

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 (SoLD) Alliance; and the Learning Policy Institute



WEBINAR | DECEMBER 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

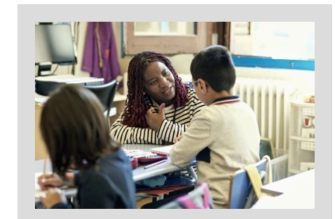
Co-Sponsored by AASA, The School Superintendents Association; Collaborative for Academic, Social, and Emotional Learning; Science of Learning & Development Alliance; and the Learning Policy Institute



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 Certification; National Board for Professional Teaching Standards; and the Science of Learning & Development Alliance





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.



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

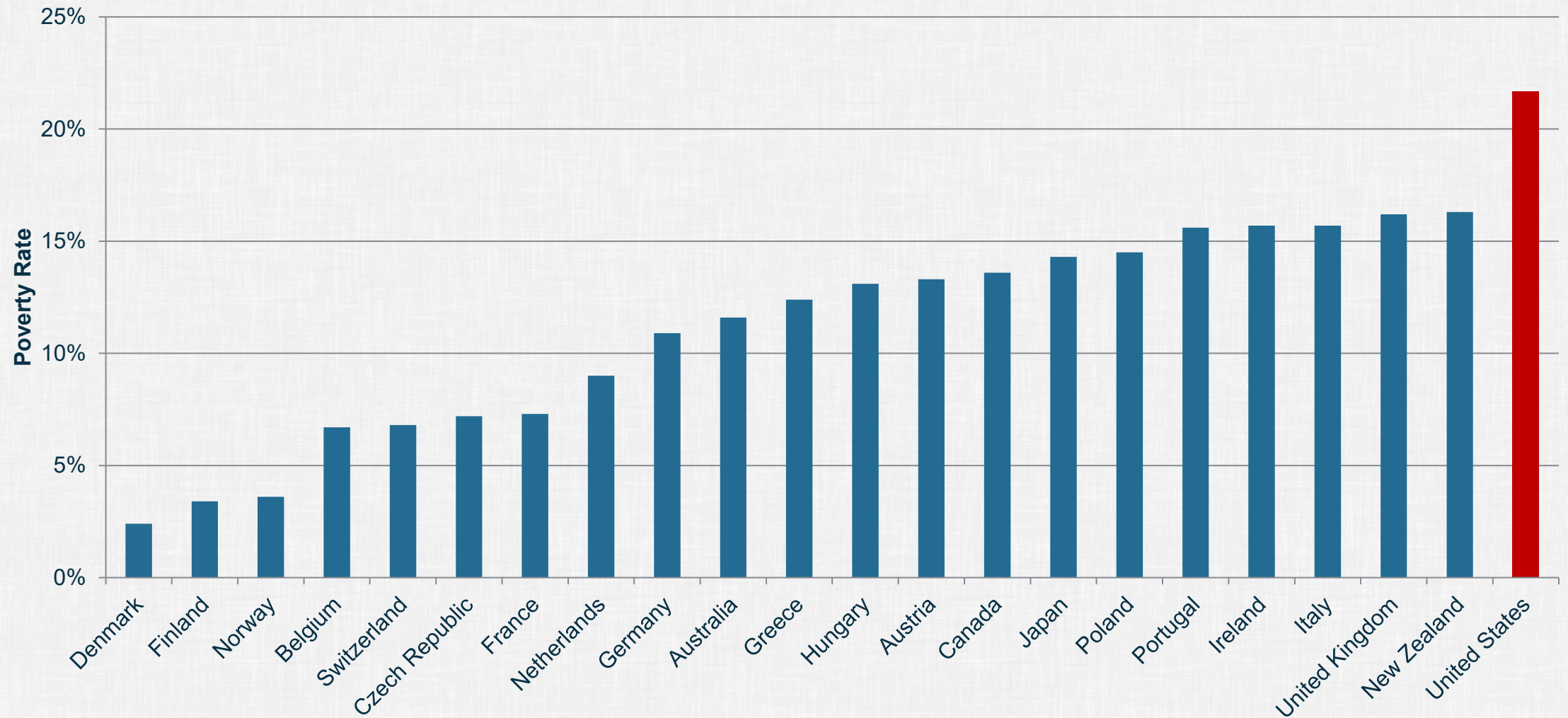
How Money Matters

The Prospects for Transformative Policy

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



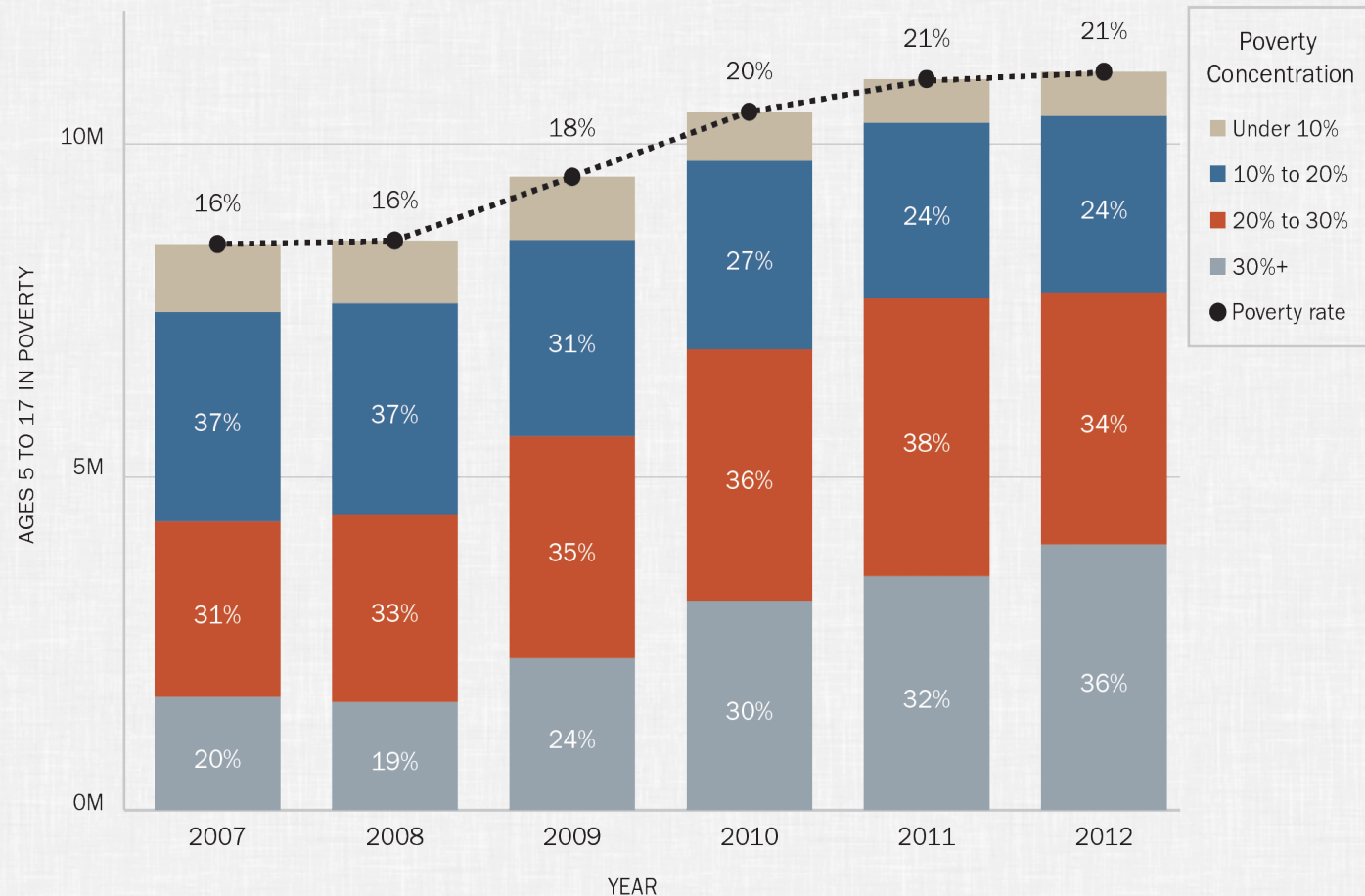
Source, OECD, 2015

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.

