Transforming Schools Through Whole Child State Strategies

National Convening of the Whole Child Policy Table

LEARNING POLICY INSTITUTE
Research. Action. Impact.

Day 1

June 12, 2024

AERA Convening Space Logistics

▷ Wi-Fi access information is located on your printed agenda

▷ Restroom location

▷ Space for luggage

▷ Need to make a phone call
  ○ Phone room and meeting space

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Reimbursement Reminder

▷ LPI reimburses for expenses such as travel, ground transportation, and meals. Our reimbursement policy requires an itemized receipt for all expenses, including meals.

▷ Expense reports are due by Friday, June 28th, to Krystal Uzuegbu (kuzuegbu@learningpolicyinstitute.org).

▷ Please review the Reimbursement Guidelines document and the Expense Report located in the Google Drive (you can access the drive via the QR code on your printed agenda). If you have any questions regarding reimbursements, please reach out to Krystal.

WCPT Partners & Convening Co-Sponsors
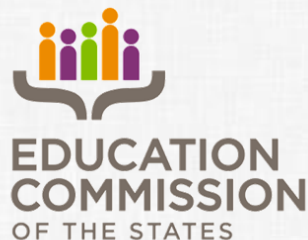
Convening Support Provided by:
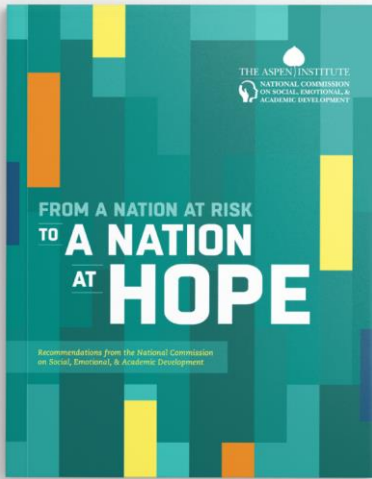
The SEAD Commission

The Evidence Base for How We Learn

Supporting Students' Social, Emotional, and Academic Development

The Brain Basis for Integrated Social, Emotional, and Academic Development

How emotions and social relationships drive learning

Mary Helen Immordino-Yang, Linda Darling-Hammond, Christina Krone

The Science of Learning and Development

Malleability, plasticity, and individuality: How children learn and develop in context[1]

Pamela Cantor, David Osher, Juliette Berg, Lily Steyer & Todd Rose

Drivers of human development: How relationships and context shape learning and development[1]

David Osher, Pamela Cantor, Juliette Berg, Lily Steyer & Todd Rose

Implications for Practice of the Science of Learning and Development
Linda Darling-Hammond, Lisa Flook, Channa Cook-Harvey, Brigid Barron, & David Osher

The Whole Child Policy Table

"

What is the Science of Learning and Development?

Principles from the Science of Learning & Development

- The brain and the development of abilities are malleable across the lifespan.

- Human capacities (physical, cognitive, affective) develop in interactive ways. What happens in one domain influences what happens in others.

- The brain develops as a function of relationships and experiences that activate neural pathways which permit new kinds of thinking and performance.

- The kinds of experience matter greatly: Interactive, inquiry-based, psychologically safe.

- Learning is social and emotional as well as cognitive and academic.

- Learning trajectories are highly individual. No one is actually "average."

- A child learns and performs best under conditions of low threat and high support.

