

Whole Child Policy

Transforming Learning Environments



January 18, 2023

Transforming State Education Policy Through a Whole Child Approach



WEBINAR | OCTOBER 26, 2022

Whole Child Policy: Putting the Science of Learning and Development Into Practice

Co-Sponsored by AASA, The School Superintendents Association; Science of Learning & Development (SoLD) Alliance; and the Learning Policy Institute



Whole Child Policy: Setting a Whole Child Vision

Co-Sponsored by AASA, The School Superintendents Association; National Association of State Boards of Education; Science of Learning & Development Alliance; and the Learning Policy Institute





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.



Shifting toward a whole child education has far-reaching implications for our education system, requiring greater

Transforming Learning Environments

Actions states 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

Speaker

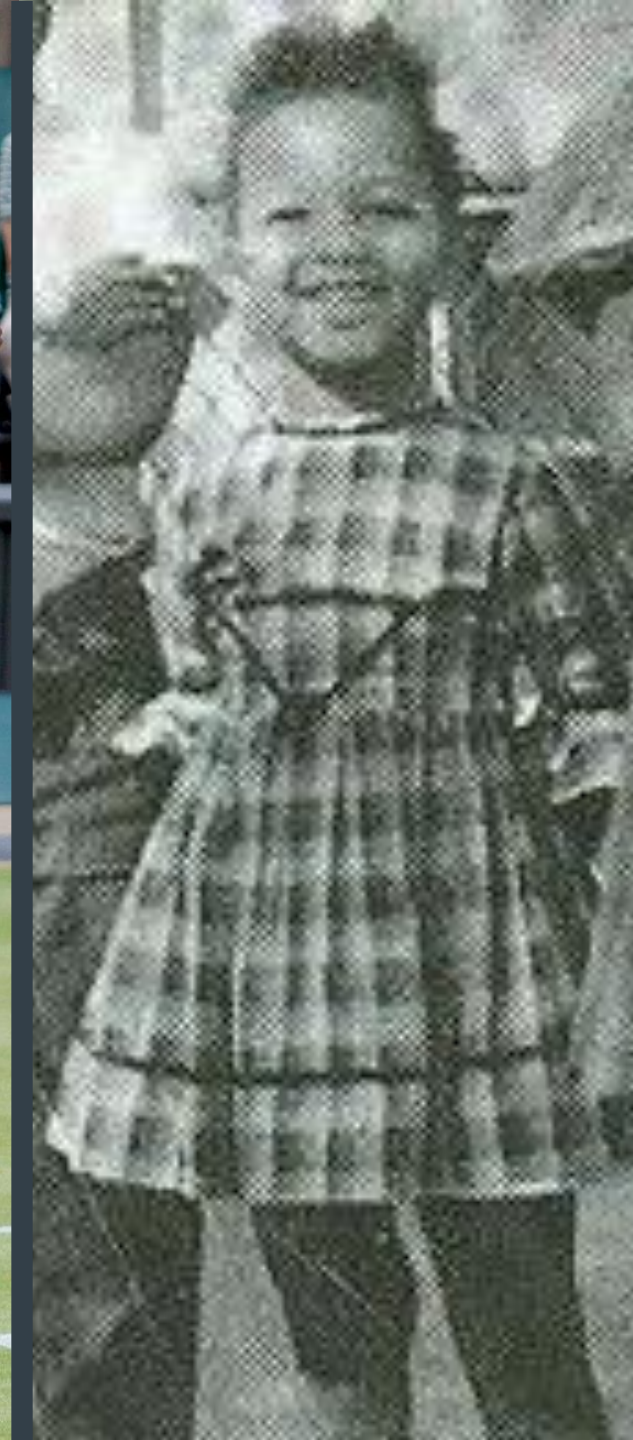


Pamela Cantor

Founder and Senior Science
Advisor, Turnaround for
Children

@drpamelacanto

@Turnaroundr



PAMELA CANTOR, M.D.