Degree of Concentrated Poverty in Districts Attended by Children From Low-Income Families



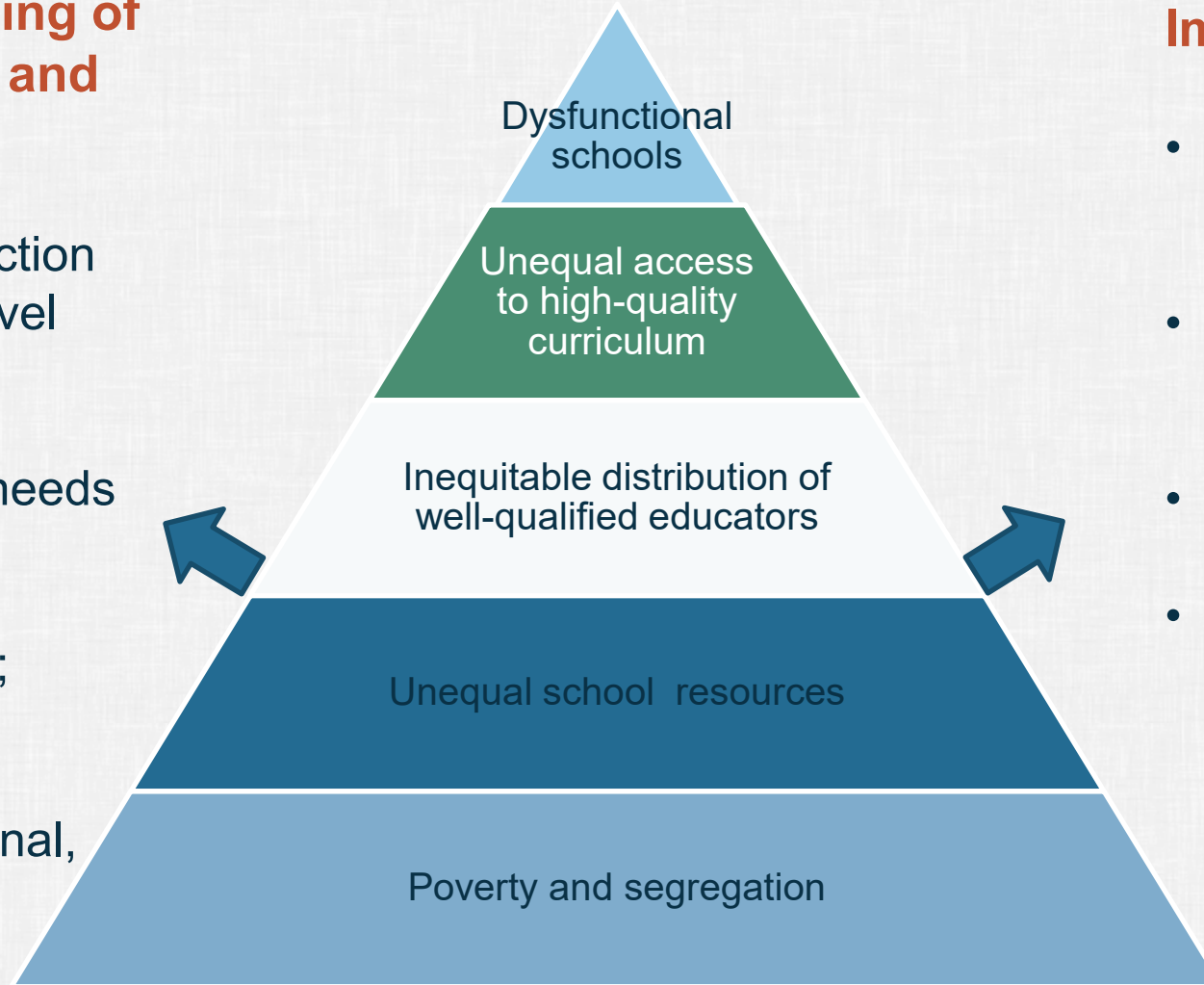
Source: Baker, B., Sciarra, D., & Farrie, D. (2015). *Is school funding fair? A national report card*. Newark, NJ: Education Law Center.

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



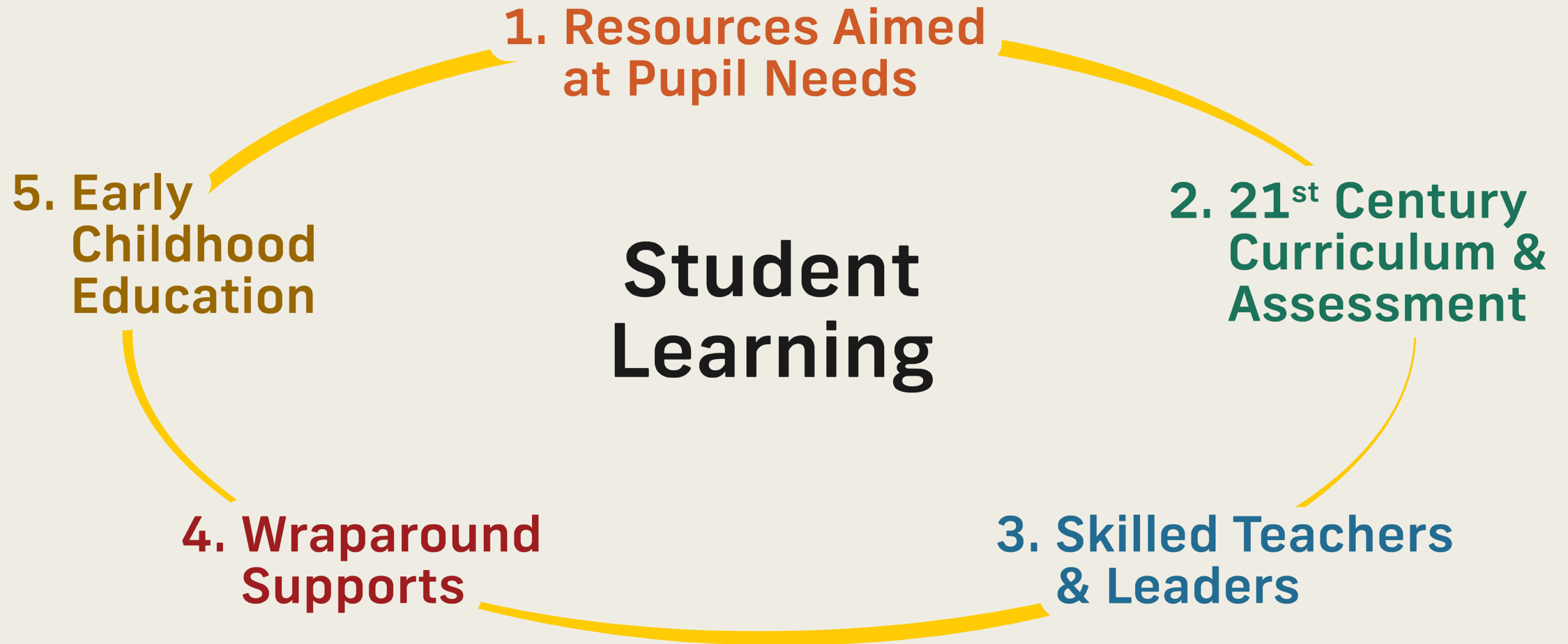
Implicit bias adds:

- 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

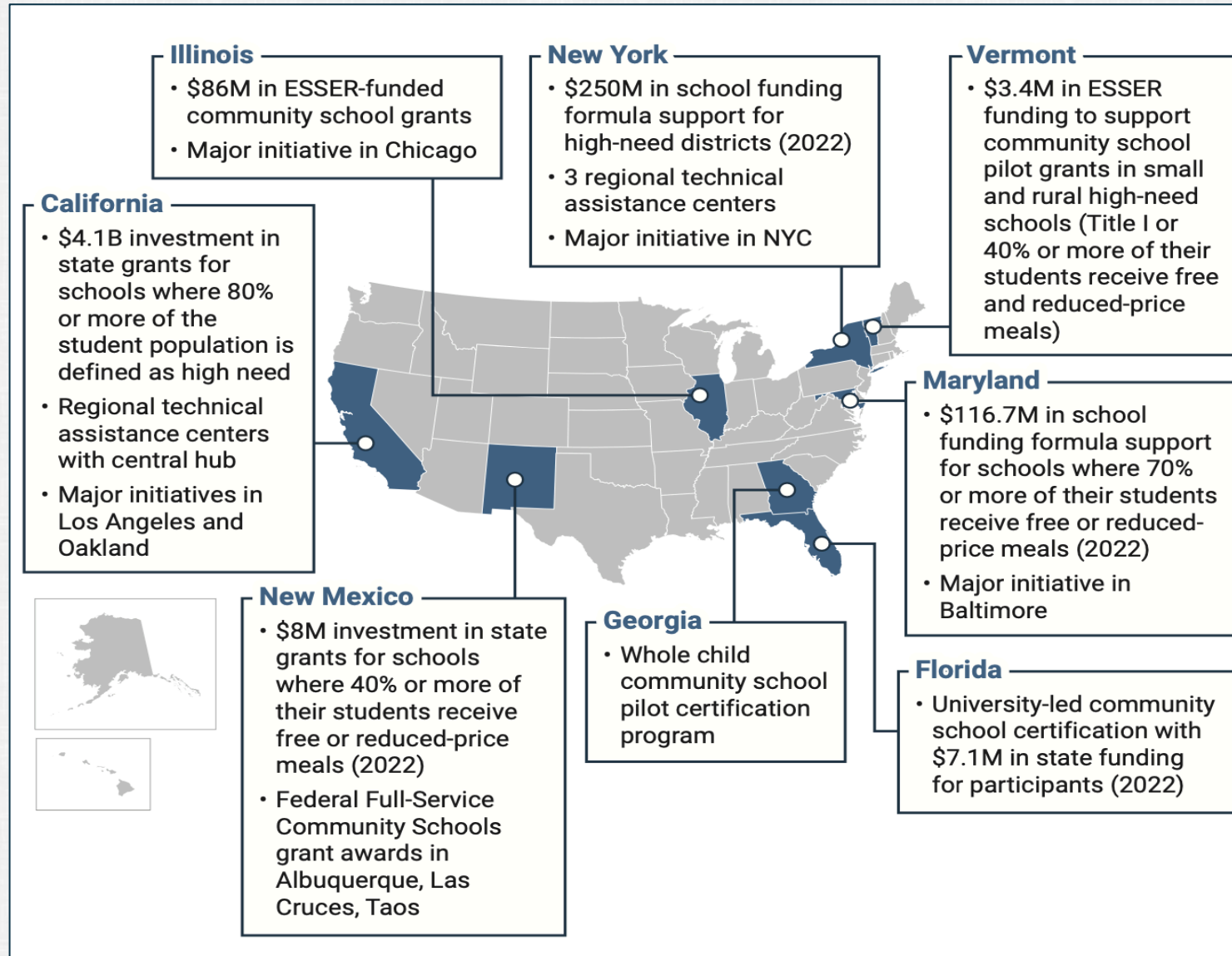


Community Schools

Wraparound Supports



State Investments in Community Schools



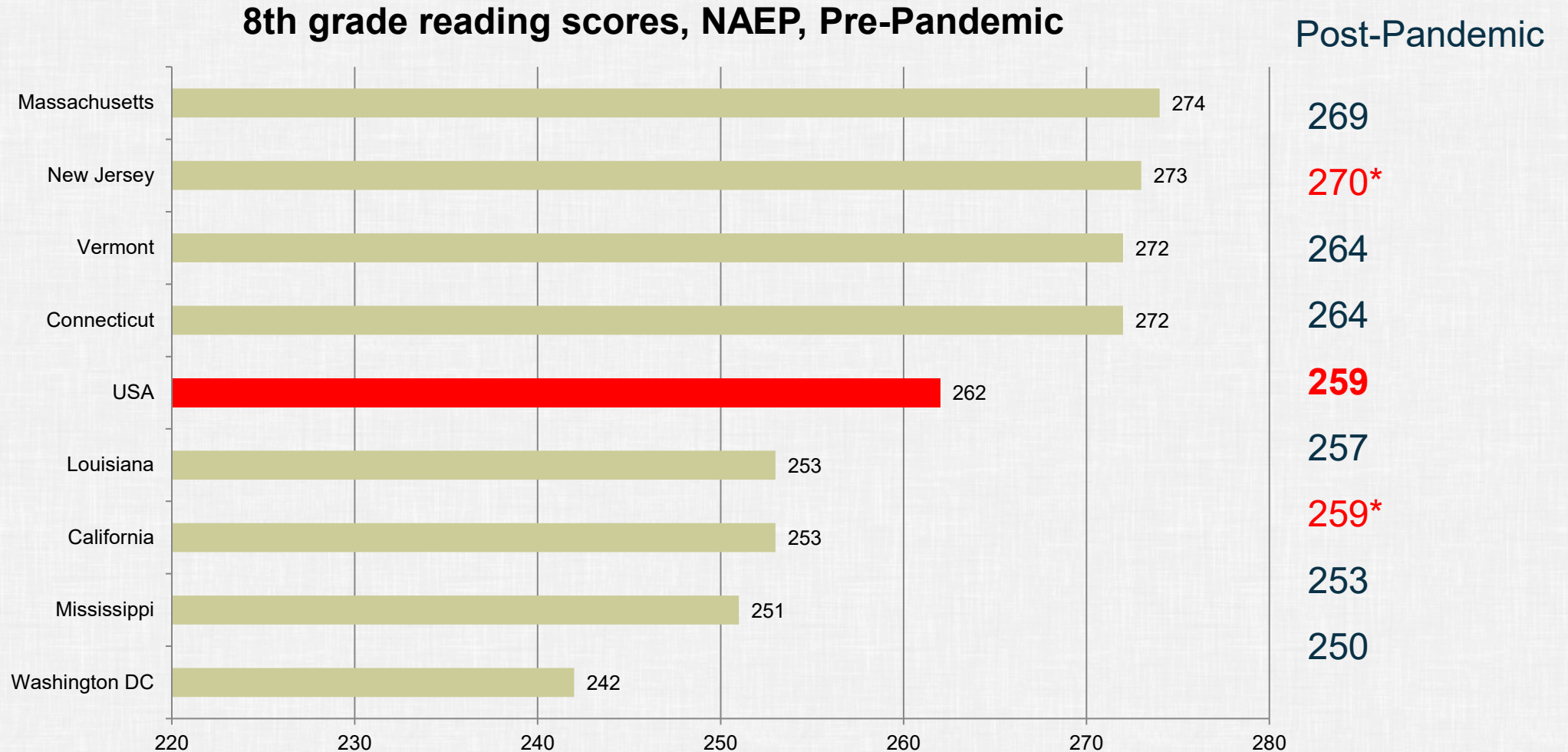
Source: Learning Policy Institute. (2023).

