

# Research, Action, Impact.

2021-2023



 **LEARNING POLICY INSTITUTE**

*Photos from left to right, top to bottom: LPI Senior Researcher Desiree Carver-Thomas, Senator Tim Kaine, LPI President Linda Darling-Hammond and former Representative Marcia Fudge, Senator Chris Murphy, LPI Senior Fellow Rucker Johnson, LPI Executive Director Patrick Shields and Senior Fellow Barnett Berry, LPI Board member Sherrilyn Ifill, Linda Darling-Hammond, LPI Senior Researcher Maria E. Hyler*

# Table of Contents

- 1** Message from the President
  - 2** Board of Directors
  - 3** Acknowledgments
  - 4** Who We Are
  - 5** What We Do
  - 6** Ensuring Quality Preschool for All
  - 8** Restarting and Reinventing Schools
  - 10** Enabling Whole Child Education
  - 12** Transforming Education Through Community Schools
  - 14** Supporting Meaningful Learning Through Performance Assessment
  - 16** Solving Teacher Shortages
  - 18** Strengthening Educator Preparation
  - 20** Pursuing Equality Through Access and Opportunity
  - 22** Red Carpet
  - 24** Interns and Postdoctoral Research Fellows
- 



1530 Page Mill Road, Suite 250 | Palo Alto, CA 94304  
(p) 650.332.9797

1100 17th Street, NW, Suite 200 | Washington, DC 20036  
(p) 202.830.0079

@LPI\_Learning | [learningpolicyinstitute.org](http://learningpolicyinstitute.org)

# Message from the President



The Learning Policy Institute (LPI) released its first impact report 3 years ago, in spring 2020, soon after the COVID-19 pandemic hit the country. Even in those first few months, it was strikingly clear that the pandemic was affecting communities differently based on deep inequalities in income, access to health care and services, and digital connectivity. At the posting of this impact report, which covers our work since that time, the pandemic has proven to be more devastating than anyone could have imagined in the beginning: Hundreds of thousands of students have lost their primary caregivers, economic stability is even more elusive for many, and millions of children are struggling with both academic losses and mental health challenges.

Combine the pandemic's destruction with the ongoing threat of school shootings, climate-related environmental disasters, pervasive racism, and social and political contention, and it is clear that our country's children and youth carry an unprecedented burden of trauma and stress. As policymakers and educators are faced with the daunting issue of addressing student physical safety, mental well-being, and learning recovery, one thing is especially clear: Returning to business as usual in education is not an option.

Right now, we have a historic opportunity—a responsibility, even—to reinvent and redesign schools to better serve students, educators, and families, now and in the future. For the past 2 years, LPI has intensified our research on how to fund and organize schools and teaching in ways that enable all students to learn and thrive. We are working with hundreds of partners and policymakers across the country to reimagine traditional structures and practices; to rethink the way in which schools are organized around time, physical space, educator expertise, curriculum, and instruction; and to redesign schools around principles of equitable resources and access, culturally responsive teaching and authentic learning, stronger relationships, and wraparound supports for children and families.

This impact report reflects LPI's efforts to inform practice and policy so that they enable powerful new approaches to education that are grounded in our growing knowledge of human development, learning, and effective teaching. The work documented in these pages aims to develop models supporting equitable and empowering learning for every child that will carry them—and our society—through the next century.

A handwritten signature in black ink that reads "Linda Darling-Hammond". The signature is written in a cursive, flowing style.

**Linda Darling-Hammond**  
*President and CEO*

# Board of Directors



**Barbara Chow**, Chair  
*Education Program  
Director, Heising-  
Simons Foundation*



**Linda Darling-  
Hammond**  
*President & CEO,  
Learning Policy  
Institute; Professor  
Emeritus, Stanford  
University*



**Steve Arnold**  
*Cofounder, George  
Lucas Educational  
Foundation; Cofounder  
& Partner Emeritus,  
Polaris Partners*



**Kris D. Gutiérrez**  
*Carol Liu Distinguished  
Professor & Associate  
Dean, School of  
Education, University of  
California, Berkeley*



**Gerry House**  
*Former President,  
Institute for Student  
Achievement*



**Sherrilyn Ifill**  
*President & Director-  
Counsel Emeritus,  
NAACP Legal Defense  
and Educational Fund  
Inc.*



**David Lyon**  
*President Emeritus,  
Public Policy Institute  
of California*



**David Rattray**  
*Board Member and  
CEO Emeritus, UNITE-  
LA*



**Liz Simons**  
*Chair, Heising-Simons  
Foundation Board of  
Directors*



**Stephan Turnipseed**  
*Executive Vice President  
& Chief Strategy  
Officer Emeritus, Pitsco  
Education*



**In Memoriam: Susan  
Sandler (1964–2022)**

LPI's founding benefactor and board chair passed away in December 2022 after a long fight with brain cancer.

As we mourn our loss, we also celebrate the incredible legacy she fostered through her commitment to and passion for educational equity and racial justice.



# Acknowledgments

## The supporters who have made our work possible

During 2021–2023, support for the Learning Policy Institute was provided by:

- Ballmer Group
- S.D. Bechtel, Jr. Foundation
- California Community Foundation
- California Endowment
- Carnegie Corporation of New York
- Chan Zuckerberg Initiative
- Charles Butt Foundation
- Bill & Melinda Gates Foundation
- Grantmakers for Thriving Youth
- Heising-Simons Foundation
- Ibis Group
- William and Flora Hewlett Foundation
- W.K. Kellogg Foundation
- Harmony and Inspire at National University
- New Mexico Foundation on behalf of the ABC Community School Partnership
- New Mexico Public Education Department
- David and Lucile Packard Foundation
- Pure Edge, Inc.
- Raikes Foundation
- Sandler Foundation
- MacKenzie Scott
- Silver Giving Foundation
- Skyline Foundation (formerly Yellow Chair Foundation)
- Sobrato Family Foundation
- Southern Education Foundation
- Spencer Foundation
- W. Clement and Jessie V. Stone Foundation
- Stuart Foundation
- Wallace Foundation
- Walton Family Foundation
- Washington State Board of Education
- Yidan Prize Foundation



# Who We Are

A knowledgeable and passionate team committed to creating empowering and equitable education for each and every child

Since 2015, the Learning Policy Institute (LPI) has conducted and communicated independent, high-quality research to improve education policy and practice.