turnaroundusa.org/pamela-cantor

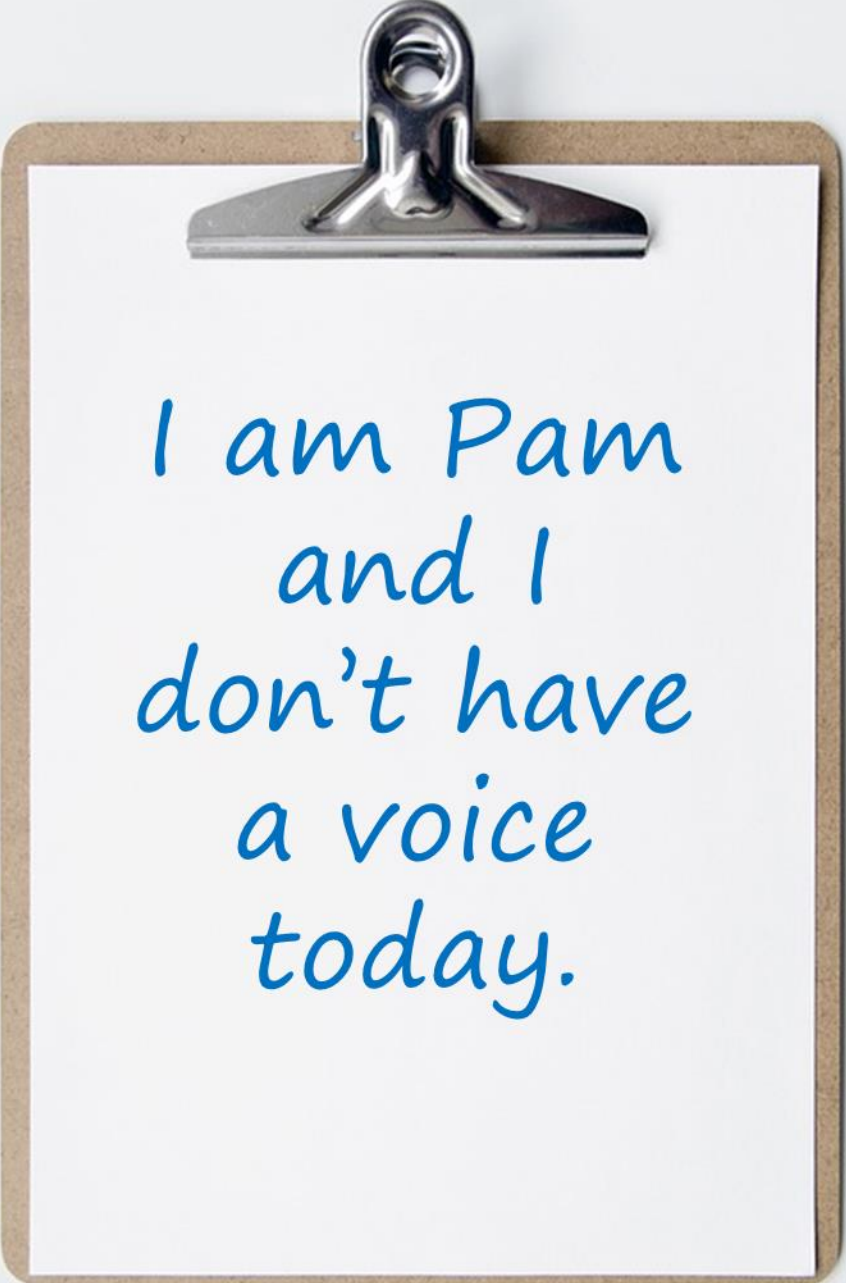
@DrPamelaCantor #WholeChild





Image courtesy NewYork-Presbyterian/Weill Cornell Medicine





I am Pam
and I
don't have
a voice
today.





SHANGHAI GOURME



STRESS



6	7	8	9	10	11
13	14	15	16	17	18
20	21	22	23	24	25
27	28	29	30	31	

Trust is
the
antidote
to stress.



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KOBLENZ



KORF



KROLL



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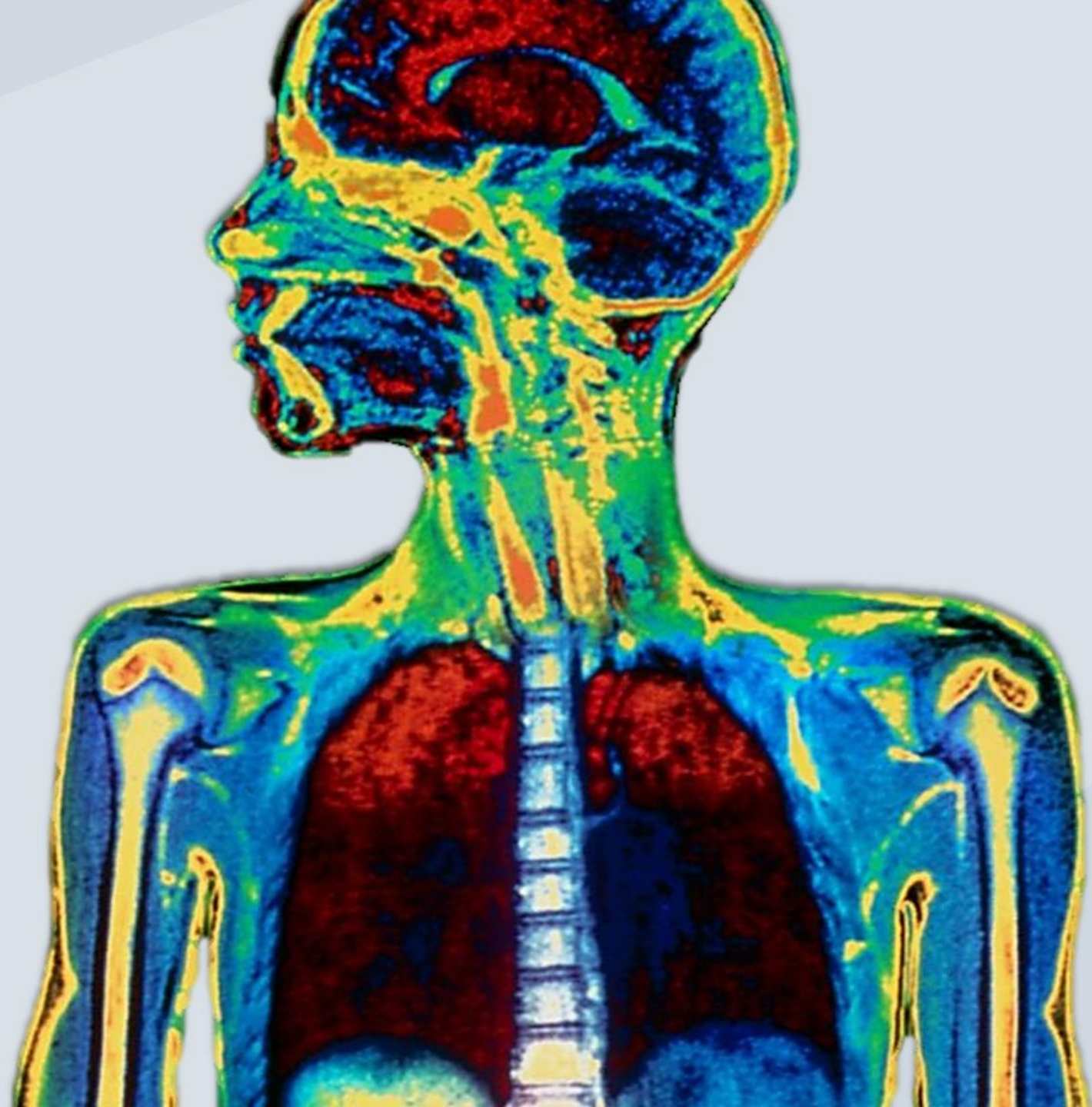