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?



What Investment Strategies Have Made a Difference for Student Learning?



SCHOOL FINANCE SERIES

Investing for Student Success

Lessons From State School Finance Reforms

Linda Darling-Hammond

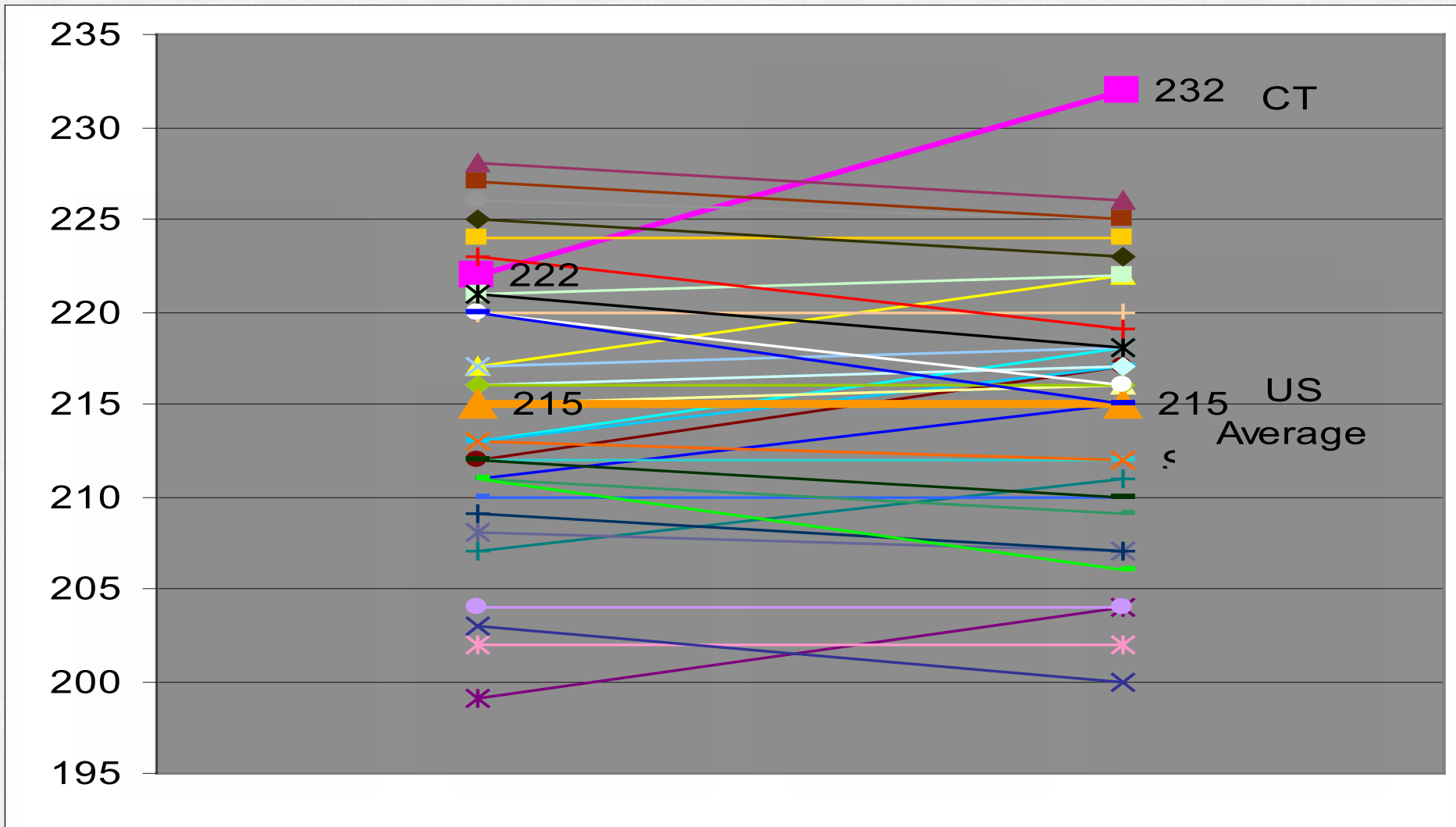
LEARNING POLICY INSTITUTE

APRIL 2019

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

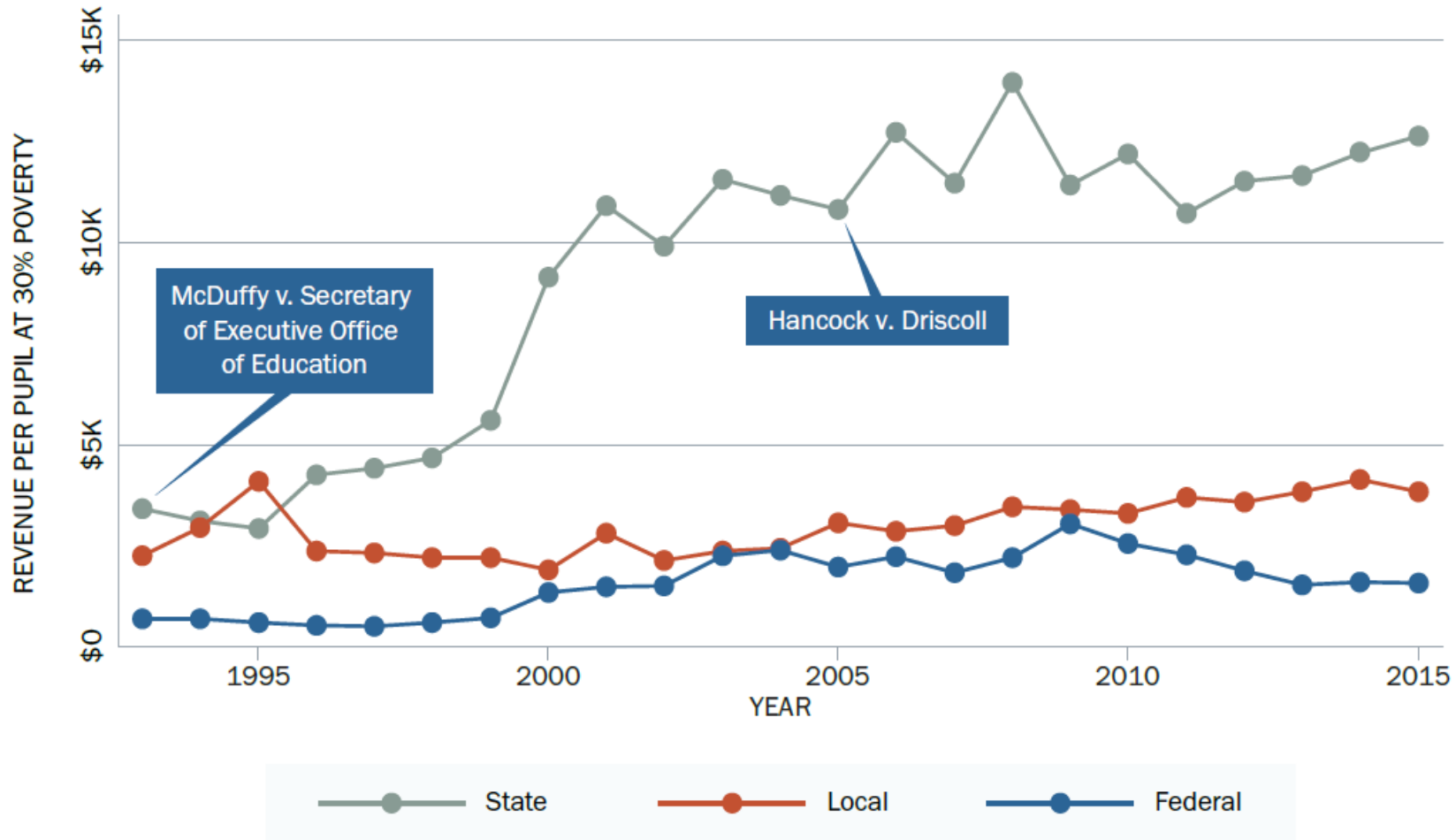
Student Achievement In Reading, 1994-1998