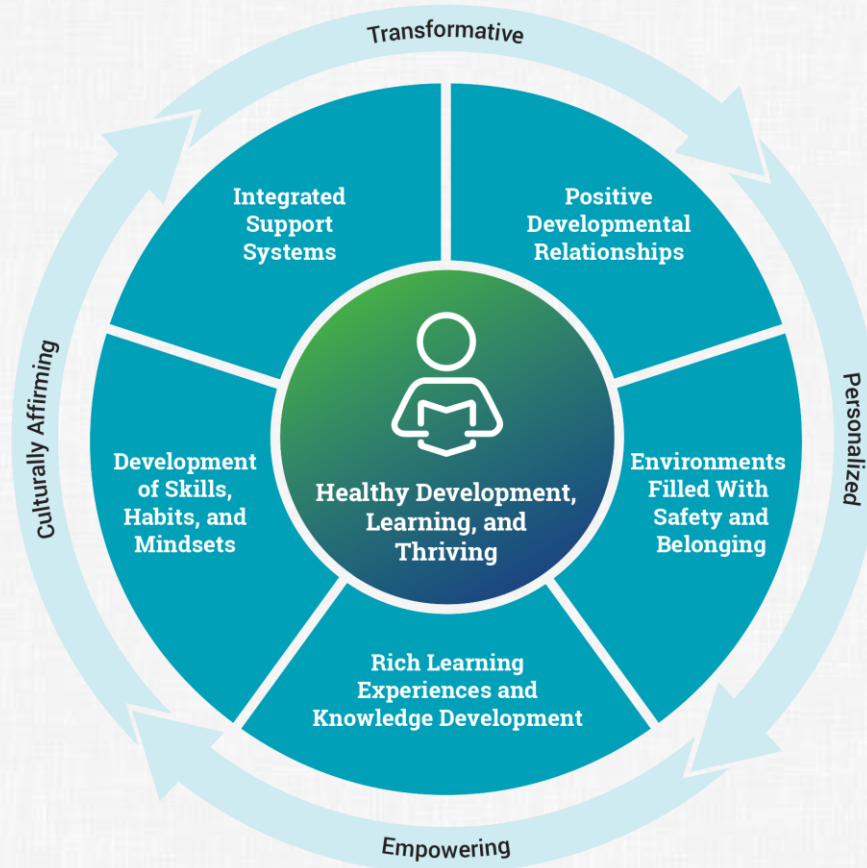LEARNING POLICY INSTITUTE

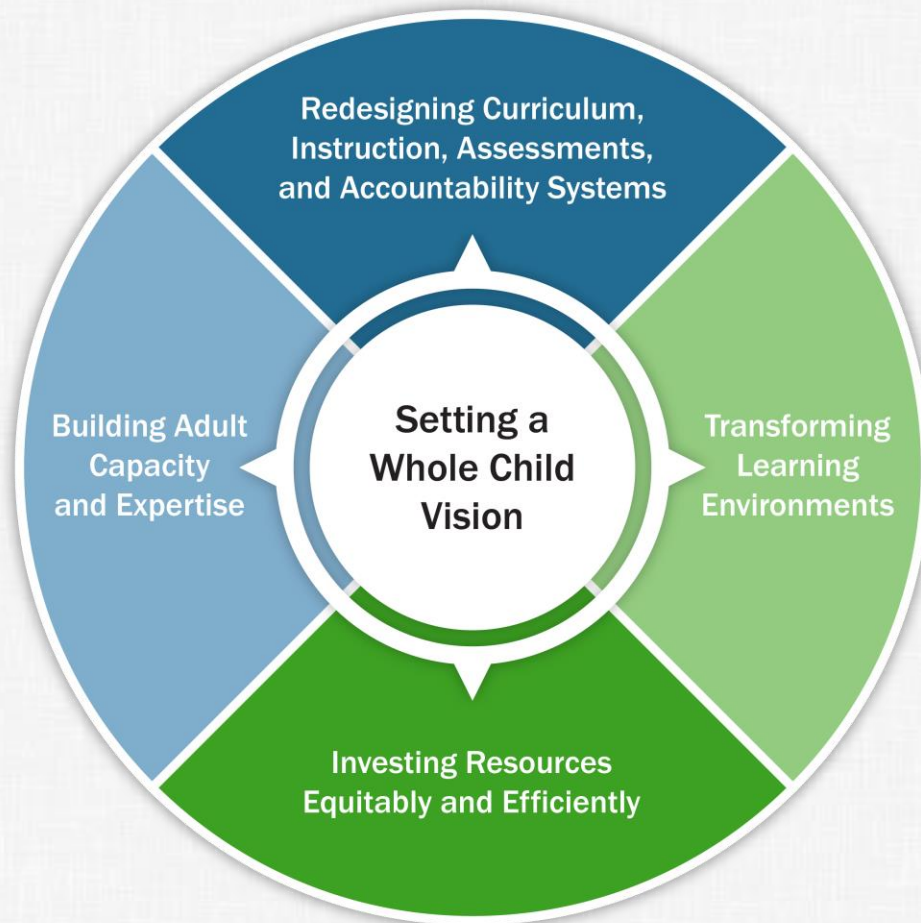> *What do we mean by "whole child"?*

The Domains of Whole Child Development
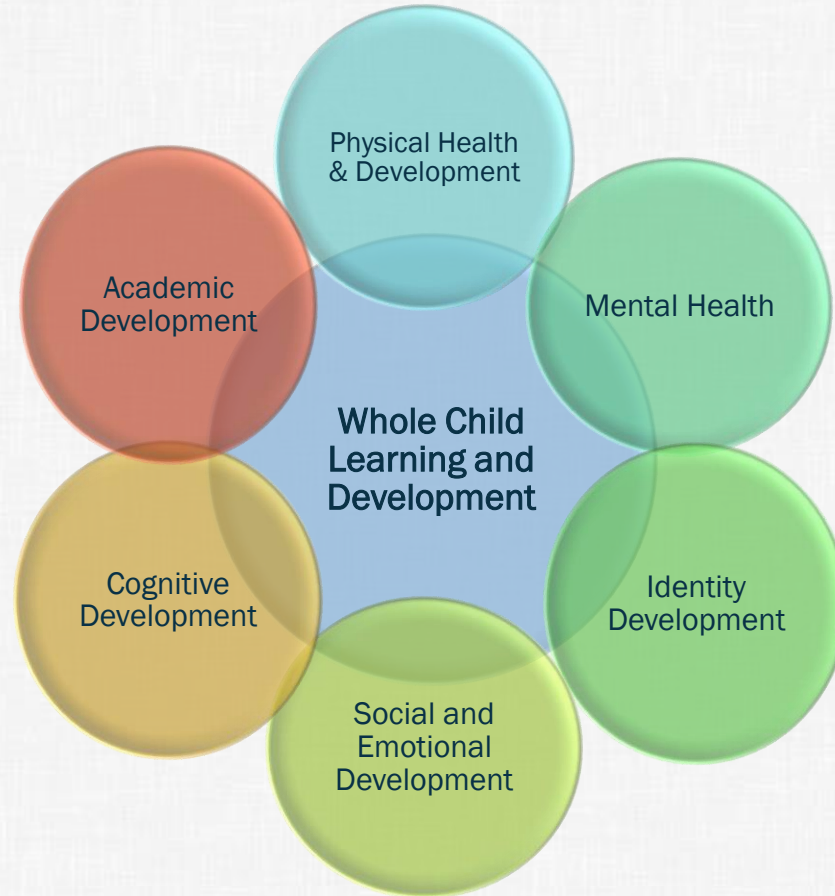
Guiding Principles for Equitable Whole Child Design

Whole Child Policy Framework

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

Day 1 Agenda

▷ Welcome and Overview 9:00 am

▷ Advancing a Whole Child Vision 9:20 am

▷ Table Introductions
and Discussion 9:50 am

▷ Cross-Agency Efforts to Support
Student and Staff Well-Being 10:15 am

▷ BREAK 11:15 am

▷ Defining the State's Role in Improving
School Climate 11:30 am

▷ LUNCH 12:30 pm

▷ Virtual Keynote: Linda Darling-Hammond,
LPI 1:30 pm

▷ Building an Educator Workforce for
Whole Child Education 1:45 pm

▷ BREAK 2:45 pm

▷ Supporting Summer Learning 3:00 pm

▷ Role-Alike Table Discussions 4:00 pm

▷ Reception/Happy Hour Onsite 5:00-6:00 pm

*Dinner on Your Own

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Advancing a Statewide Whole Child Vision

Advancing a Statewide Whole Child Vision

▷ Jonathan Moore, Chief Strategy Officer, CCSSO

▷ Pender Makin, Commissioner, Maine Department of Education

Table Introductions and Discussion

▷ Go around the table and introduce yourselves.
- ○ Name
- ○ Job title
- ○ Agency/Organization

▷ Discussion questions
- ○ What's one thing happening in your state/organization around whole child that you are most excited about?
- ○ What is one thing you would love ideas or advice on around whole child learning?