Our staff of 60 includes researchers, policy experts, communicators, and operations staff with diverse backgrounds and experience, from education practice to law and policy, as well as a wide range of research disciplines. We maintain robust internship and postdoctoral researcher programs to support the next generation of education research and policy leaders. Our board of directors is made up of distinguished leaders in education, civil rights, business, and philanthropy, and our more than 60 senior research fellows represent leading universities and research organizations across the United States and abroad.

---

## **Nonprofit and Nonpartisan**

LPI connects policymakers and stakeholders at the local, state, and federal levels with the evidence, ideas, and actions needed to strengthen the education system from preschool through college and career readiness.

## **Collaborative**

Working with policymakers, researchers, educators, community groups, and others, LPI advances evidence-based policies that prepare young people to enter and contribute to the complex world as thoughtful collaborators and problem solvers.

## **Driven by Equity**

In a country of persistent opportunity and achievement gaps, LPI is committed to creating systems that support equitable and empowering education for each and every child.

“

*LPI's work is tremendously valuable. You are deep into the policies, yet you boil down the essentials for easy reading. Particularly for state folks who are working on many issues, that easy entry into complex arenas is vital.*

— Lauren Jacobs, Partnership for the Future of Learning

”

”

## What We Do

### Connecting policies and practices to high-quality research

Every child has the potential to thrive and develop the skills they need to succeed in college, career, and life—including problem-solving, critical thinking, creativity, collaboration, and communication. To accomplish this goal, our education systems need to focus on the evidence-based policies and practices that contribute to learning that is meaningful, equitable, and empowering. Yet, too often high-quality research goes unnoticed by the leaders who can put its lessons into practice.

We address this problem by marshaling independent, actionable research to inform effective approaches to the country's pressing educational needs. To this end, we commission, support, synthesize, and conduct original research and policy analyses on a variety of critical topics in education.

Our work does not stop at the research. We translate findings into clear, policy-relevant materials that are accessible to many audiences. We bring evidence to bear at the local, state, and federal levels, responding to the needs and questions of policymakers and government organizations. And we make research available to all those working to build a stronger education system, partnering with policymakers, educators, civil rights groups, and community organizations to help develop and advance evidence-based educational policies and practices.



*LPI's Michael Griffith speaks on a panel, "The Long Game: How We Invest in Education," at the 2023 SXSW EDU conference. Photo used with permission of the Education Writers Association, [www.ewa.org](http://www.ewa.org). © 2023. All rights reserved.*



# Ensuring Quality Preschool for All

Giving all young children a strong start for healthy development and academic success

High-quality early learning provides long-term benefits for young children, including higher academic achievement and lower risks of being placed in special education or held back in elementary school. These benefits are especially strong for children who are from low-income households and for dual language learners. Since nearly half of the country's preschool-age children live at or near the poverty level, high-quality early education has the potential to reduce the achievement gap substantially. LPI's research has supported major expansions and investments in high-quality child care and preschool for all California early learners and set the stage for significant reform at the national level.

## Translating Effective Practices Across States

In 2021, California made major investments to advance early childhood education, extending

state funding for transitional kindergarten (TK) to ensure all 4-year-olds have access by 2025–26. LPI has supported this expansion with research on state strategies across the nation that have informed California's plans, including early childhood essential skills and competencies, recommendations for assessment practices, studies of mixed delivery systems for services to children, and promising practices for early educator teacher preparation.

## Analyzing Needs and Identifying Solutions

Scaling up a new grade level for young learners brings substantial demand for large numbers of new staff with new competencies. LPI studies of early childhood teacher credentialing in other states informed the P–3 credential adopted in 2023 by the California Commission on Teacher Credentialing. In addition, LPI's analyses of workforce needs and pathways into

# 11,900

Estimated minimum number of additional lead teachers needed for transitional kindergarten in California by 2025.

Source: Building a Well-Qualified Transitional Kindergarten Workforce in California: Needs and Opportunities. (2022).



“

*Change happens at the speed of trust. Universal PreK is exciting, it's important, and it's disruptive. ... Building relationships and trust over time is essential to the successful rollout of universal PreK.*

— Barbara Chow, Education Program Director, Heising-Simons Foundation, speaking at LPI's [webinar](#), *Improving Access to High-Quality Preschool: Lessons from Five State Mixed Delivery Systems*

”

the profession have quantified the demand; identified potential sources of supply; and articulated strategies that can support the adequacy, stability, and diversity (racial, ethnic, cultural, and linguistic) of the early childhood education workforce. To create a shared vision for how to support new pipelines and programs to provide the thousands of new teachers needed for TK, LPI has organized convenings for hundreds of California early educator preparation program faculty and school leaders.

### Informing Policy

The 2022–23 California state budget reflects high-leverage early learning priorities surfaced in LPI research, including funding for TK–12 workforce development programs, such as teacher residencies and high school pathways that prioritize early childhood education; expedited pathways for experienced preschool teachers, who are predominantly women of color, to teach TK with supports en route to the new P–3 credential; and better collection of TK data.



*AERA symposium panel on California universal prekindergarten, with panelists Assemblymember Kevin McCarty, LPI Senior Fellow Rucker Johnson, Deputy Superintendent of California Department of Education Sarah Neville-Morgan, LPI's Hanna Melnick, and LPI Senior Fellow Deborah Stipek.*



# Restarting and Reinventing Schools

## Reinventing school for equity and meaningful learning

The COVID-19 pandemic upended schools and exposed deep and widening inequities within the U.S. society and education system. Early on in the crisis, LPI quickly emerged as a leading source for policymakers and administrators, publishing one of the first [guides](#) for addressing school health and safety based on best practices from other countries. LPI's work on safe schools has been widely used by the Centers for Disease Control and Prevention and the U.S. Department of Education, which cited LPI in its [guidance for safely reopening schools](#) and invited LPI to cohost a [National Safe School Reopening Summit](#).