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



Source: Baker, B. D., Srikanth, A., & Weber, M. A. (2016). Rutgers Graduate School of Education/Education Law Center: School Funding Fairness Data System. <http://www.schoolfundingfairness.org/data-download>.

New Jersey Reforms

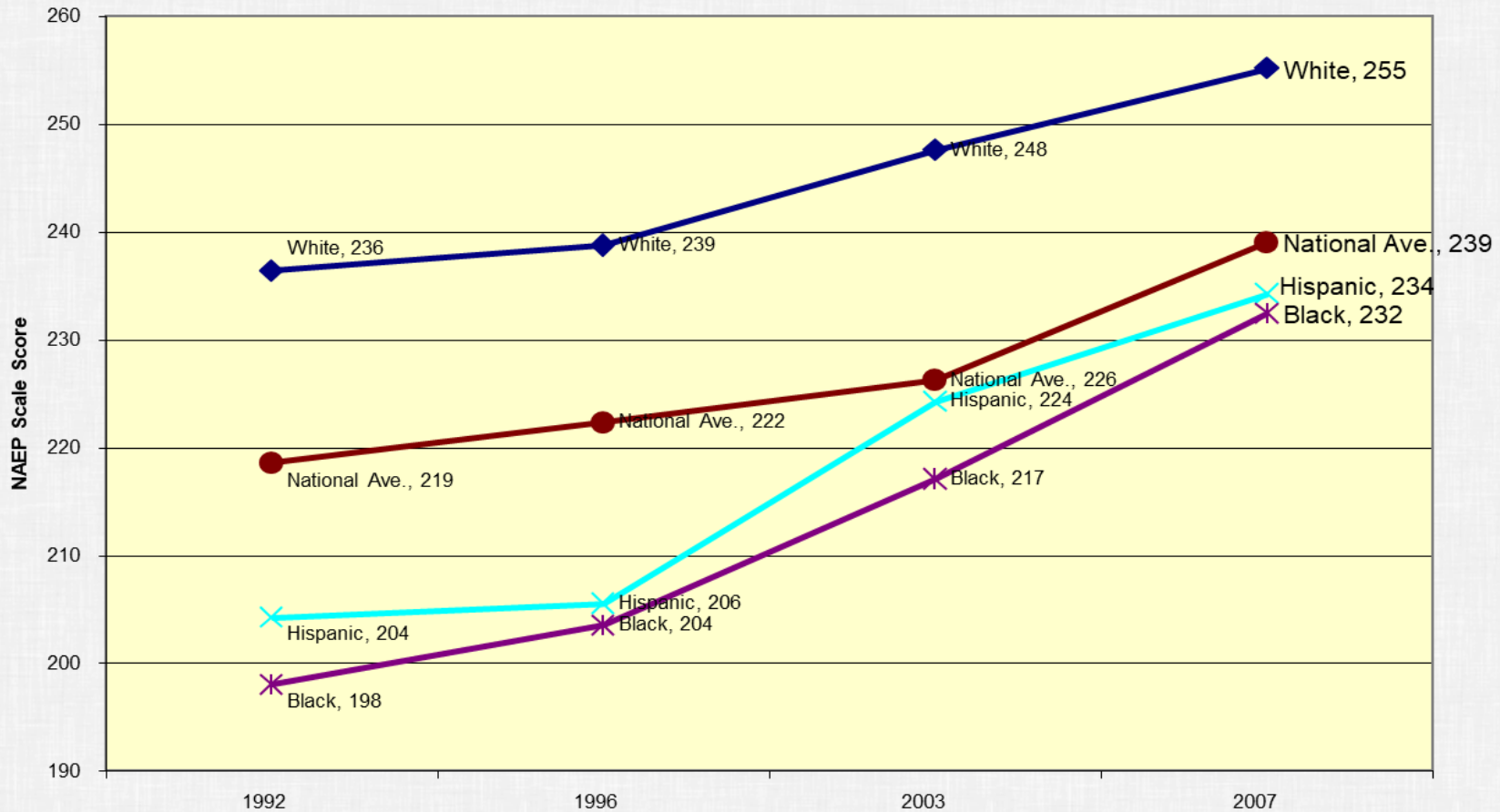
(Begun in 1998 after 30 years of fighting school reform)