Cross-Agency Efforts to Support Student and Staff Well-Being

Cross-Agency Efforts to Support Student and Staff Well-Being

▷ **Seth Gerson**, Program Director, K–12 Education, NGA

▷ **Shannon Desilets**, Community Wellness Administrator, New Hampshire Department of Health & Human Services, Division for Behavioral Health

▷ **Molly Haynes**, Director, Health in Education, Oregon Health Authority

▷ **Dayson Pasión**, Teacher Advisor, Office of Governor Roy Cooper of North Carolina

▷ **Courtney Wilburn**, Governor's Turnaround Initiative Administrator, Alabama State Department of Education

BREAK

Defining the State's Role in Improving School Climate

Defining the State's Role in Improving School Climate

▷ **Anne Bowles**, Senior Director, Programs, CCSSO

▷ **Kelly Allen**, Safe and Supportive Schools Manager, New Jersey Department of Education

▷ **Michael Maher**, Deputy State Superintendent, North Carolina Department of Education

▷ **Kristin Petrarca**, School Health Policy and Program Specialist, Rhode Island Department of Education

LUNCH

Keynote: Transforming Schools Through Whole Child State Strategies

Speaker

Linda Darling-Hammond

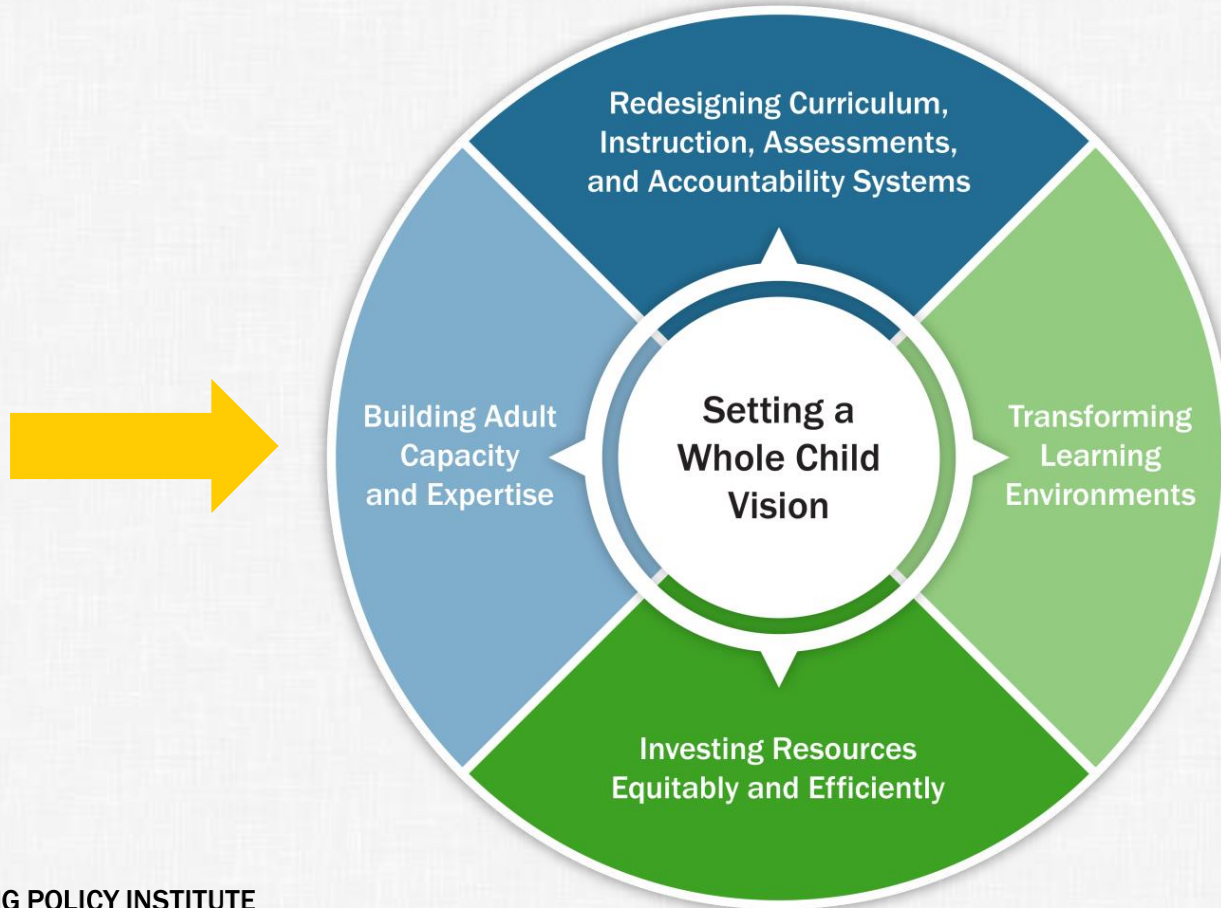President & CEO,
Learning Policy Institute

@LDH_ed
@LPI_Learning

Building an Educator Workforce for Whole Child Education

Whole Child Policy Framework

Building an Educator Workforce for Whole Child Education

▷ **Ryan Saunders**, Deputy Director of State Policy, Learning Policy Institute

▷ **Daryl Fridley**, Educator Preparation Coordinator, Missouri Department of Elementary and Secondary Education