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JEMISON







There are
20,000 genes
in the
human genome —

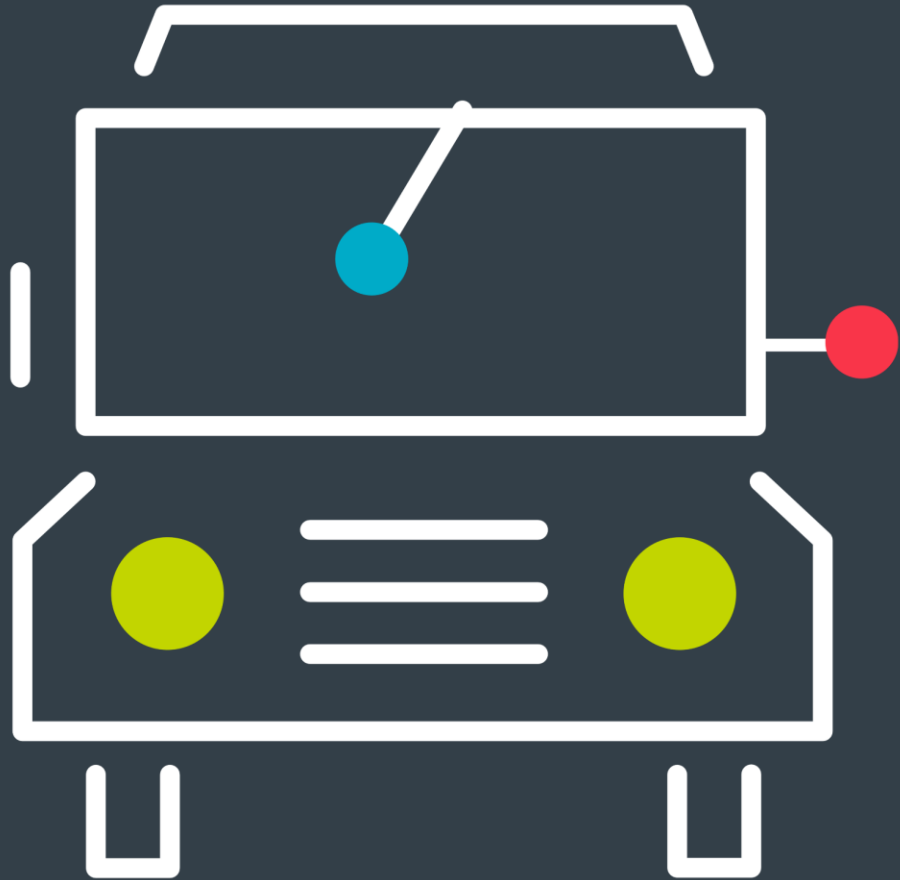
fewer than 10%
get expressed.

CONTEXT





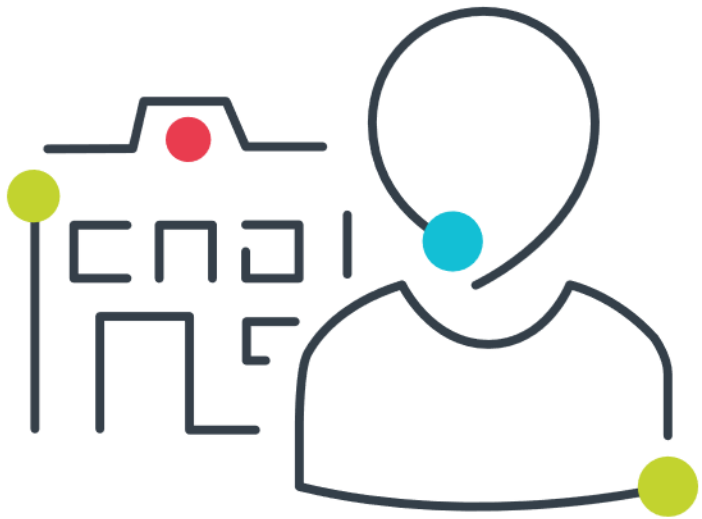
Genes are chemical followers.



**Context drives
our biology and
the expression
of our genes.**



THE SCIENCE OF LEARNING AND DEVELOPMENT



**The brain is
a dynamic
living
structure**





3

THINGS TO REMEMBER ABOUT BRAIN DEVELOPMENT

1

2

3



STRESS





CORTISOL



Adversity
doesn't just
happen *to*
children, it
happens *inside*
their brains
and bodies.