- ▷ “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

New Jersey Math Achievement Trends 1992-2008 4th Grade NAEP



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

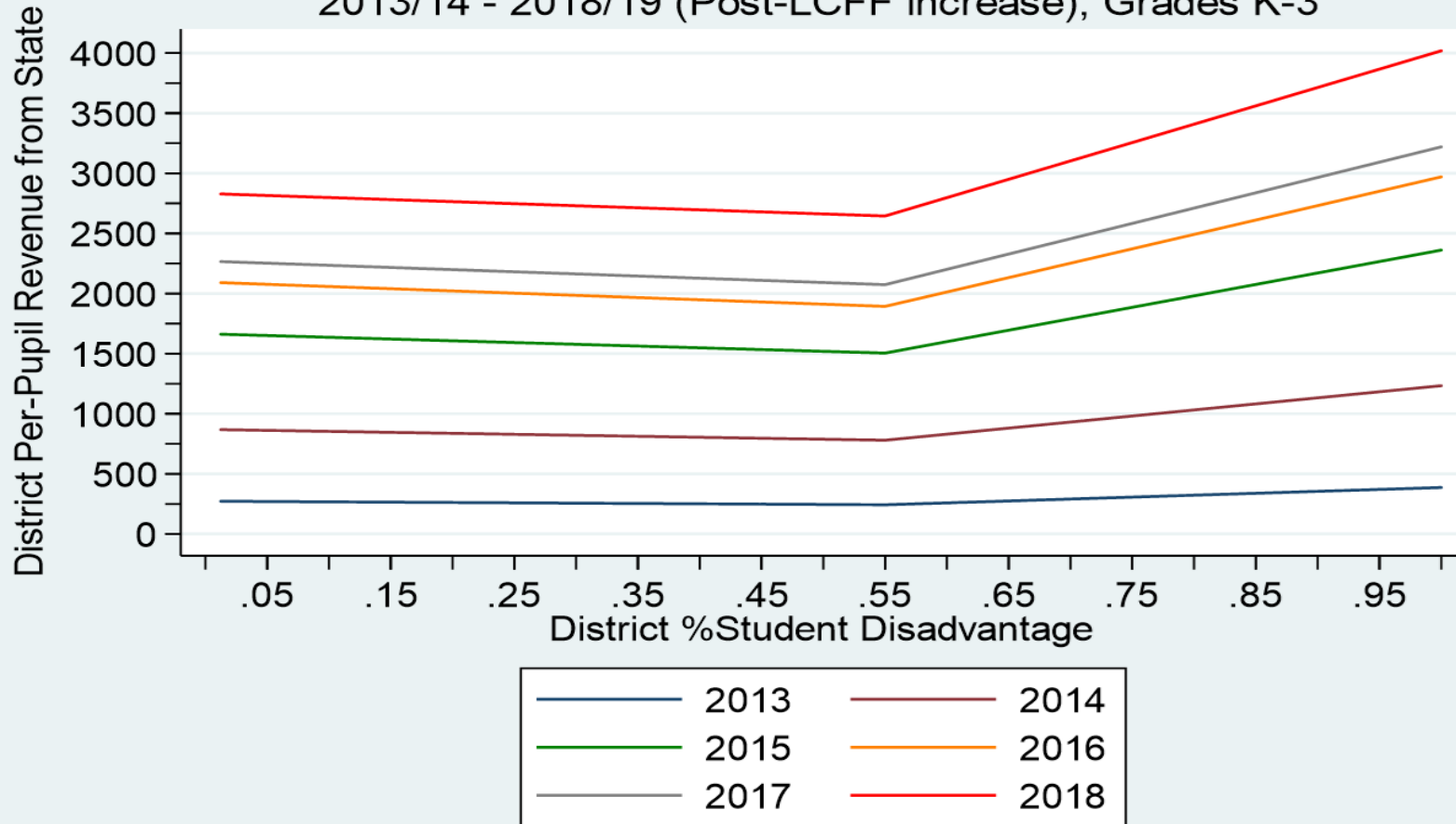
3rd (tied) in 8th grade math

1st in high school graduation rates (tied with Iowa at 91%)

Source: National Assessment of Educational Progress, NAEP Data Trends

CA: Local Control Funding Formula (LCFF) Sharply Increased Spending Based on Pupil Needs

Post-LCFF Rollout: 2013/14 - 2018/19
2013/14 - 2018/19 (Post-LCFF increase), Grades K-3



In 2018-19 LCFF allocations totaled:

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

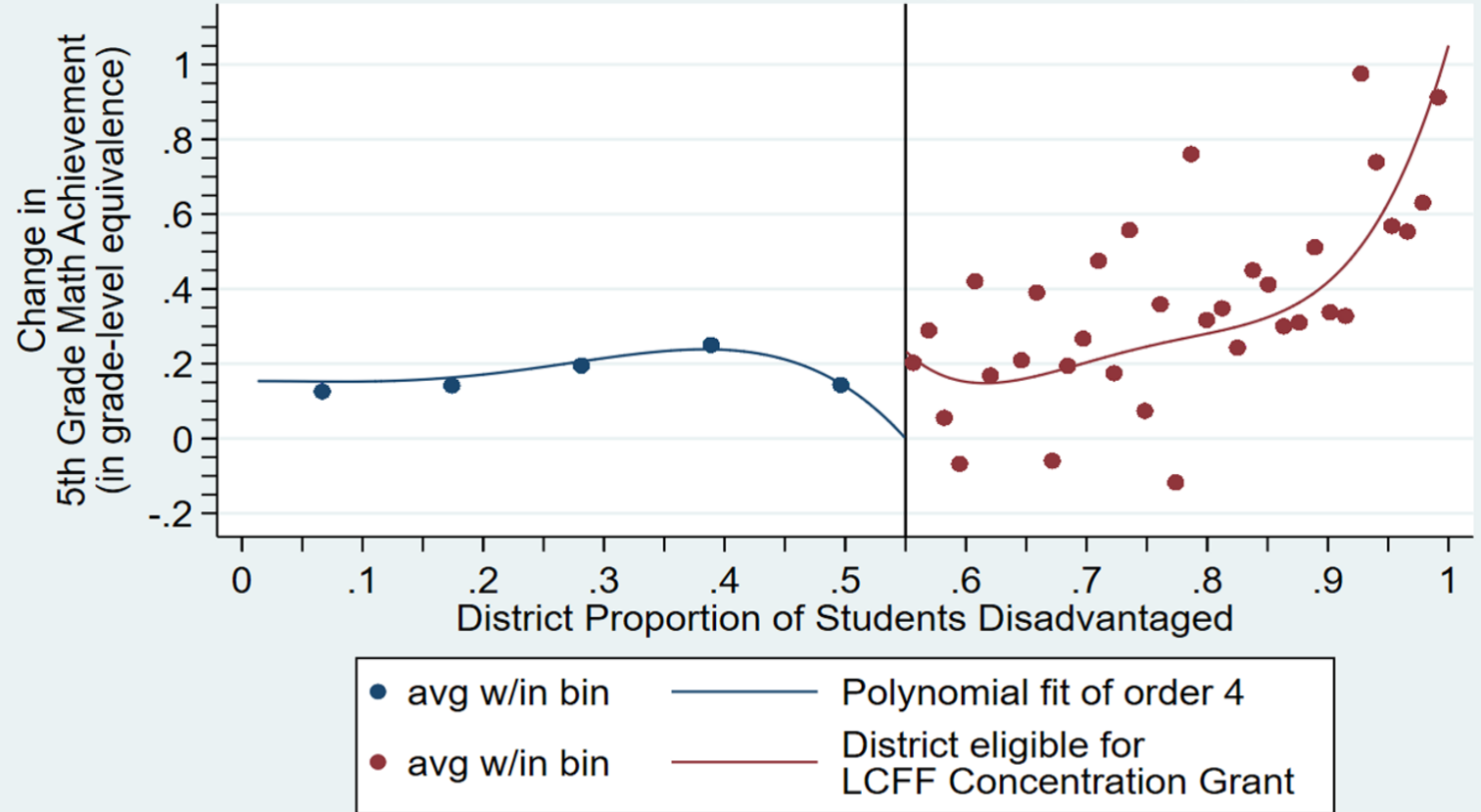
Supplemental grant: \$1,600 for each “high-need” student: Low-income, English learner, Foster care / Homeless