▷ **Erica Hernandez-Scott**, Executive Director, Washington Professional Educator Standards Board

▷ **Sabrina Winkleman**, Holistic Learning and Development Consultant, Toward Transformation, LLC (formerly SEL Specialist at the Minnesota Department of Education)

The Teacher Licensure Collaborative

LEARNING POLICY INSTITUTE
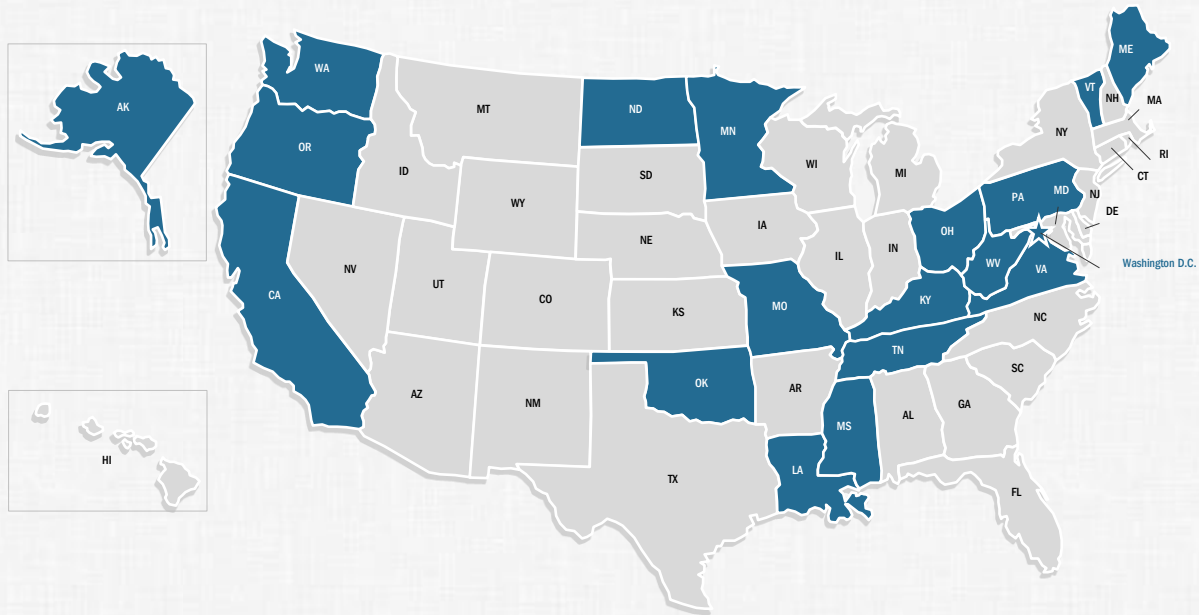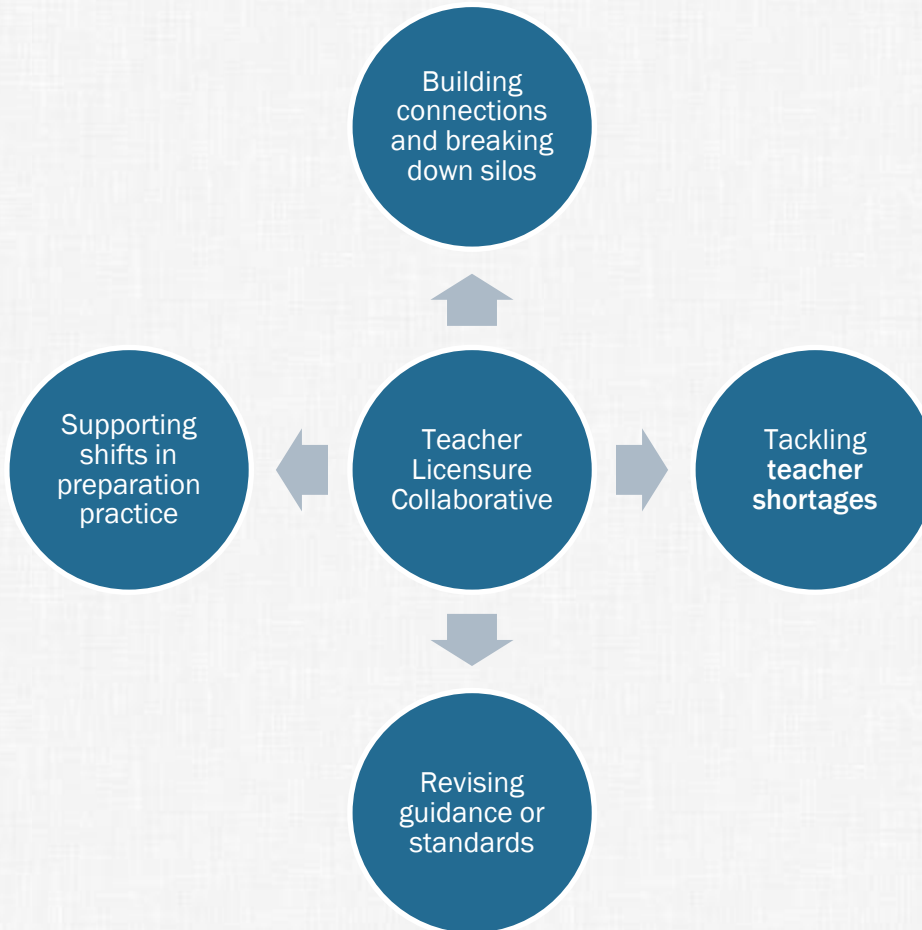
Ensuring Equitable Access to a Strong, Stable, and Diverse Teacher Workforce