### Reimagining Schools Across the World

The disruption of COVID-19 underscored the enormous importance of schools, as they delivered food, computers, hot spots, and vaccines throughout their communities. It also sparked innovation around the possibilities

for reinventing schools to better support and prepare students for a fast-changing world. LPI's [framework for restarting and reinventing schools](#) provides a road map to develop equitable, effective teaching and learning and has become a central tool for policymakers, school boards, and education leaders throughout the United States and across the world. Among more than 20 countries using the framework, the Chilean organization Tu Clase Tu País [translated it into Spanish](#) and partnered with UNESCO to hold seminars with government officials and education leaders in Argentina, Ecuador, Mexico, and other countries to inform their policymaking.

### Supporting Mental Health and Learning Recovery

In the aftermath of the crisis and beyond, LPI is helping state and district leaders address the pressing issues of student mental health,

**21** countries and territories where LPI's *Restarting and Reinventing* framework has been used



*This is the blueprint laying out the foundation for the changes we need to make the system we need.*

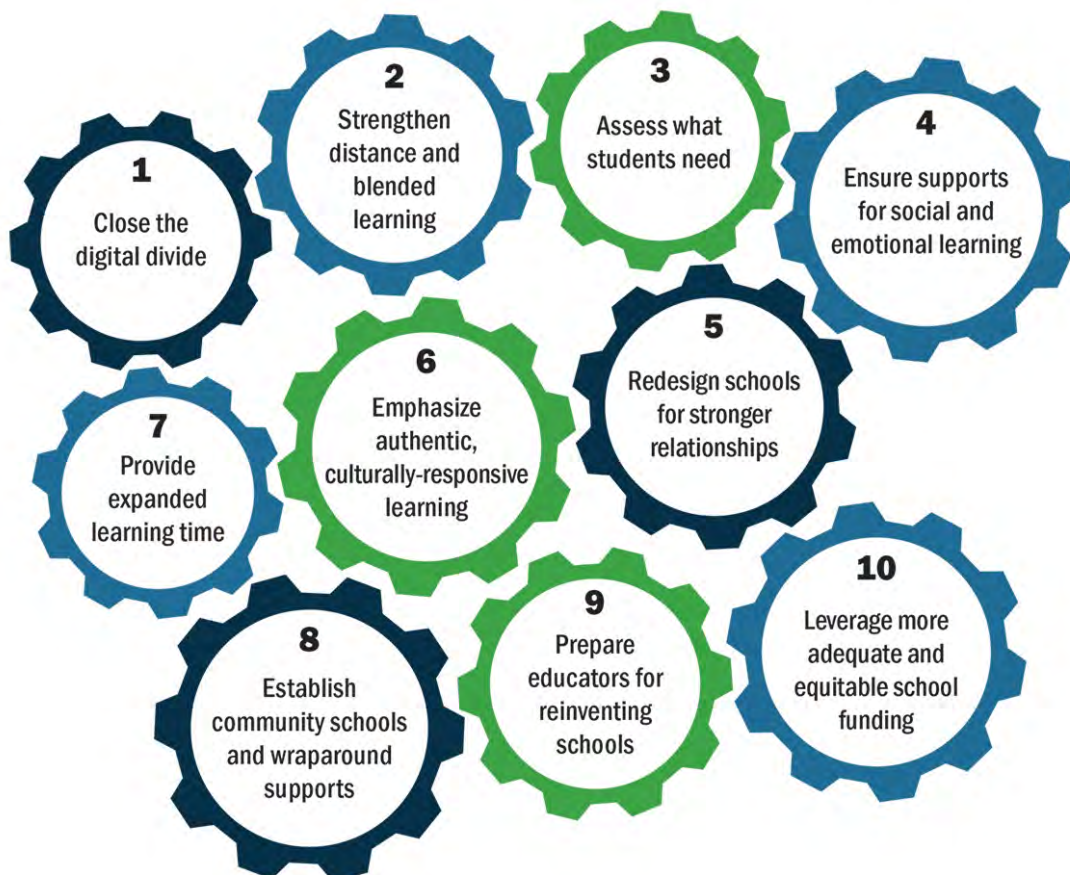
— New Jersey State Leader, on LPI's *Restarting and Reinventing* framework



producing resources to support social and emotional health and well-being, identity-safe schools, and restorative practices. LPI has also taken a lead on supporting research and resources for learning recovery, hosting a popular webinar series on accelerating learning in collaboration with AASA, the School Superintendents Association.

Our work translating the science of learning and development into design principles for schools has been influential in setting a new vision for student learning and the reinvention of U.S. schools. It was cited in the White House's action plan for building better school infrastructures and the U.S. Surgeon General's advisory on protecting youth mental health.

## A Framework for Restarting and Reinventing School



Source: Restarting and Reinventing School: Learning in the Time of COVID and Beyond. (2020).



Photo copyright Drew Bird - [www.drewbirdphoto.com](http://www.drewbirdphoto.com)

# Enabling Whole Child Education

Nurturing children's social, emotional, cognitive, and academic development

New insights from neuroscience and the [science of learning and development](#) (SoLD) make it clear that many of the assumptions underlying the factory model schools we inherited are false. Genes do not determine intelligence, students do not learn in standardized ways, and mechanized procedures do not optimize growth. Instead of maintaining outdated education systems designed to select and sort students as they move along an assembly line, we can use this knowledge of how contexts and experiences support development to design schools centered on rich and meaningful learning opportunities, safety and belonging, and positive relationships to help every student learn and thrive.

