Whole Child Policy
Investing Resources Equitably and Efficiently

April 12, 2023
WEBINAR SERIES | OCTOBER 2022 - MAY 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 (SLD) Alliance; and the Learning Policy Institute

WEBINAR | OCTOBER 7, 2022
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

WEBINAR | JANUARY 18, 2023
Whole Child Policy: Transforming Learning Environments
Co-Sponsored by AASA, The School Superintendents Association; Collaborative for Academic, Social, and Emotional Learning; Science of Learning & Development Alliance; and the Learning Policy Institute

WEBINAR | MARCH 1, 2023
Whole Child Policy: Building Adult Capacity and Expertise
Hosted by the Learning Policy Institute and co-sponsored by AASA, The School Superintendents Association: EdPrepLab, a project of Learning Policy Institute and Bank Street Graduate School of Education; National Association of State Boards of Education; National Association of State Directors of Teacher Education and Certifications; National Board for Professional Teaching Standards; and the Science of Learning & Development Alliance

LEARNING POLICY INSTITUTE
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.
Funders

**Whole Child Policy Table**
- Carnegie Corporation of New York
- Chan Zuckerberg Initiative
- Harmony and Inspire at National University
- William and Flora Hewlett Foundation
- Pure Edge, Inc.
- Wallace Foundation

**School Finance**
- Bill & Melinda Gates Foundation
- W.K. Kellogg Foundation
- Raikes Foundation
- Yellow Chair Foundation
Current Realities: The US Has ...

- The largest economic disparities since 1929
- Growing segregation and concentrated poverty
- High rates of childhood poverty, food and housing insecurity in the most vulnerable communities
- Teacher shortages nationwide
- Growing number of students opting out of school
- Pandemic effects on health, mental health, and disruption to the status quo
US Child Poverty Rates are the Highest in the Industrialized World

Source, OECD, 2015
Poverty is increasingly concentrated in specific districts and schools, which are also increasingly segregated.

Only 12 states spend at least 10% more on high-poverty districts.

Most states (28) spend less on children in high-poverty districts.

Source: Education Law Center, Making the Grade, 2019.
The Anatomy of Inequality

Inadequate understanding of learning, development, and pedagogy leads to:

- Poorly organized instruction often focused on low-level skills
- Few tools to scaffold learning or respond to needs
- Exclusionary discipline
- Inability to teach heterogeneous classes; hence tracking follows
- Failure to understand students’ social, emotional, and academic needs

Implicit bias adds:

- Assumptions that students are incapable and poorly behaved
- Assumptions that families don’t care and will not support their children
- Harsh, discriminatory treatment
- Activation of stereotype threat, undermining confidence, growth mindset, & performance
What Boosts Achievement?

▷ School finance reforms that increase funding for low-income students improve educational attainment, later employment & wages (Jackson, Johnson, & Persico. 2016)

▷ High-quality preschool boosts achievement and reduces special education placements and grade retention. (Heckman; Wechsler et al.,)

▷ Having fully prepared, experienced, and Board Certified teachers accounts for larger achievement gains than race & parent education combined. (Clotfelter, Ladd, & Vigdor)

▷ Having a black teacher for even one year significantly increases achievement, graduation rates, and college going for black students (Dee; Grissom & Egalite)

▷ Social-emotional supports & restorative practices improve achievement, graduation, and mental health (Darling-Hammond & Fronius et al.)

▷ Community schools with wraparound supports improve attendance, achievement, & graduation rates (Meier, Oakes, & Daniel, 2017)
A Whole Child Approach

1. Resources Aimed at Pupil Needs
2. 21st Century Curriculum & Assessment
3. Skilled Teachers & Leaders
4. Wraparound Supports
5. Early Childhood Education

Student Learning
Community Schools

Wraparound Supports

- Social Services
- Health Programs
- Mental Health Programs
- Extended Learning Time

Social-Emotional Learning
State Investments in Community Schools

**Illinois**
- $86M in ESSER-funded community school grants
- Major initiative in Chicago

**New York**
- $250M in school funding formula support for high-need districts (2022)
- 3 regional technical assistance centers
- Major initiative in NYC

**Vermont**
- $3.4M in ESSER funding to support community school pilot grants in small and rural high-need schools (Title I or 40% or more of their students receive free and reduced-price meals)

**California**
- $4.1B investment in state grants for schools where 80% or more of the student population is defined as high need
- Regional technical assistance centers with central hub
- Major initiatives in Los Angeles and Oakland

**New Mexico**
- $8M investment in state grants for schools where 40% or more of their students receive free or reduced-price meals (2022)
- Federal Full-Service Community Schools grant awards in Albuquerque, Las Cruces, Taos

**Georgia**
- Whole child community school pilot certification program

**Maryland**
- $116.7M in school funding formula support for schools where 70% or more of their students receive free or reduced-price meals (2022)
- Major initiative in Baltimore

**Florida**
- University-led community school certification with $7.1M in state funding for participants (2022)

State Investments in Community Schools

States are…

• Increasing their level of support over time
• Prioritizing funding for the highest-need schools and districts
• Investing in evidence-based strategies to support community schools implementation
• Including investments in technical assistance
What Policies Drive State Achievement Differences?