OXYTOCIN



CORTISOL



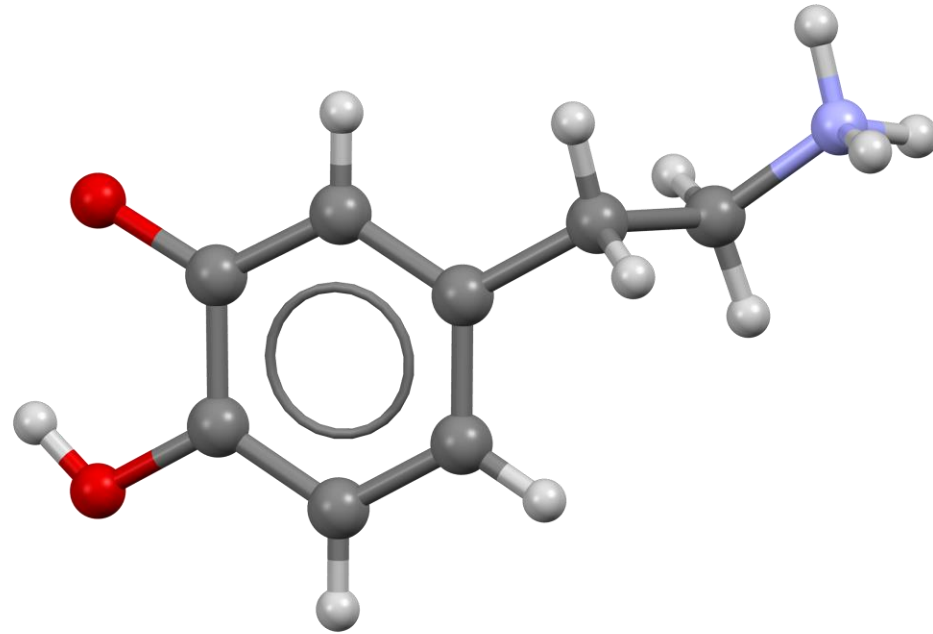




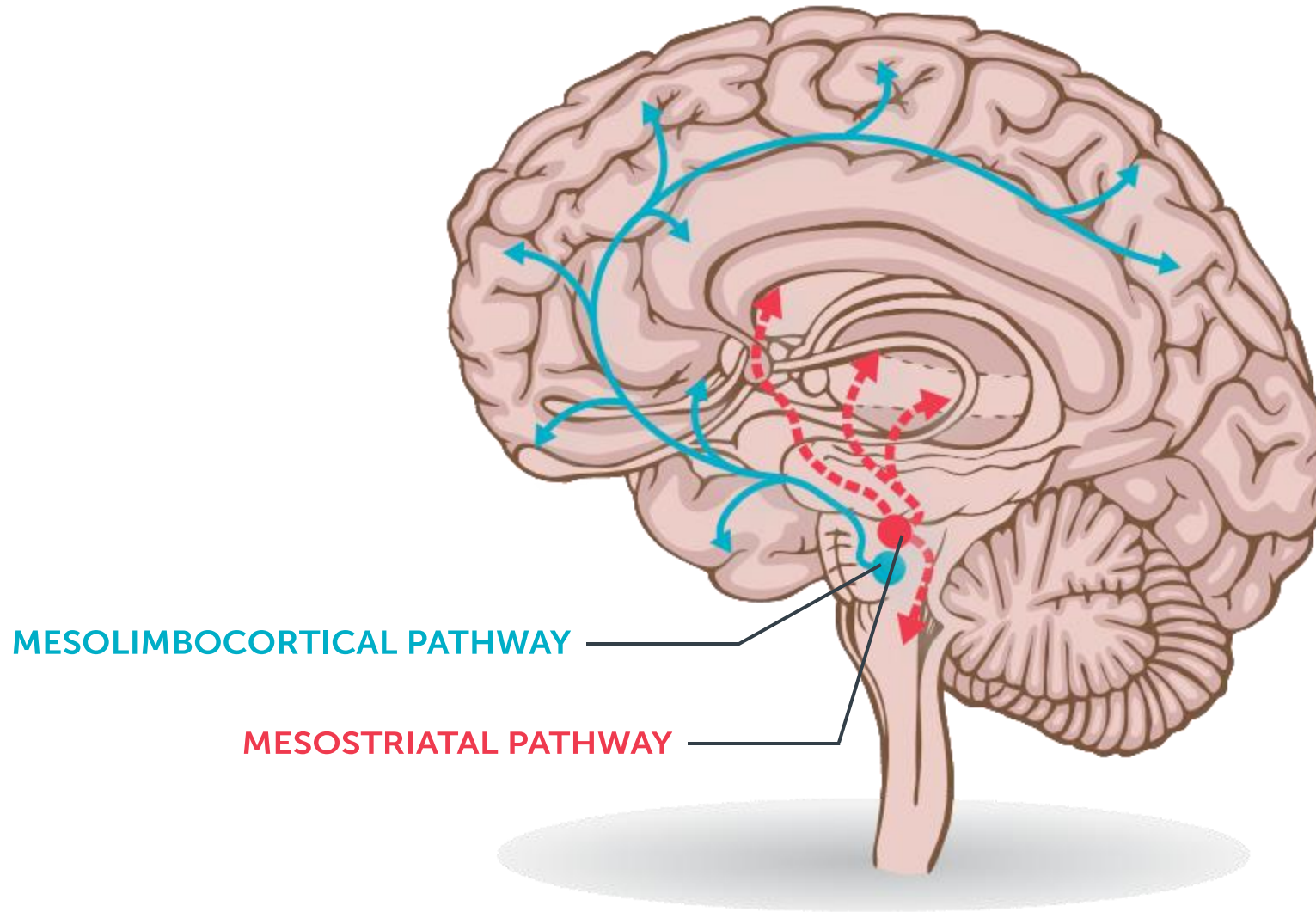


CURIOSITY

DOPAMINE



DOPAMINE PATHWAYS





OXYTOCIN

TRAUMA IS NOT DESTINY



Essential Guiding Principles for Equitable Whole-Child Design

designprinciples.org

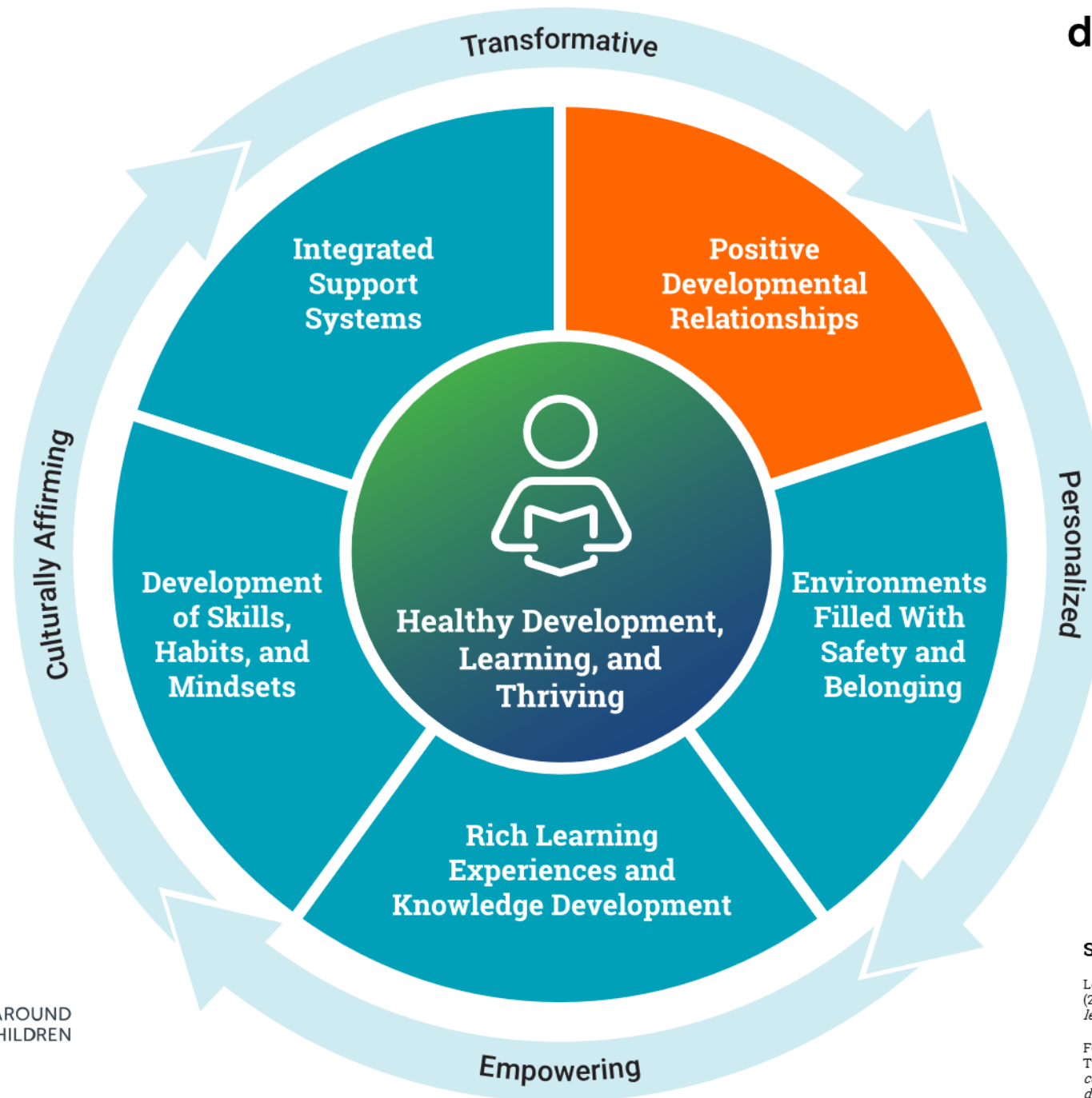


Sources:

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Essential Guiding Principles for Equitable Whole-Child Design