## Translating the Science of Learning Into Practice

LPI has been on the forefront, with colleagues, of defining this SoLD knowledge base and translating it into design principles for schools

and for educator preparation programs. Created in collaboration with the SoLD Alliance, Turnaround for Children, and the Forum for Youth Investment, our comprehensive [playbook](#) of design principles for K-12 education has become a guiding framework for leaders and practitioners across the country. In the hands of our many partners in the field, these principles have the potential to shift schooling to focus on the whole child in ways that can dramatically improve outcomes for children. From [New York City](#) to [San Francisco](#), LPI has documented the stunning successes of schools designed around these principles in serving students who are traditionally marginalized. We have worked with a wide range of partners to support the use of these principles in districts and states; for example, partnering with AASA, the School Superintendents Association, to incorporate them in a [professional learning network](#) of more than 120 school systems enacting holistic school redesign.

**975,471** views of "Implications for Educational Practice of the Science of Learning and Development," the foundational article by LPI authors on the science of learning, as of June 27, 2023.

Source: [Applied Developmental Science](#). (2019).



*An ecosystem where all students thrive necessitates that all the design principles are in place.*

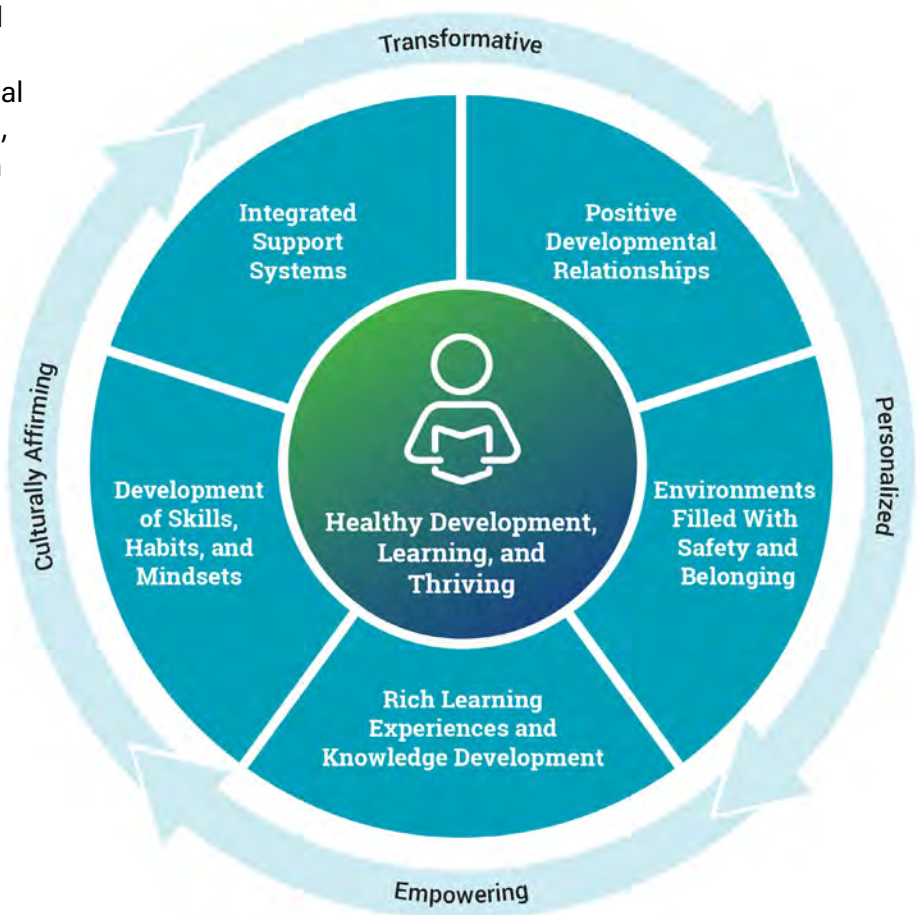
— Carolyne Quintana, Deputy Chancellor, Teaching and Learning, New York City Department of Education, on LPI's *Design Principles for Schools: Putting the Science of Learning and Development Into Action*



### Supporting Whole Child Policy

Working with research and policy institutions and state policymakers through the [Whole Child Policy Table](#), LPI has also supported states from California to South Carolina as they develop and implement policies to meet the needs of the whole child. Resources like a [Whole Child Policy Toolkit](#) and related [webinar series](#) help make research and policy examples accessible for policy audiences. At the federal level, LPI has shared research on approaches that work—ranging from social and emotional learning and restorative practices to integrated student supports (health and social services), expanded learning time, and community schools—through briefings and [testimony](#), as well as assistance to legislators crafting policies that expanded investments for these initiatives. LPI also worked with partners to inform the [2022 Bipartisan Safer Communities Act](#), legislation that was designed to respond to school shootings that included \$1 billion for these supports as well as \$500 million to increase the number of counselors, psychologists, social workers, and other mental health professionals in schools.

## Guiding Principles for Equitable Whole Child Design



Source: [Design Principles for Schools: Putting the Science of Learning and Development Into Action](#). (2021).



Photo used with permission by Social Justice Humanitas Academy.

# Transforming Education Through Community Schools

Connecting communities, students, and families for a holistic approach to learning

The United States has the highest rates of child poverty, homelessness, and food insecurity in the industrialized world, conditions that can undermine every aspect of child development and learning. To meet the needs of students facing barriers to learning, policymakers are increasingly investing in community schools, a strategy in which schools emphasize integrated systems of support for health care and social services, student and family engagement, collaborative leadership, expanded learning, community-connected instruction, and a culture of care.

## Leading Research on Community Schools

Early LPI work documented the effectiveness of community schools, reviewing more than 140 studies that evaluated outcomes associated with their design features. These findings informed significant state policy development, including a statewide community schools initiative in New Mexico and a \$4.1 billion investment in the California Community Schools Partnership Program. LPI's research highlights how leading states and districts support community schools, documenting exemplars at the school level, so

“

*The Learning Policy Institute has been at the center of promoting the concept [of community schools], especially as the U.S. Department of Education prepared this fall to receive grant applications for ... the largest-ever funding for community schooling.*

— Jay P. Goldman, Editor, *School Administrator* (AASA)

”

that others can learn best practices for high-quality implementation.