Broad Access to High-Quality Preparation

- Support for high-retention preparation pathways (e.g., residencies, Grow Your Own)
- Scholarships and forgivable loans that subsidize preparation
- School-university partnerships that support professional development schools
- Funding and incentives for intensive (or year-long), high-quality clinical training
- Mentoring for candidates and novice teachers tied to career ladder roles for accomplished teachers

State Systems to Guide High-Quality Practice

- Standards that reflect what we know about how people learn
- Performance assessments that assess what educators can do in practice
- Accreditation that looks at what programs provide and what candidates learn
- Data reflecting the recruitment, distribution, and retention of qualified educators
- Induction systems that enable accomplished educators to mentor novices

Teacher Licensure Collaborative

DEPARTMENT OF EDUCATION (mn)

MINNESOTA PROFESSIONAL EDUCATOR LICENSING AND STANDARDS BOARD (mn)

Grant-Funded Opportunity (2020-2021)
- 18 Districts
- Systemic SEL Implementation

Key Data:
- Center Adult SEL

Rulemaking Process
- Standards of Effective Practice

MINNESOTA PROFESSIONAL EDUCATOR LICENSING AND STANDARDS BOARD

STANDARDS OF EFFECTIVE PRACTICE
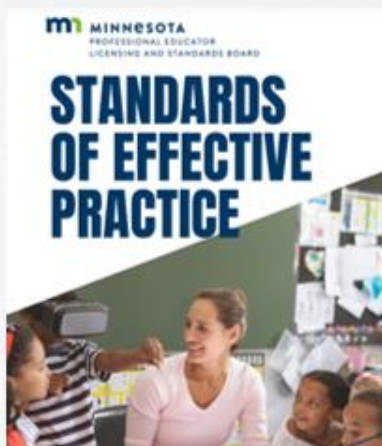
1. Student Learning
2. Learning Environments
3. Assessment
4. Planning for Instruction
5. Instructional Strategies
6. Professional Responsibilities
7. Collaboration and Leadership
8. Racial Consciousness and Reflection

DEPARTMENT OF EDUCATION

SEL Framework: Five Competencies
• 9-12 Grade-Band Extension for Adults

Transformative Social and Emotional Learning

In Pursuit of Educational Equity and Excellence

By Robert J. Jagers, Alexandra Skoog-Hoffman, Brooke Bartlett, Justina Schlund

1. Self-Awareness in Service of Identity
2. Self-Management in Service of Agency
3. Social Awareness in Service of Belonging
4. Relationship Skills in Service of Collaborative Problem-Solving
5. Responsible Decision-Making in Service of Curiosity

Adult Transformative Social and Emotional Learning (SEL) and the Standards of Effective Practice Toolkit

Toolkit:
www.mnseps.education/home

Collaborators:

Collaborative for Academic, Social, and Emotional Learning (CASEL)

Building Equitable Learning Environment Network

California DEPARTMENT OF EDUCATION

Audience:

- MN Colleges and Universities

- Tier 3 Licensure Portfolio Candidates

- Districts

Social Awareness Centered in Belonging

Belonging is focal among social awareness competencies and connotes experiences of acceptance, respect, and inclusion within a group or community. It implies not only feeling recognized but also being fully involved in relationship-building and co-creating learning spaces.

LEARNING GOAL

Demonstrates awareness and respect of groups and their cultures, languages, identities, traditions, values and histories.

STANDARD COMPONENTS

1A. Asset-Based Mindset

The teacher understands that students bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values, and approaches their work and students with this asset-based mindset, affirming the validity of students' backgrounds and identities.

RESOURCES

Educator Learning to Enact Science of Learning and Development

1D. Alignment with Cultural Background

The teacher understands how alignment with a student's cultural background is necessary to make meaningful connections that enable the construction of knowledge and acquisition of skills.

RESOURCES

Rich Learning Experiences and Knowledge Development

BENCHMARK

Demonstrate respect for individuals from different social and cultural groups.
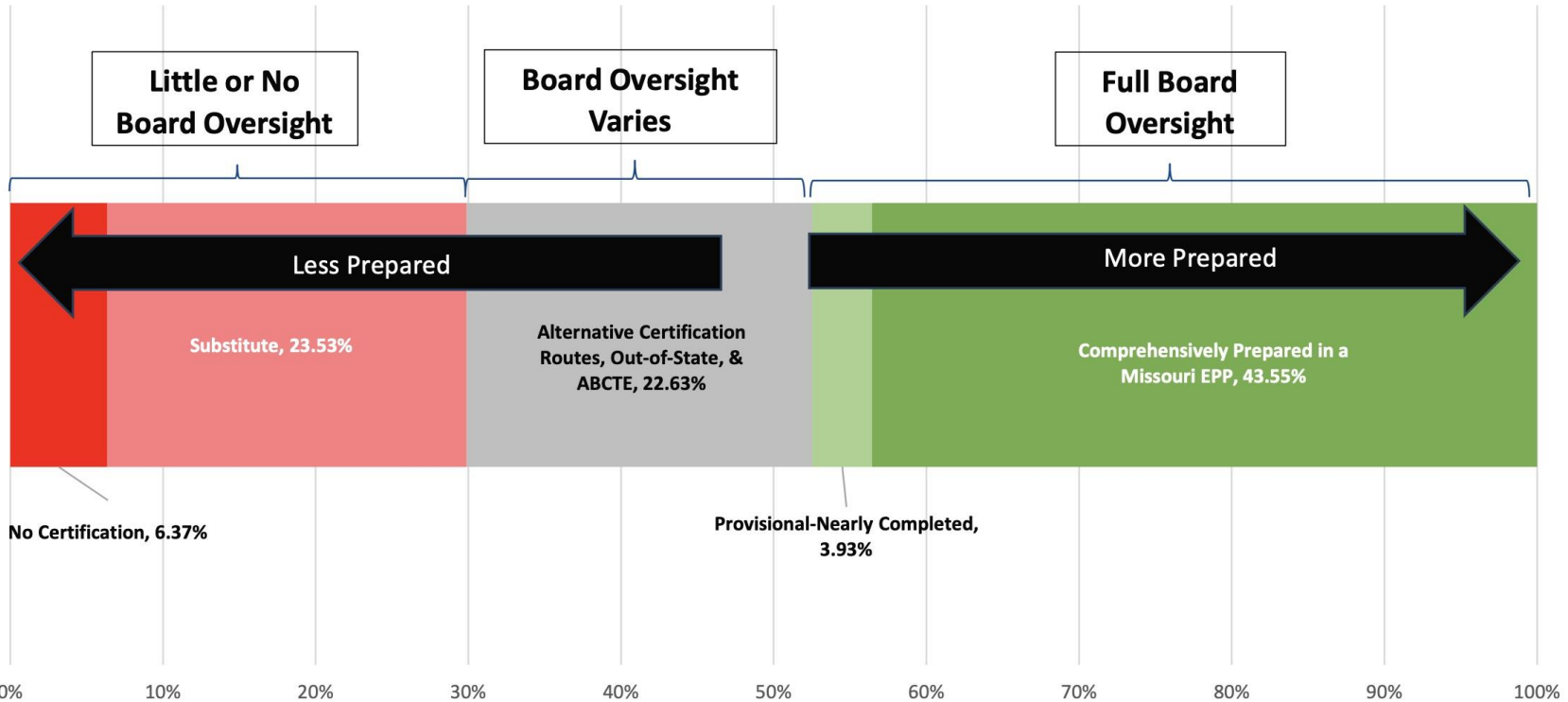
LEARNING TARGET