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

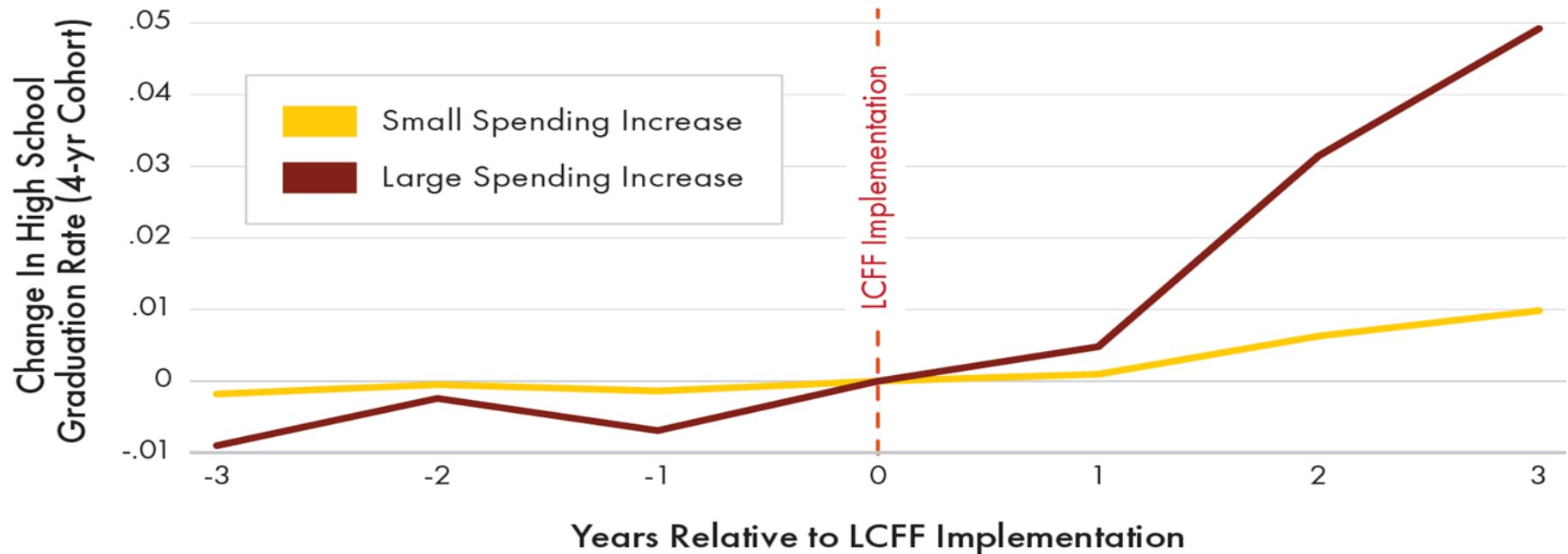
Difference-in-Difference Estimate on 5th Grade Math Achievement Before & After LCFF (2018 - 2014)



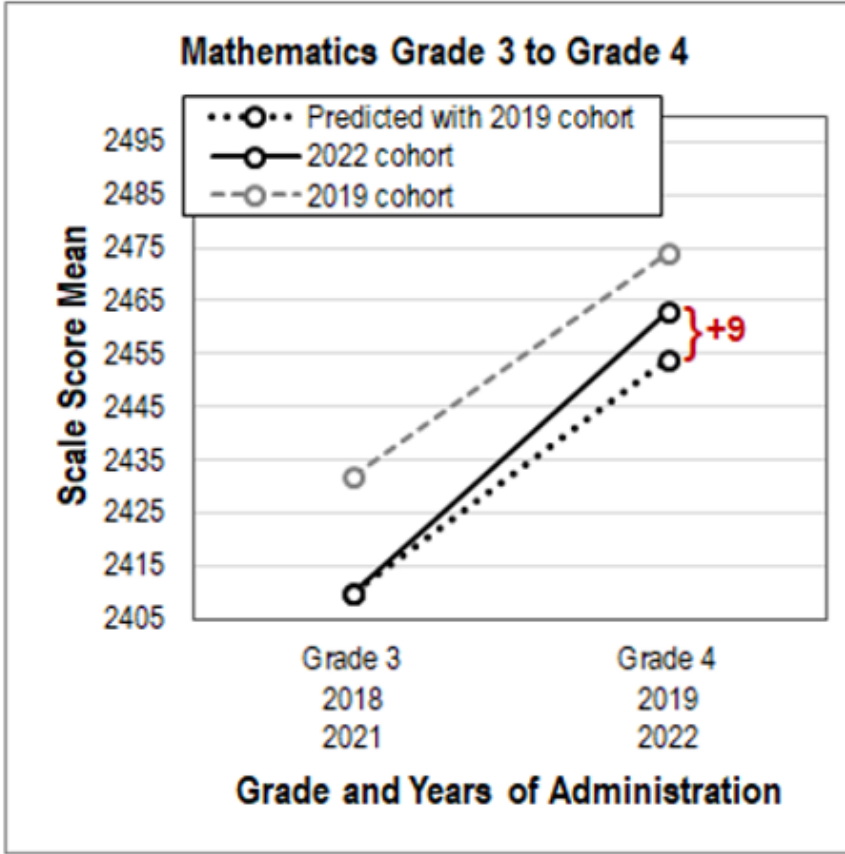
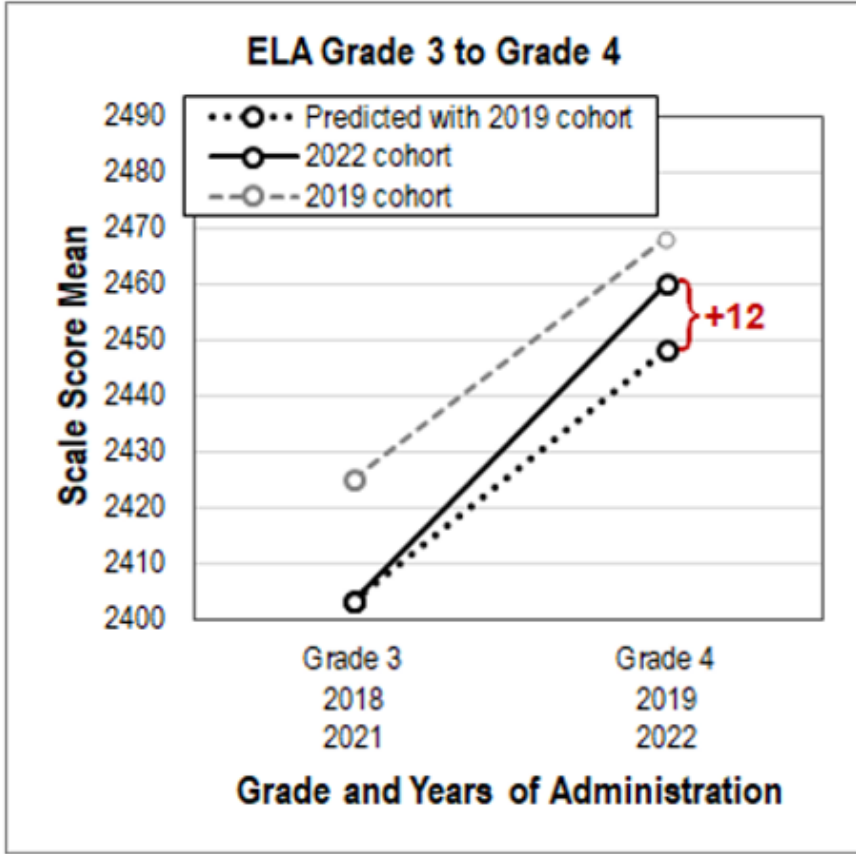
LCFF funding increased the likelihood of graduation (and college readiness)