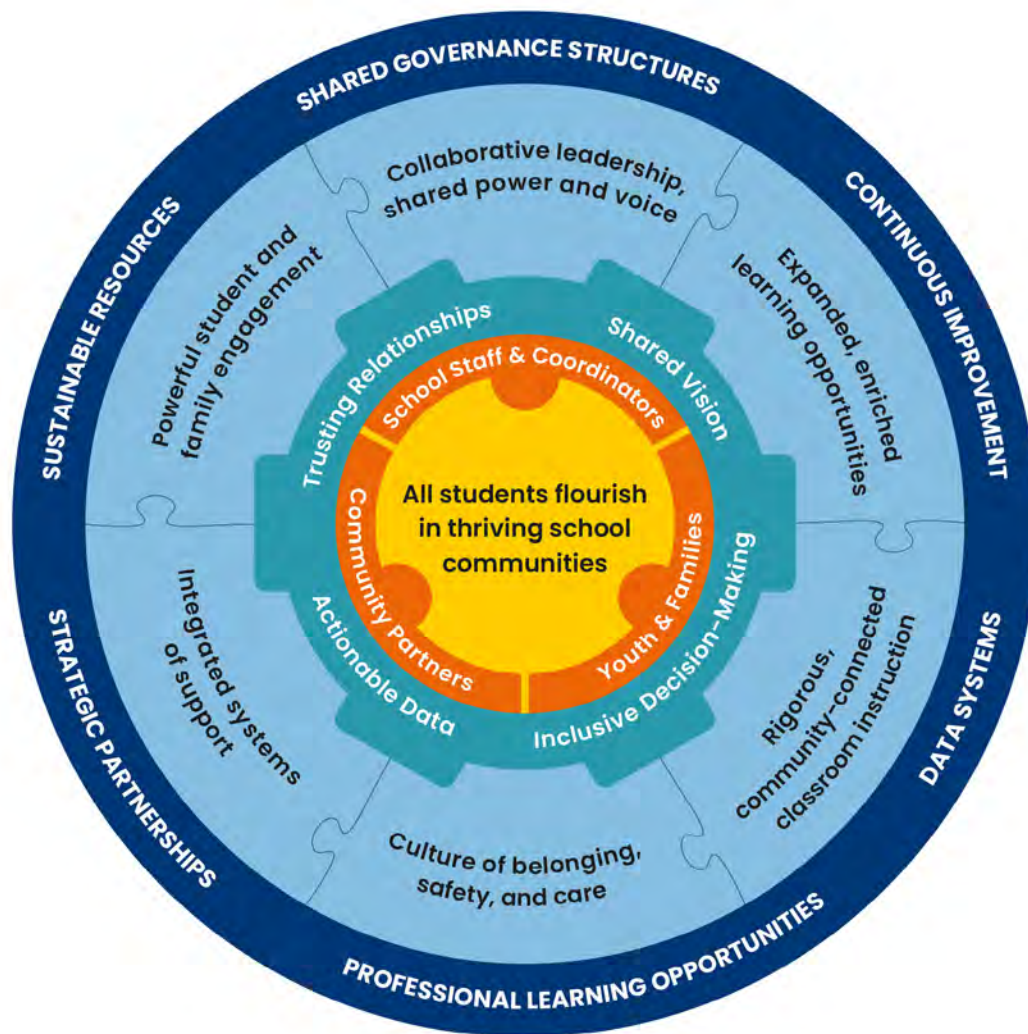
### Informing Federal Policy and Investments

At the federal level, LPI research informed a doubling of the federal investment in community schools in the fiscal year 2023 budget, along with a redesign of the program to incorporate lessons from the field. The White House cited LPI's research in its [toolkit](#) on community schools, and the U.S. Department of Education partnered with LPI on its [professional learning series](#) focused on how community schools can be effectively implemented and how federal relief funds can be used to support them.

### Collaborating to Expand and Scale Community Schools

More recently, as part of a Community Schools Forward task force—a partnership with the Center for Universal Education at the Brookings Institution, the Children's Aid National Center for Community Schools, and the Coalition for Community Schools at the Institute for Educational Leadership—LPI developed [core community school concepts and frameworks](#) to support adoption and implementation, as well as an [interactive costing tool](#) to help districts and schools estimate their funding needs and revenues for specific services.

## Essentials for Community School Transformation



Source: [Framework: Essentials for Community School Transformation](#). (2023).



Photo: Young Whan Choi/OUSD

# Supporting Meaningful Learning Through Performance Assessment

Developing and evaluating complex skills for success in our rapidly changing society

To succeed in today's complex world, young people must be able to think critically and creatively, solve novel problems, use ever-changing technologies, and continue to learn. While many schools are seeking to change curriculum and instruction to foster these 21st century skills, tests in the United States have not evolved at the same pace, mostly still measuring lower-level skills through multiple choice questions.

## Partnering With States to Develop Performance Assessment Systems

LPI has been working with states, districts, and universities that are seeking to design and use performance assessments that allow students to demonstrate their knowledge in authentic ways: by developing analyses, solutions, and products; conducting investigations; and demonstrating and explaining their work. Like the behind-the-wheel driving test that states

require, these performance assessments reflect abilities in action and support meaningful learning.

Through the State Performance Assessment Learning Community (SPA-LC), conducted in partnership with the Council of Chief State School Officers, LPI has helped 30 states—from Massachusetts to Washington and from Wisconsin to Utah—develop assessment designs and policies to expand high-quality performance assessment systems. LPI's support for the California Performance Assessment Collaborative has enabled educators, policymakers, and researchers to analyze, strengthen, and advance authentic assessments, including schools and districts implementing graduation portfolios and capstone projects that engage students more fully in their learning and prepare them more deeply for college and careers.