I can recognize the genius of all students, peers, and families; elevate commonalities and connections; and celebrate differences among diverse groups.

➡ **SEL Learning Goal**

➡ **Aligned Standards of Effective Practice Components**

➡ **SEL Benchmark**

➡ **SEL Learning Target**

Little or No Board Oversight

Board Oversight Varies

Full Board Oversight

Less Prepared

More Prepared

Substitute, 23.53%

Alternative Certification Routes, Out-of-State, & ABCTE, 22.63%

Comprehensively Prepared in a Missouri EPP, 43.55%

No Certification, 6.37%

Provisional-Nearly Completed, 3.93%

0%   10%   20%   30%   40%   50%   60%   70%   80%   90%   100%

	Minimum Requirements *before* Teaching	No Certification	Substitute Certificate	Provisional-Nearly Completed	Comprehensively Prepared in a Missouri EPP
All	Program Admission Test	No	No	Yes	Yes
	Bachelor's Degree	No	No	Yes or Nearly	Yes
	Minimum field experience contact hours *before* internship	0	0	75	75
	Minimum contact hours of mentored student teaching internship	0	0	480	480
	Pass Board-approved subject area content exam	No	No	Maybe	Yes
	Pass Performance Assessment	No	No	Yes	Yes
Middle, Secondary, and K-12 (except Special Education)	Required Hours in Content Area	0	0	24-53	24-53
	Required GPA in Content Area	0	0	3.0	3.0
	Required Hours in Pedagogy	0	0	26-36	26-36
	Required Reading Training	0	0	3-6 Hours	3-6 Hours
Elementary Education	Required Course Hours	0	0	36	36
	Required Reading Training	0	0	12 Hours	12 Hours
	Pass Board Approved Reading Exam	No	No	Maybe	Yes

Thank you!

Check out resources from this session in the shared folder!

BREAK

Supporting Summer Learning

Supporting Summer Learning

▷ **Ashley Wallace**, Associate Director - Education, NCSL

▷ **Julie Fitz**, Researcher, Learning Policy Institute

▷ **Katie Landes**, Director, Georgia Statewide Afterschool Network

▷ **Ellie Mitchell**, Director, Maryland Out of School Time Network

State Support for Summer Programming

Through a Whole Child Lens

LEARNING POLICY INSTITUTE
Research. Action. Impact.

Julie Fitz

Co-authors Julie Woods, Naomi Duran, & Jennifer McCombs

6/12/24

Summer learning has been a key, research-based strategy in pandemic recovery efforts.

▷ ESSER funds, which sunset in September, helped states build infrastructures of support for summer learning.

▷ Post-ESSER, states have opportunities to sustain these investments and leverage summer as part of a broader whole child strategy.

Our present study aims to understand how states are supporting summer learning.

Full report to be released later this fall.

Wallace®

Nine States Selected for Case Study Represent Different Regions and Political Contexts

State Partisan Control
- Republican
- Democrat
- Split (Leg/Gov)

Equity-Oriented Investment

❖ **Access to summer learning is inequitable**

▪ Program availability varies by region

▪ Dependent on families' ability to pay and transport their children

❖ **State strategies to promote equitable access included**

• Funding providers, particularly those in underserved areas

• Targeting investments toward priority student groups

• Ensuring equitable geographic and student group access

Design Opportunities

Extending academic learning time

TN

- Emphasis on academic recovery for priority student groups

- Grants flow to LEAs, with instructional, staffing, and curricular requirements

Providing enriching experiences

OR

- Emphasis on cultivating student sense of belonging; providing social and emotional programming, academic support, and mentorship; and focusing on families' needs

- Summer 2021 and 2022 grants flowed to community-based organizations

Collaboration Between Stakeholders

❖ **States' approach to summer learning is often highly collaborative**

▪ Cross-agency collaboration

▪ Partnerships between districts and community-based organizations

▪ Partnerships between the state education agency and the philanthropic and nonprofit sectors

❖ **Collaboration extends the state's capacity to promote high-quality summer opportunities**

In summary ...

State support for summer learning can promote more **equitable access** to positive developmental opportunities, be **designed** to further whole child learning goals, and cultivate and benefit from **robust stakeholder collaboration**.

Thank you!