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

Large (vs. small) SFR-induced spending increase

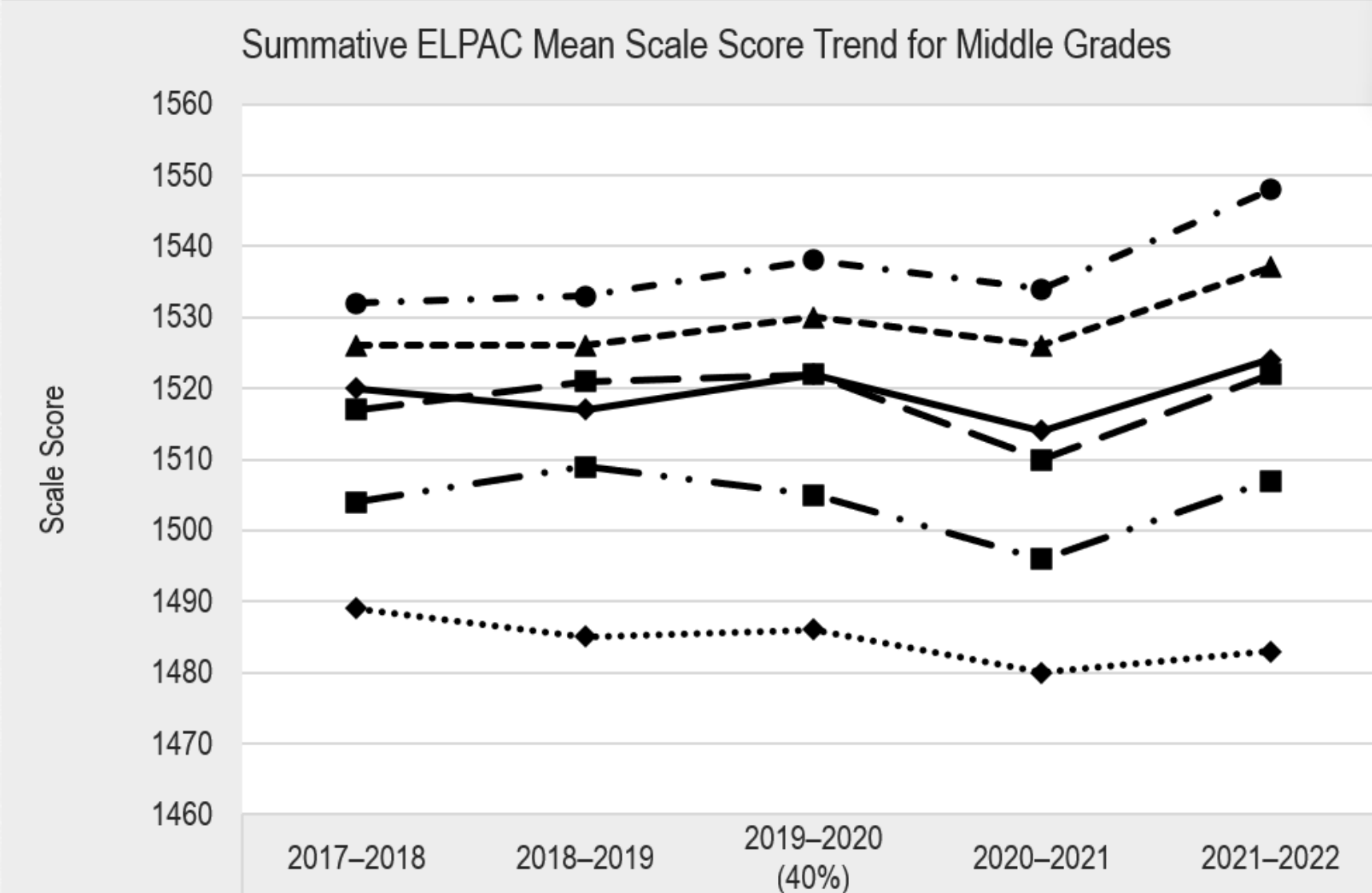


A Steeper
Rate of Gain
from 2021
to 2022
than before
the
pandemic



Source: *Interpretation Guide to the 2021-22 Statewide Test Results*, California Department of Education in collaboration with Educational Testing Service, [October, 2022](#).

English
Learner Gains
Also Increased
Steeply
Between 2021
and 2022



Why Might this Have Happened?

Major Investments Beyond LCFF:

Devices & Connectivity

Community Schools

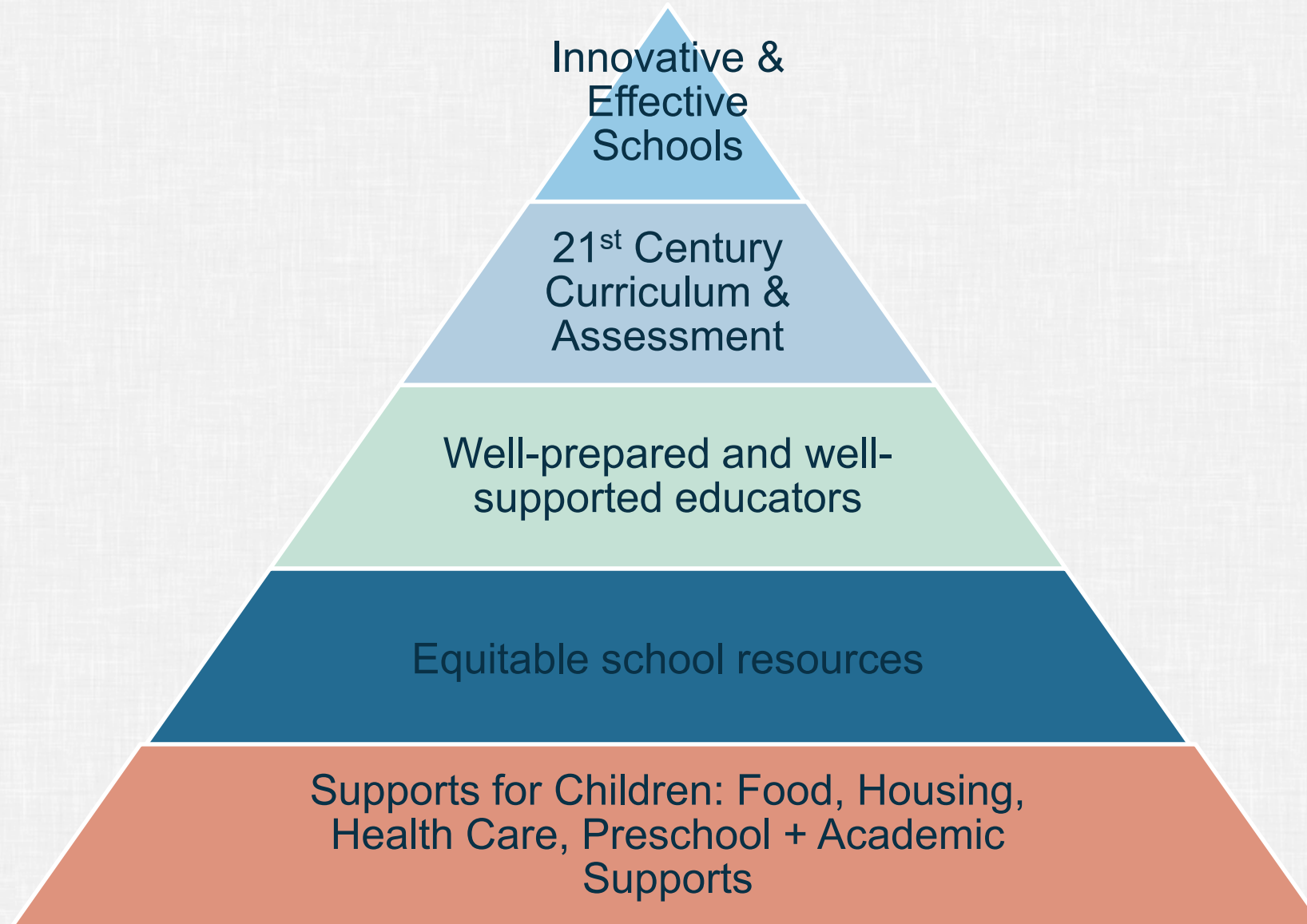
Mental Health Supports

Expanded Learning Time (summer & afterschool)

Learning Recovery (tutoring & more)

Teacher Recruitment, Development and Retention

The Anatomy of Equity



Remarks



Dan Thatcher

Senior Fellow, National
Conference of State Legislatures

Armchair Discussion



MODERATOR

Renee Blahuta

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Senior Fellow, National
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Legislatures



**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