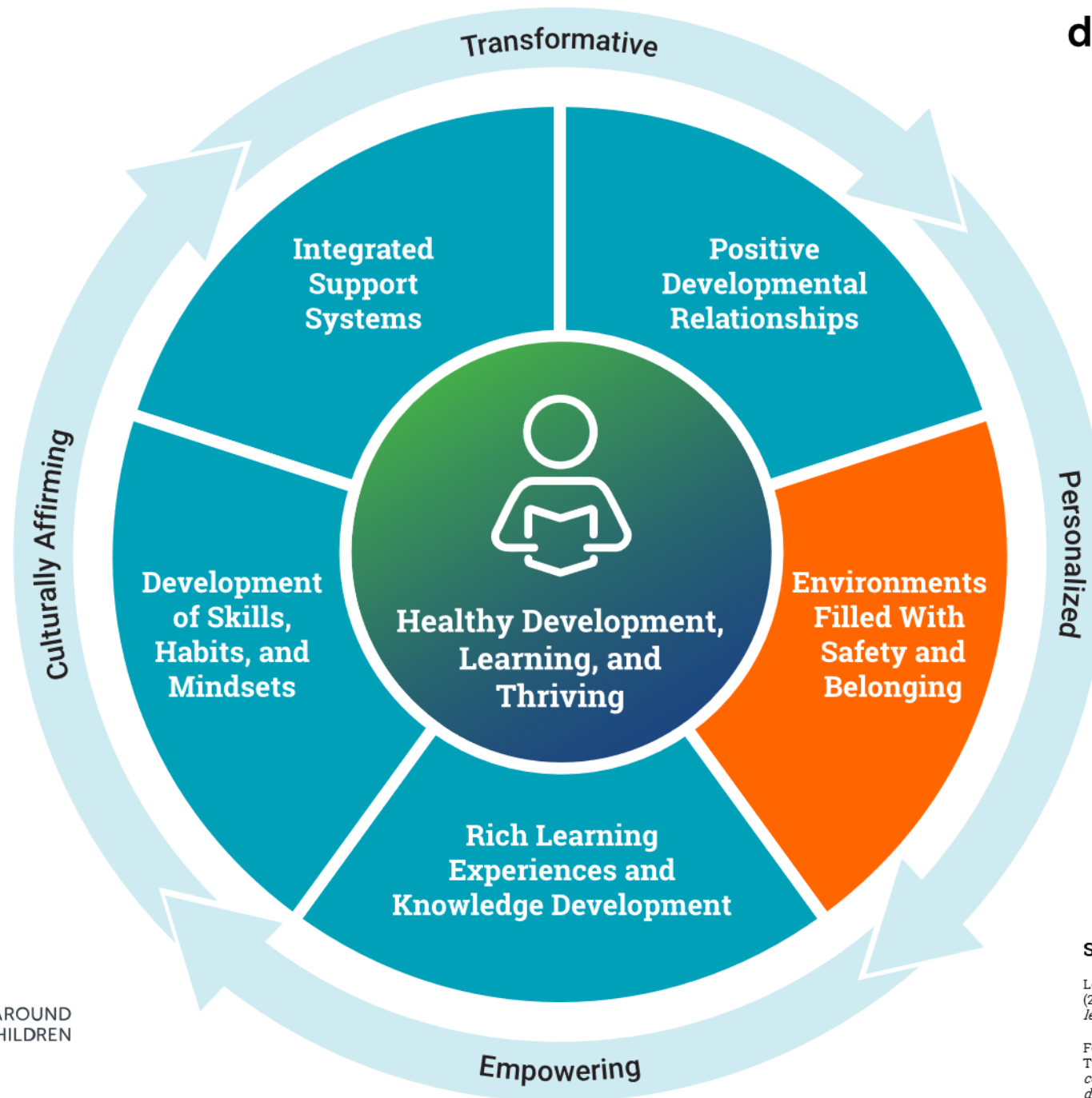


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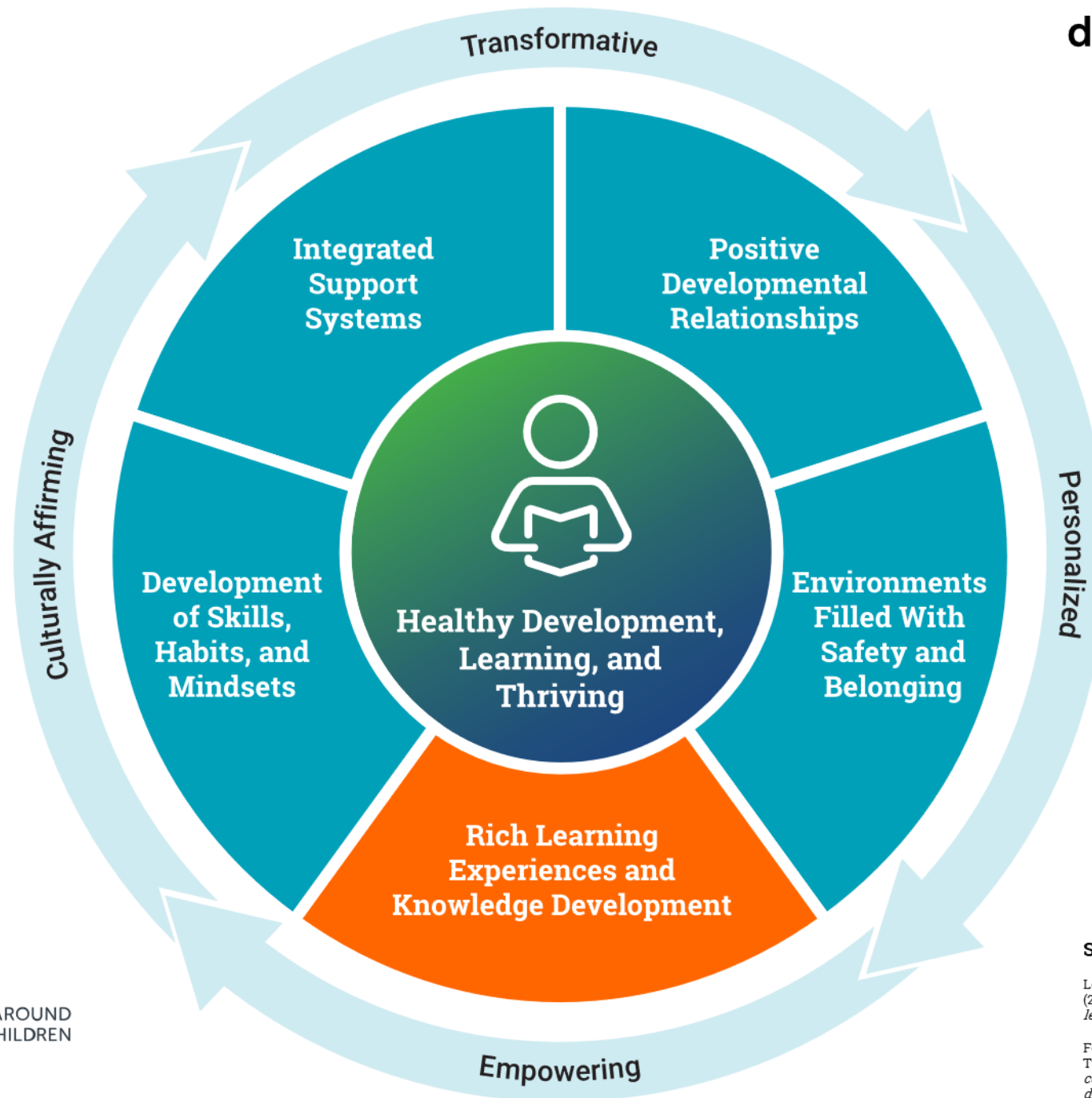