Role-Alike Table Discussions

Role-Alike Table Discussions

▷ Based on everything you learned today:
- Have you seen similar successes or challenges in your state?
- What are the key issues/challenges for your policy role group?
- What implications does this hold for your group?
  - Who else in my state might I need to reach out to?

Reminders

▷ Join us for the reception!

▷ Keep dinner receipts for reimbursement.

▷ Meet at same location tomorrow.
  ○ Breakfast 8:00-9:00 a.m.

Day 1 Recap

▷ Advancing a whole child vision

▷ Cross-agency efforts

▷ Improving school climate

▷ Building a well-prepared educator workforce

▷ Supporting summer learning and out-of-school time opportunities

▷ All within the lens of moving us toward redesigned schools and systems to work better for every child

Day 2 Agenda

▷ **Welcome and Recap** 9:00-9:15 am

▷ **Transforming High School Through a Whole Child Vision** 9:15-10:15 am

▷ **Table Discussions** 10:15-10:45 am

▷ **BREAK** 10:45-10:55 am

▷ **Resourcing Whole Child Education** 10:55-11:20 am

▷ **Whole Child Futures: Exploring the Impact of AI on Education** 11:20am-12:20 pm

▷ **Closing** 12:20-12:30

▷ **LUNCH** 12:30-1:30

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Transforming High School Through a Whole Child Vision

Transforming High School Through a Whole Child Vision

▷ **Paolo DeMaria**, *President and CEO, NASBE*

▷ **Betty Arnold**, *Kansas State Board of Education*

▷ **Patricia Balana**, *Managing Director, Grad Partnership*

▷ **Lu Young**, *Vice Chair, Kentucky Board of Education*

The GRAD Partnership:

Transforming School Systems through Whole Child State Strategies
June 13, 2024

THE GRAD **PARTNERSHIP** | Advancing Student Success Systems

GRADPARTNERSHIP.ORG

What is the GRAD Partnership?

The GRAD Partnership for Student Success is a collaborative effort involving non-profits, community organizations, school districts, and schools that seeks to co-create effective student success systems with school leaders, teachers, students, parents, and community members.

We can do more together, with greater impact, than if we work alone.

Pooling our experiences and learnings, as well as creating a shared definition of high-quality and some common tools, builds all our capacities.

Shared aim to move high-quality student success systems from a relatively new to routine school practice.

A deep commitment to equity and anti-racism and belief in student, educator, family, and community agency.

Organizations

Our Communicating Partners

AASA The School Superintendents Association

Arizona Rural Schools Association

Attendance Works

Children Now

CIVIC

Coalition on Adult Basic Education

Colorado Youth for a Change

Data Quality Campaign

Education Resource Strategies

Education Strategy Group

Florida Association of School Administrators

National Association of State Boards of Education

National Education Association

National Education Equity Lab

National Rural Education Association

United Way of North Central New Mexico

High School Redesign

As we design our schools to meet the needs of the 21st century, student success systems need to move from a **new** to **normal** school practice.

Student Needs From the Educator Perspective

We conducted surveys and focus groups to learn about current student support efforts – June 2022

We heard from more than 300 educators, including:
- Teachers
- Counselors
- Principals
- District Student Support Staff
- Superintendents
- School Board Members
- Community Partners (Non-Profits)

The scale and scope of student need is greater than anything we have experienced before.

As we emerge out of the pandemic, many schools are still facing historically high levels of:

- Chronic absenteeism
- Behavioral challenges
- Academic gaps and course failures
- Mental health needs
- Slowed momentum through high school to postsecondary schooling and/or training (e.g., high school graduation and college-going rates)

There is concern that the pandemic will have long-lasting impacts on student success.

Grade/ Class of	6th	7th	8th	9th	10th	11th	12th
2023				P1	P2	P3	
2024			P1	P2	P3		
2025		P1	P2	P3			
2026	P1	P2	P3				
2027	P2	P3					

P1 = 2019-20, P2 = 2020-21, P3 = 2021-22

Many Responses to Focus on Particular Needs of School Community
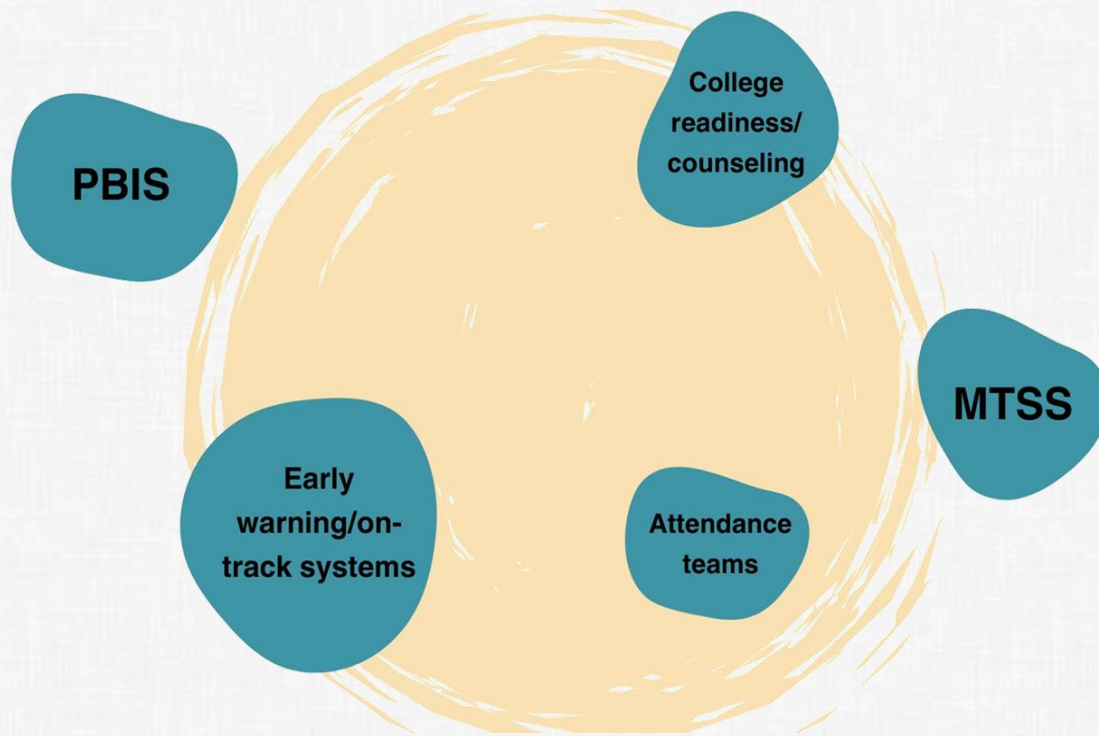
Student Success System