8th grade reading scores, NAEP, Pre-Pandemic

- Massachusetts: 274
- New Jersey: 273
- Vermont: 272
- Connecticut: 272
- USA: 262
- Louisiana: 253
- California: 253
- Mississippi: 251
- Washington DC: 242
- Post-Pandemic:
  - Massachusetts: 269
  - New Jersey (with an asterisk): 270
  - Vermont: 264
  - Connecticut: 264
  - USA: 259
  - Louisiana: 257
  - California (with an asterisk): 259
  - Mississippi: 253
  - Washington DC: 250
What Investment Strategies Have Made a Difference for Student Learning?
Connecticut’s Educational Excellence Act - 1987

- Raised teacher salaries to 1st in the nation on an equalizing basis
- Raised standards for teacher education, entry, and professional licensing
- Introduced mentoring and performance assessments for beginning teachers and principals
- Emphasized principals’ ability to support instruction
- Invested in high-quality professional development in reading, writing, math, and science
- Developed standards and assessments focused on student performance and problem solving
Student Achievement In Reading, 1994-1998

- CT: 232
- US: 215
- Average: 215
MA 1990s Reforms Leading to High Achievement & Reduced Gaps

- Introduced weighted student funding formula and increased funding
- Invested in preschool and health care for children
- Raised standards for teaching and teacher education
- Established student standards with high-quality, open-ended assessments
- Fostered school redesign
- Pursued steady policies for > 15 years
Revenue of High-Poverty Districts in Massachusetts 1995–2015

New Jersey Reforms
(Begun in 1998 after 30 years of fighting school reform)

▷ “Parity funding” for high-need districts
▷ High-quality preschool for 3- and 4-year olds
▷ Curriculum & assessments focused on thinking skills
▷ Strong bilingual education
▷ Teacher & leader learning investments
▷ Whole school reform models, including the Comer model, that personalize and support instruction with the whole child in mind
NJ Reforms Led to Major Improvements in Achievement

NJ Today (2022):
60% students of color
40% students low-income

(Most recent NAEP scores)
1st in 8th grade reading
1st in 8th grade writing
3rd (tied) in 8th grade math
1st in high school graduation rates (tied with Iowa at 91%)
CA: Local Control Funding Formula (LCFF)
Sharply Increased Spending Based on Pupil Needs

In 2018-19 LCFF allocations totaled:

**Base grant:** Approximately $8,000 per pupil (depending on grade level)

**Supplemental grant:** $1,600 for each “high-need” student: Low-income, English learner, Foster care / Homeless

**Concentration grant:** $5,300 per “high-need” student in districts with more than 55% high-need students
LCFF improved reading and math achievement in every grade & students in concentration grant districts had the largest achievement boost.
LCFF funding increased the likelihood of graduation (and college readiness)

Effects of LCFF on High School Graduation Rate for Children From Low-Income Families

Large (vs. small) SFR-induced spending increase

Change in High School Graduation Rate (4-yr Cohort)

Small Spending Increase
Large Spending Increase

Years Relative to LCFF Implementation
A Steeper Rate of Gain from 2021 to 2022 than before the pandemic

English Learner Gains Also Increased Steeply Between 2021 and 2022
Why Might this Have Happened?

Major Investments Beyond LCFF:
- Devices & Connectivity
- Community Schools
- Mental Health Supports
- Expanded Learning Time (summer & afterschool)
- Learning Recovery (tutoring & more)
- Teacher Recruitment, Development and Retention
The Anatomy of Equity

Innovative & Effective Schools

21st Century Curriculum & Assessment

Well-prepared and well-supported educators

Equitable school resources

Supports for Children: Food, Housing, Health Care, Preschool + Academic Supports
Remarks

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Representative Sharon Tomiko Santos
Washington State House of Representatives
Thank You!

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

▷ May 24 | Redesigning Curriculum, Instruction, Assessment, and Accountability