**30** States working together to develop more meaningful assessments through the State Performance Assessment Learning Community, organized by LPI



“

*Students in my state are experiencing assessments that actually contribute in meaningful ways to their learning and confidence, and we would never have been able to do that without [the State Performance Assessment Learning Community].*

— State education agency leader

”

### Connecting High School Performance Assessments and College Admissions

To support the ability of colleges and universities to use authentic work to better know applicants' abilities and to narrow inequities, LPI has convened the Reimagining College Access (RCA) initiative, which brings together college admission officers, high school counselors, and other partners. RCA supports K-12 leaders in examining the quality of their performance-based assessment systems and helps higher education

admissions staff incorporate performance assessments in their admission processes. LPI-sponsored research has demonstrated the value of these assessments both in strengthening high school education and college admissions and in supporting greater diversity in admissions in ways that also enable college success. LPI's key partner, the National Association for College Admission Counseling, now convenes RCA's many members as LPI continues to support research and policy initiatives.





# Solving Teacher Shortages

## Boosting the pipeline and reducing turnover

Research indicates that high-quality teachers have more impact on student learning gains than any other in-school factor. And yet, a 2022 analysis found that teacher shortages were so severe that almost 200,000 teaching positions were vacant or staffed by underqualified teachers—most of them in schools serving high proportions of students of color and in low-income communities. Since then, teacher attrition has escalated further due to increasingly challenging working conditions, the stresses of teaching in a pandemic, inadequate supports, and poor salaries. Teacher shortages are of particular concern in the wake of the pandemic, when students need a stable team of highly skilled teachers to cope with the trauma of COVID-19 and learning recovery needs.

### Spurring Action on Shortages

In 2016, LPI was first to publish a comprehensive analysis on the emerging teacher shortage that galvanized national attention to the problem. Since then, we have continued as a leading voice in helping policymakers and practitioners

enact evidence-based policies to strengthen the teaching profession. LPI's national and state analyses of shortages offer long-term solutions to recruit, prepare, develop, and retain a high-quality, diverse teacher workforce. Through these analyses, congressional testimony, and work with legislators and executive branch leaders, LPI has informed the federal government's increased investments in teacher preparation and support since 2021.

### Supporting States to Develop a Diverse, Stable Teaching Force

In California, LPI's annual analyses of the educator workforce have informed the state's more than \$1.4 billion investment in teacher recruitment and preparation since 2016, including more than \$600 million for teacher residencies and \$500 million for service scholarships. Early data suggest that these investments are increasing the number of fully prepared teachers entering the profession while increasing the diversity of California's workforce: More than 50% of newly credentialed

# 199,000

teaching positions across the country that were vacant or held by underqualified teachers

Source: "Is There a National Teacher Shortage?" (2022).

“

*When states respond to shortages by reducing standards rather than increasing salaries and improving working conditions, what they're doing is creating a vicious cycle [of teacher shortages].”*

— Linda Darling-Hammond, quoted by [CNN](#)

”

graduates in 2021 were teachers of color. Many other states—including [New Mexico](#), [Pennsylvania](#), [Texas](#), [Washington](#), and [West Virginia](#)—have drawn on LPI research as they too are developing policies to strengthen preparation, diversify the workforce, and address teacher shortages.

### **Serving as a Trusted Source**

LPI is a trusted source for insights on data and solutions: LPI researchers have contributed to hundreds of articles on teacher shortages and the teaching profession in news outlets from [ABC News](#), [CNN](#), and [NPR](#) to the [Los Angeles Times](#), [New York Times](#), and [Washington Post](#). LPI's timely [blogs on solving teacher shortages](#) continue to make our wide body of research on recruitment and retention issues accessible to the public and responsive to the needs of policymakers.

### **Preparing and Retaining a Diverse, High-Quality Educator Workforce**

Recruiting teachers without investing in their training exacerbates the cycle of shortages, since underprepared teachers [leave at more than twice the rate](#) of those who are well prepared. Investing in high-retention pathways to teaching, high-quality preparation, and supportive working conditions is essential to ensuring all students have a diverse, stable, well-prepared set of teachers to support their learning.





# Strengthening Educator Preparation

Ensuring well-prepared teachers and leaders for all schools

Well-prepared teachers significantly improve students' outcomes, and they also leave the profession at lower rates than those who are underprepared, thus creating a more stable and effective teaching force. Well-prepared school leaders support both greater teacher retention and student achievement, especially for historically underserved student groups. This preparation enables educators to engage in developmentally appropriate, culturally responsive practices that support the whole child and enhance educational equity.

Yet far too many educators do not have access to the high-quality preparation they need and deserve, and those who work in high-poverty schools have fewer opportunities to learn. To address critical issues of teacher and school leader preparation, LPI is working with partners both to understand and develop stronger programs and to catalyze systemic policy changes at the institutional, state, and federal

levels that make this kind of preparation more widely available and accessible to all educators.

## Studying Best Practice and Redesigning Preparation

LPI began by documenting the practices of leading-edge programs as they prepare both teachers and principals. To scale up best practices across the country, LPI and the Bank Street College of Education organized EdPrepLab—a national network of pioneering teacher and leader preparation institutions focused on promoting practices that support deeper learning and equity. By sharing research and practice, creating opportunities for deep partnerships among its members, and sharing insights with programs nationally, EdPrepLab has supported institutions in analyzing and redesigning their programs based on the science of learning and development, work that will expand soon thanks to the \$2 million Yidan Prize awarded to EdPrepLab. Meanwhile,

**3,300** the increase in the annual number of fully prepared teachers after California's investments in residencies and service scholarships

Source: Educating Teachers in California: What Matters for Teacher Preparedness? (2023).

LPI's recent synthesis of research on effective principal development has catalyzed reforms of leader preparation programs by professional associations of school leaders both in the United States and in Brazil, where the report has been translated into Portuguese.

LPI also convenes the Teacher Licensure Collaborative, a network of more than a dozen states and eight national partners working to incorporate advances in the science of learning and development into teacher licensure and program approval standards. The network has informed changes in licensure rules, preparation policy, and implementation in states such as Minnesota, Ohio, Pennsylvania, Washington, and West Virginia.