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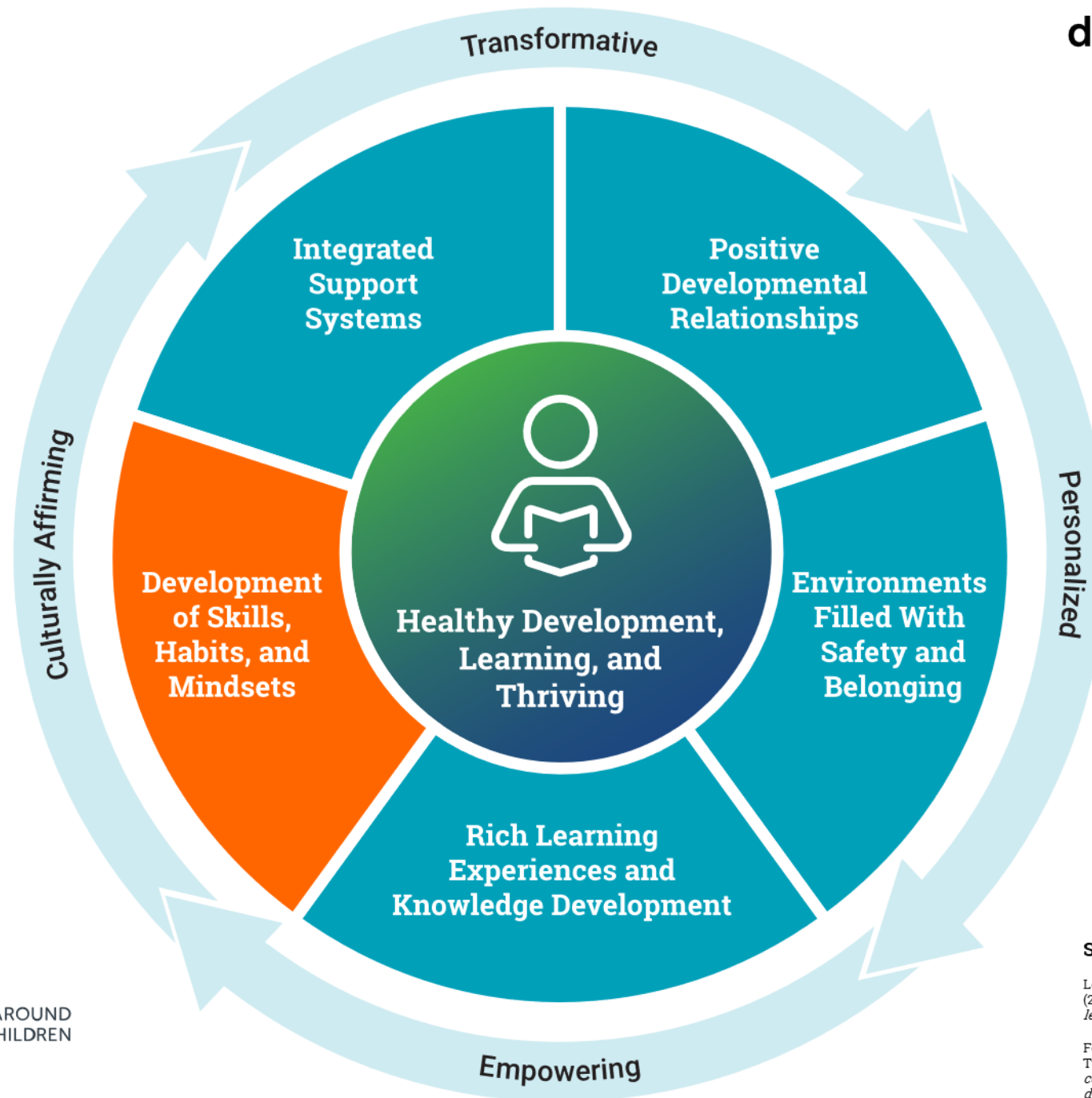


