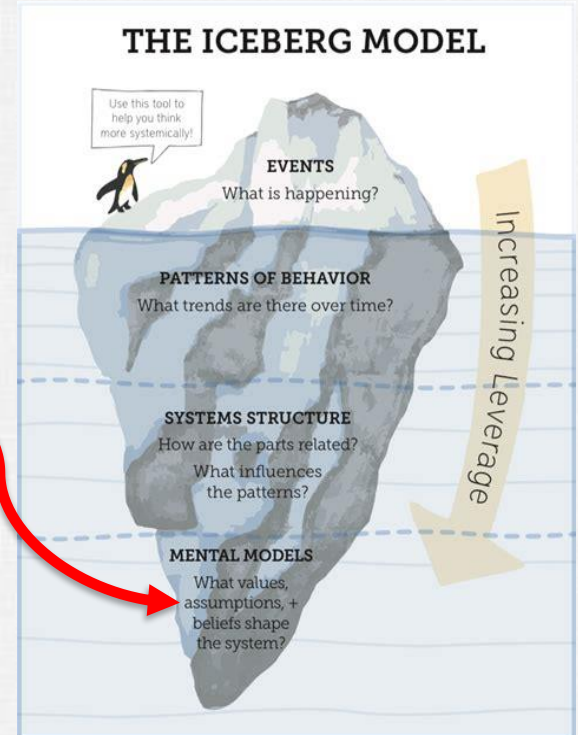


The Opportunity Before Us

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.



Our Goal Today



“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.”

—Michelle Adipong

Atlanta parent and school volunteer



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