### **Informing Investments in Quality Preparation and Educator Diversity**

LPI's research has informed substantial

state and federal investments in the educator workforce, including resources for residency programs that recruit a diverse workforce of candidates who are exceptionally well prepared and who stay in teaching; for service scholarships and forgivable loans that underwrite preparation and make it affordable for more teachers, especially those from minoritized communities; and for preparation programs in minority-serving institutions. LPI's efforts were key in gaining support for the federal August F. Hawkins Centers of Excellence Program, which supports teacher preparation programs at historically Black colleges and universities, tribal colleges and universities, and minority serving institutions. The program was funded for the first time in fiscal year 2022 and garnered increased funding in fiscal year 2023. These institutions play a critical role in preparing teachers of color, preparing nearly 40% of Black teachers, for example.





# Pursuing Equality Through Access and Opportunity

Addressing historic educational inequities for students and families

The United States has one of the most inequitably funded education systems in the industrialized world—school funding based largely on local property taxes results in the highest-spending districts having nearly 10 times more funding for each student than the lowest-spending districts. Although states try to offset inequalities in district wealth, persistent funding gaps have sparked equity lawsuits in more than 40 states.

## Identifying and Developing Effective State Funding Policies

LPI works with states to identify the impacts of inequitable school funding, along with promising solutions based on research documenting the positive effects of equitable and well-spent funding on student outcomes. In addition to deep-dive work informing equity-oriented reforms in California, New Mexico, and North Carolina, LPI partners with the

National Conference of State Legislatures on the Education Finance Fellowship, a cohort of legislators and legislative staff from 22 states who have come together to build their knowledge of school finance research and policy and to share policy strategies to address school funding inequities, opportunity gaps, and other pressing issues in their states.

## Addressing the Needs of Underserved Students

To address gaps in learning opportunities for underserved students, LPI has analyzed federal civil rights data to elevate disparities in student access to certified and experienced teachers, opportunities for advanced mathematics and science courses, and experiences of exclusionary discipline. Our research also explores how education systems can meet the needs of students in foster care, students living in deep poverty, and students experiencing

**5 million** children living in deep poverty in the United States

Source: Building School Communities for Students Living in Deep Poverty. (2022).



*The inspiration that I have personally felt from reading such a thorough report is necessary for this work and deeply appreciated. [LPI’s] work is tangible in supporting students who experience homelessness.*

— Tara Turrentine, Coordinator for Education of Homeless Children, Sacramento County Office of Education, on *Students Experiencing Homelessness: The Conditions and Outcomes of Homelessness Among California Students*



homelessness. This work is informing states and districts as they seek evidence-based ways to use funding to support these students, including the \$800 million in the American Rescue Plan Act for addressing the educational needs of students experiencing homelessness nationally.

**Fostering More Inclusive Schools**

Because inequitable school funding and concentrated segregation by race and income are deeply tied to persistent gaps in student opportunities and outcomes, LPI works to

elevate the voices of scholars on issues of educational opportunity and equity and inform policies supporting greater integration in schools and communities. On the federal level, LPI’s work has informed the repeal of a 1972 anti-busing provision, increased funding for the Magnet Schools Assistance Program while informing evidence-based grant priorities that foster greater access to high-quality learning opportunities for previously excluded students, and helped develop the new Fostering Diverse Schools program as part of ESEA Title IV-A.

1.3 million

K-12 public school students experiencing homelessness in the United States in 2019–20

Source: Supporting Students Experiencing Homelessness: District Approaches to Supports and Funding. (2022).



# Red Carpet: Awards and Appointments



## **Alfredo J. Artiles**

*Scholars of Color Distinguished Career Contribution Award* | American Educational Research Association | 2022

Elected to serve on the board of directors of the National Academy of Education | 2021

## **Barnett Berry**

*James A. Kelly Award for Advancing Accomplished Teaching* | National Board for Professional Teaching Standards | 2021

## **Prudence Carter**

Elected to serve as the 114th President of the American Sociological Association | 2021

## **Linda Darling-Hammond**

*Distinguished Public Service Award* | American Educational Research Association | 2023

*Yidan Prize for Education Research* | Yidan Prize Foundation | 2022

*Champion of Children* | Foundations, Inc. | 2022

*Social and Emotional Learning Leader of the Year* CASEL | 2021

Appointed as Fellow of the Royal Swedish Academy of Engineering Sciences | 2021

Appointed by President Biden to the National Board of Education Sciences | 2022

## **Jennifer Eberhardt**

*Lewis Thomas Prize for Writing About Science* Rockefeller University | 2022

## **Patricia Gándara**

Elected to the American Academy of Arts and Sciences | 2022

## **Howard Gardner**

*USIA Award Winner for Psychology* | United Sigma Intelligence Association | 2021

## **A. Lin Goodwin**

*Legacy Award* | American Educational Research Association, Division K | 2023

*Mentorship Award* | Spencer Foundation | 2022

## **David Hinojosa**

*Ohtli Award* | Secretariat of Foreign Affairs, Mexico | 2021

## **Sherrilyn Ifill**

*Radcliffe Medal* | Radcliffe Institute for Advanced Study, Harvard University | 2022

*Thurgood Marshall Award* | American Bar Association | 2022

*Women of the Year* | TIME Magazine | 2022

## **Clement Kirabo Jackson**

Elected to the American Academy of Arts and Sciences | 2022



**Rucker Johnson**

*Grawemeyer Award in Education, for Children of the Dream: Why School Integration Works* | University of Louisville | 2022

Elected to the American Academy of Arts and Sciences | 2021

**Michael Kirst**

*James Bryant Conant Award* | Education Commission of the States | 2021

**Gloria Ladson-Billings**

*Outstanding Public Educators Award* | Horace Mann League | 2022

Elected as a Corresponding Fellow of the British Academy | 2021

Recognized as a Fellow for the Hagler Institute for Advanced Study, Texas A&M University | 2020–21

**Carol D. Lee**

*Distinguished Contributions to Research in Education Award* | American Educational Research Association | 2021

*James R. Squire Award* | National Council of Teachers of English | 2021

*Harold W. McGraw, Jr. Prize in Education for Learning Science Research* | University of Pennsylvania Graduate School of Education | 2021