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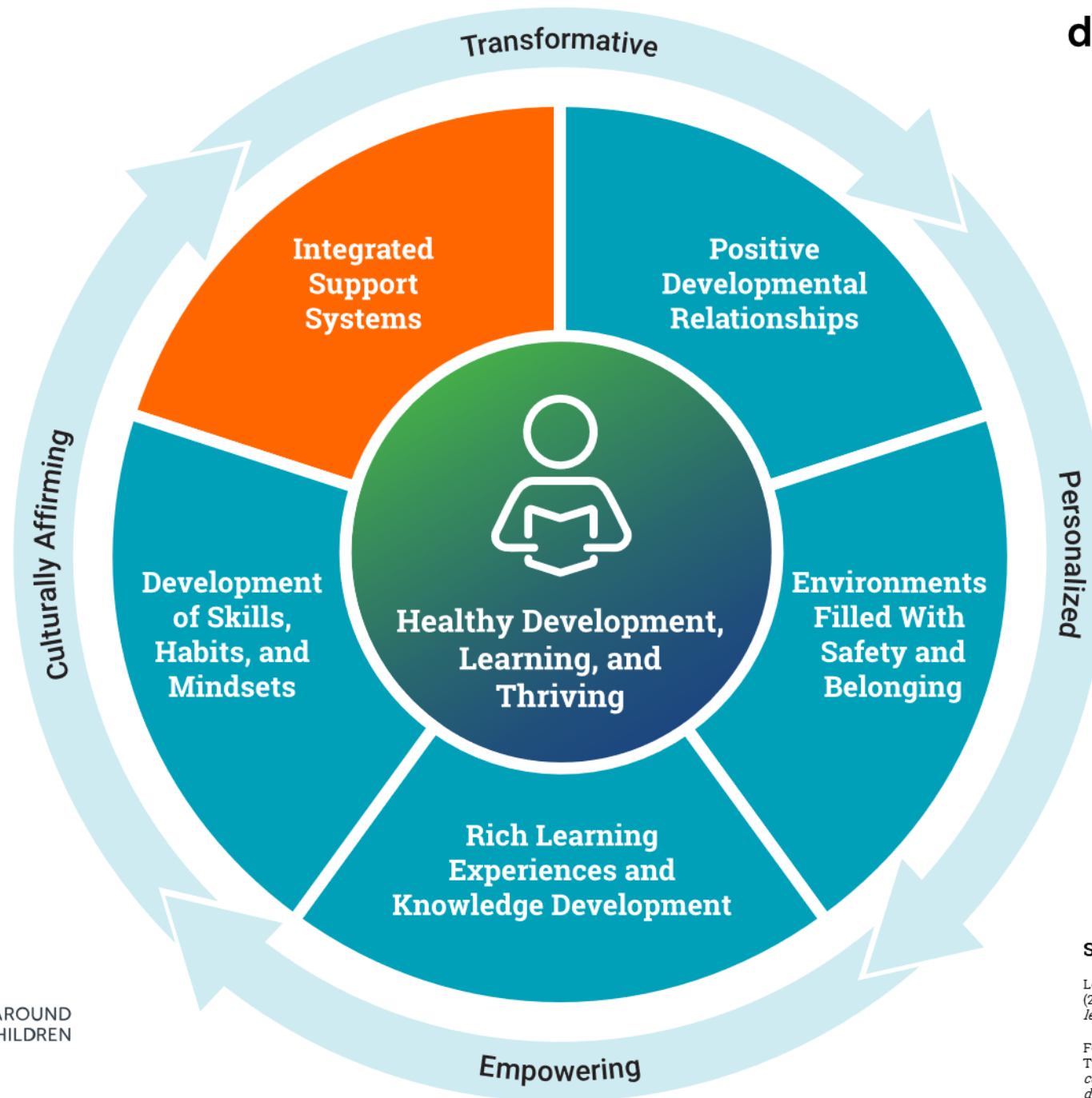


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Design Principles for Schools