Appointed by President Biden to the National Board of Education Sciences | 2022

Elected as president of the National Academy of Education | 2021

**Na'ilah Suad Nasir**

Elected to the American Academy of Arts and Sciences | 2021

**Sonia Nieto**

*Lifelong Educator Award* | National Association for Bilingual Education | 2022

*Massachusetts Governor's Awards in the Humanities* | Mass Humanities | 2021

**Jeannie Oakes**

*Elizabeth G. Cohen Distinguished Career in Applied Sociology of Education Award* | American Educational Research Association, Sociology of Education Special Interest Group | 2023

**Aaron Pallas**

Elected as a member of the National Academy of Education | 2021

**Roy Pea**

*Harold W. McGraw, Jr. Prize in Education for Learning Science Research* | University of Pennsylvania Graduate School of Education | 2022

**James W. Pellegrino**

*E. F. Lindquist Award* | American Educational Research Association | 2023

**Jesse Rothstein**

Elected to serve as a Fellow for the Society of Labor Economists | 2022

# Interns and Postdoctoral Research Fellows

LPI helps foster the next generation of education researchers and policy experts through paid internships and postdoctoral fellowships that provide college students, recent graduates, and postdoctoral students opportunities to enhance their research and policy skills through hands-on project work supported by mentoring and networking experiences.

Since the internship program launched in 2016, LPI has had 72 alumni carrying their work forward in congressional offices, at research centers, as educators, at national education organizations, and in education-related doctoral programs. Our postdoctoral fellowship program began in 2021 with funding support from the Spencer Foundation. Many of our interns and fellows note that their experience at LPI has shaped their commitments and career plans.



“During my LPI internship, I was stunned by the deep expertise, knowledge, and experience of my colleagues. At the same time, the team was extremely supportive and inclusive. As a result, I gained a very solid foundation in education policy that has served me well in graduate school!”

**William Berry**, Doctoral Candidate in Education Policy at George Washington University and Research Associate, WestEd



“LPI provided meaningful opportunities to gain relevant technical skills and explore current education policy research. I found each project exciting and complementary to the topics discussed in my graduate studies. The internship solidified my interest in evidence-based research for education policymaking.”

**Iris Hinh**, Policy Analyst, Center on Budget and Policy Priorities

“



“LPI introduced me to my passion for educator preparation policy and gave me countless opportunities to make meaningful contributions to the team’s federal policy work. My internship served as a springboard into my career in education policy in DC.”

**Zach Curtis**, Government Relations Manager, Association for Career and Technical Education

“



“The internship experience gave me the opportunity to grow as both a researcher and writer, and I am incredibly thankful for all of the brilliant, caring people that I was able to connect with and collaborate with during my time there.”

**Desiree O’Neal**, Urban Education Policy PhD Student and Research Assistant, University of Southern California’s Rossier School of Education

“



“As a postdoctoral research fellow at LPI, I drew from my background in the learning sciences to explore the role of relationship-building and student voice in the design of equitable schools. My experience at LPI taught me how to develop successful partnerships with community organizations and expanded my research sensibilities in ways that prepared me for my current position as a policy researcher at the John Gardner Center for Youth and Their Communities.”

**Eddie Rivero**, Research Associate, John Gardner Center for Youth and Their Communities, Stanford University



## WHOLE CHILD POLICY TOOLKIT

LEARNING POLICY INSTITUTE  
Research to Inform Policy

MAY 2022



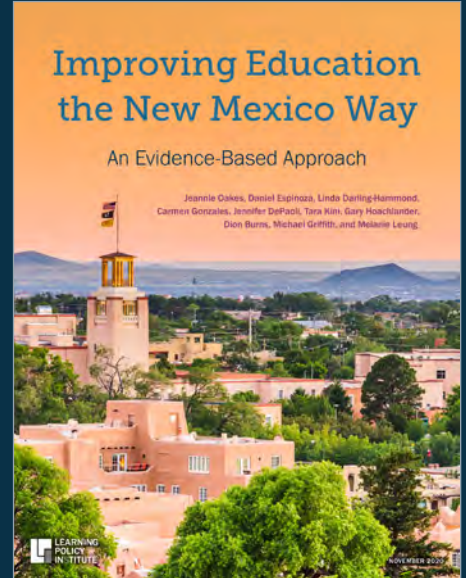
## Developing Effective Principals

What Kind of Learning Matters?

Linda Darling-Hammond, Marjorie E. Wechsler, Stephanie Levin,  
Melanie Leung-Gagné, and Steve Tozer

LEARNING POLICY INSTITUTE  
Wallace

MAY 2022



## Improving Education the New Mexico Way

An Evidence-Based Approach

Jeanie Oakes, Daniel Espinoza, Linda Darling-Hammond,  
Carmen Gonzales, Jennifer DePaoli, Tara Kim, Gary Hoachlander,  
Dion Burns, Michael Griffith, and Melanie Leung

LEARNING POLICY INSTITUTE

NOVEMBER 2022



## Teacher Shortages During the Pandemic

How California Districts Are Responding

Desiree Carver-Thomas, Dion Burns, Melanie Leung, and Naomi Ondrasek

LEARNING POLICY INSTITUTE

JANUARY 2022



## 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



## Students Experiencing Homelessness

The Conditions and Outcomes of  
Homelessness Among California Students

Dion Burns, Danny Espinoza, Naomi Ondrasek, and Man Yang

LEARNING POLICY INSTITUTE

JUNE 2021



## Pushed Out: Trends and Disparities in Out-of- School Suspension

Melanie Leung-Gagné, Jennifer McCombs, Caitlin Scott, and Daniel J. Losen

LEARNING POLICY INSTITUTE

SEPTEMBER 2022



## Creating Identity-Safe Schools and Classrooms

Laura E. Hernández and Linda Darling-Hammond

LEARNING POLICY INSTITUTE

AUGUST 2022



## Preschool Quality and Child Development: How Are Learning Gains Related to Program Ratings?

Joshua Siskaman, Hanna Melnick, Emily Newton, Kerry Krispen-Altman,  
Karen Draney, Peter Mangione, and Perran Grubbey

BEAR CENTER

LEARNING POLICY INSTITUTE

WestEd