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

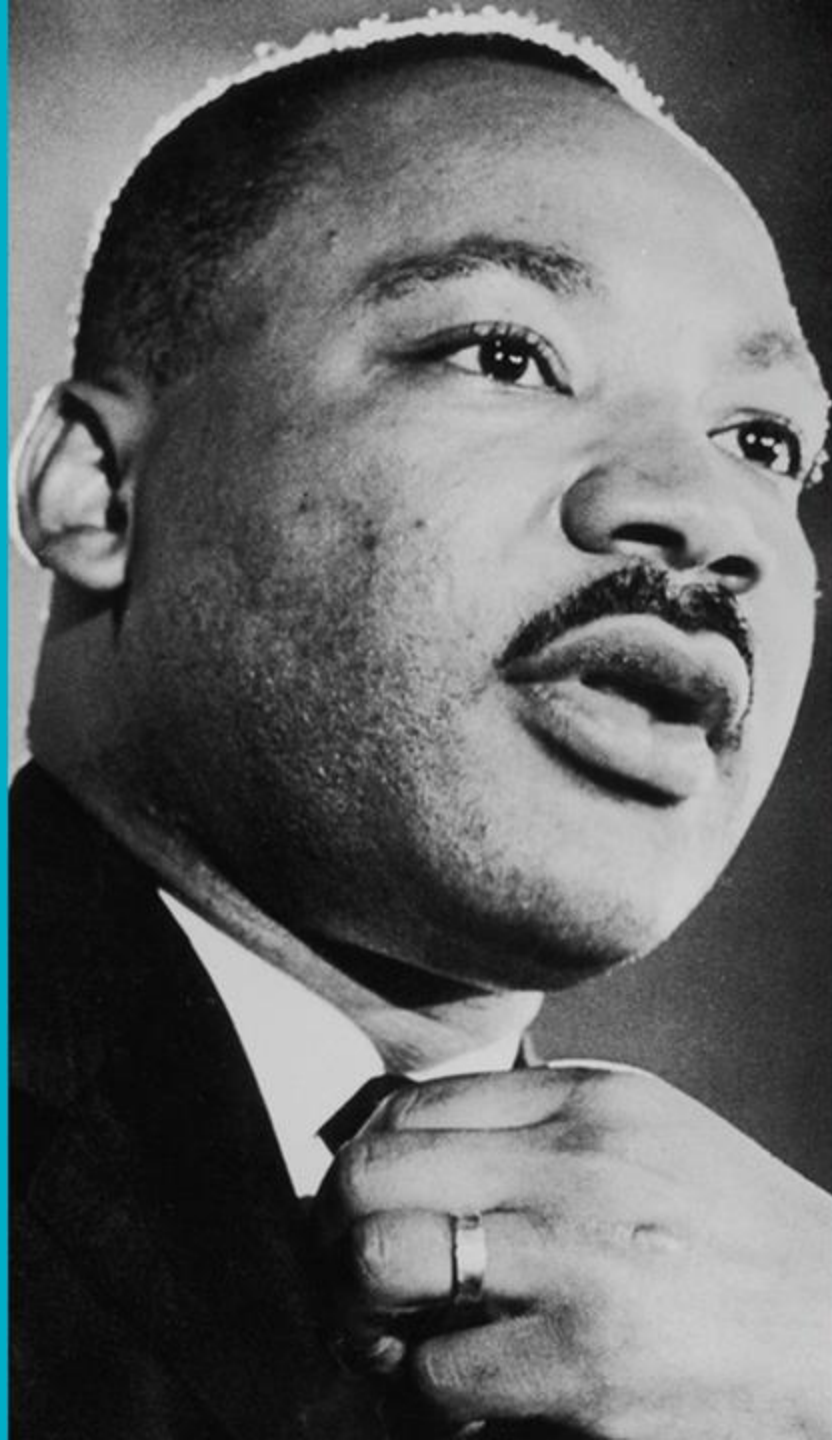


Design Principles for Community-Based Settings

Putting the Science of Learning and Development Into Action

FORUM FOR YOUTH INVESTMENT
IN PARTNERSHIP WITH LEARNING POLICY INSTITUTE AND
TURNAROUND FOR CHILDREN AND IN ASSOCIATION WITH THE SoLD ALLIANCE







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JEMISON



UNLEASH THE POTENTIAL IN EACH AND EVERY YOUNG PERSON



turnaroundusa.org/pamela-cantor

@DrPamelaCantor #WholeChild



Speaker



Lakeisha Steele

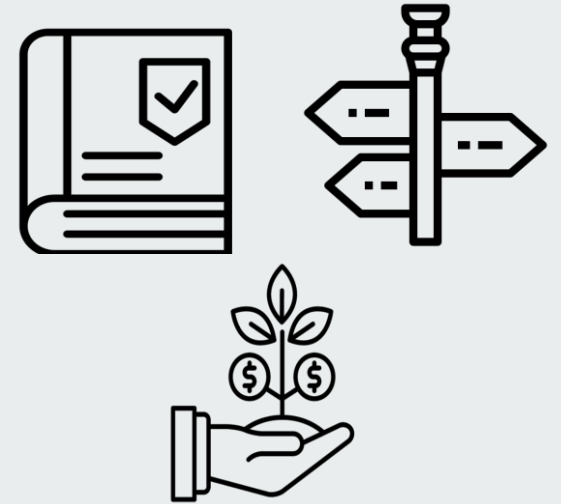
Vice President of Policy,
CASEL

@womanofsteele09

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Federal Policy and Whole Child Education



Lakeisha Steele
Vice President of Policy
Collaborative for Academic, Social, and Emotional Learning (CASEL)





The Elementary and Secondary Education (ESEA) Act

- Congress reauthorized ESEA in 2015
- States can leverage ESEA to address systemic inequity and focus on whole child education by doing the following:
 - Including measures of school climate and SEL supports in state accountability systems.
 - Replacing exclusionary discipline practices with SEL supports and restorative justice practices.
 - Advancing whole child education as a school improvement strategy.
 - Using Title IV-A funding to ensure equitable access to whole child supports.



American Rescue Plan (ARP) Act

- Delivered a historic investment of \$122 billion in K-12 education funding.
- States and districts are required to spend 5 percent and 20 percent of funds to address **unfinished learning and support students' social and emotional well-being.**
- State and district spending plans.
- States are using ARP funds to support students academic, and social and emotional learning.



Bipartisan Safer Communities Act (BSCA)

- Signed into law on June 25, 2022.
- Federal Clearinghouse on School Safety Evidence-Based Practices.
- Over \$2 billion for school safety and student mental health.
- Creates new prohibition on using ESEA funds on dangerous weapons.



BSCA Education Provisions: Social and Emotional Learning (SEL)

- \$1B for Title IV-A, Student Support and Academic Enrichment Grant Program:
 - Funds awarded to States (SEAs) using the Title IV-A formula.
 - SEAs award competitive grants to high-need LEAs, as determined by the state.
 - Funds can be used in three broad buckets:
 - **well-rounded education**
 - **safe and healthy students**
 - **effective use of technology.**

BSCA Education Provisions: SEL (cont.)

- \$50M for 21st Century Community Learning Centers:
 - Formula grants to SEAs, which award to local entities (LEAs, community-based organizations).
 - Use of funds
- \$1B Split Between Two Mental Health Programs:
 - School-Based Mental Health Services Grant program
 - Mental Health Services Professional Demonstration Grants Program.
- Guidance from ED contains strong encouragement to use funds on SEL





FY23 Omnibus: SEL and Whole Child Approaches

- Provides \$3.4 billion for the bipartisan SEL and Whole Child K-12 Education Initiative, including:
 - \$284 million for Education Innovation and Research grant program.
 - \$90 million for the Supporting Effective Educator Development program.
 - \$91 million for the Promise Neighborhoods grant program.
 - \$216 million for School Safety National Activities
 - \$150 million for Full-Service Community Schools
- Funding for four specific community projects on SEL or whole child approaches.
- The bill also provides \$18.4 billion for Title I-A grants and \$1.4 billion for Title IV-A.

Moderated Conversation



MODERATOR

Lakeisha Steele

Vice President of
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Thank You!

Please join us for the upcoming webinars in the ***Transforming State Education Policy Through a Whole Child Approach*** series

- ▷ March 1 | Building Adult Capacity and Expertise
- ▷ April 12 | Investing Resources Equitably and Efficiently
- ▷ May 24 | Redesigning Curriculum, Instruction, Assessment, and Accountability