- A way to organize a **school community** to help address school-wide **achievement patterns** and **school culture** issues, **increase school connectedness** and **a sense of belonging** among students, and meet **individual student needs.**

- Combines a focus on building **strong relationships** with **real-time, actionable, holistic data**, results in **strategic improvement actions,** and shaped by **student-centered mindsets.**

Relationships Drive the Two ABC's of Student Success

A   **Attendance**   **Agency**
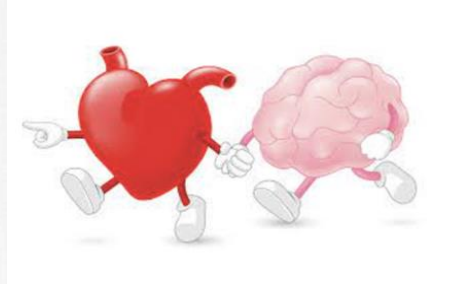
B   **Behavior**   **Belonging**

C   **Course performance**   **Connection**

School Connectedness

- It is as close as we have to a universal prevention action.

- When students are connected to school, they do better in school, have better mental and physical health, and engage in fewer risky behaviors.

- We did not know how important this was until we lost it in the pandemic.

- A vital part of student success systems.

School Connectedness
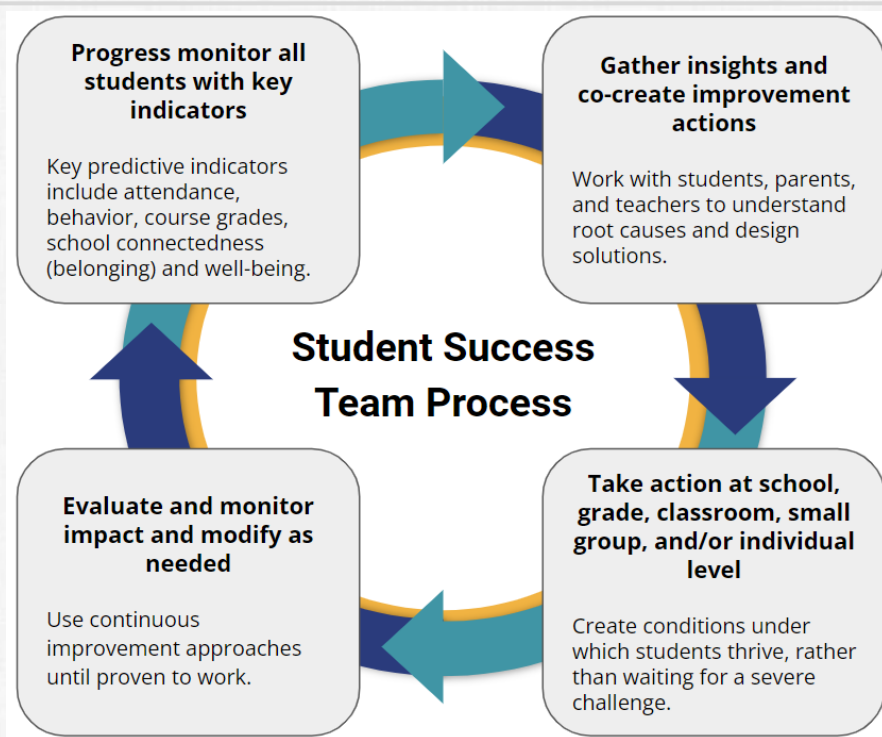
Students are connected to school when …

- They believe there is an adult who knows and cares about them as a person
- They have a supportive peer group
- They engage in activities they see as helping others
- They feel welcome in school for who they are

All of this is measurable and actionable by schools but is currently not systematically collected or acted on in most schools.

Student Success Teams

- A group of adults who work together on a regular basis to implement and continually improve a student success system

- School community effort: school leaders, teachers, counselors

Progress monitor all students with key indicators

Key predictive indicators include attendance, behavior, course grades, school connectedness (belonging) and well-being.

Gather insights and co-create improvement actions

Work with students, parents, and teachers to understand root causes and design solutions.

Student Success Team Process

Take action at school, grade, classroom, small group, and/or individual level

Create conditions under which students thrive, rather than waiting for a severe challenge.

Evaluate and monitor impact and modify as needed

Use continuous improvement approaches until proven to work.

Integrating Student Success Systems Into Whole Child Education Practices

School teams working to incorporate the elements of the student success system building on their existing strengths. Implementing a student success system within a school:

- Begins with intentionally looking at existing school practices and frameworks, such as Multi-Tiered System of Supports (MTSS) and Early Warning Systems (EWS)

- Builds on what is already working to ensure the people and processes in the school are prepared to expand existing practices toward a single holistic system

- Is a schoolwide endeavor; school leaders, the school team, staff across the building, and parents or caregivers each play a role

Reflection and Action Planning Tool

- Examine existing student support systems to see where improvements will have the most impact

- Aid in operating and continually improving their student success system

- Spark courageous conversations

- Adapt to the unique contexts of their school communities

Student Success Systems Work

STUDENT SUCCESS SYSTEMS SHOW POSITIVE RESULTS

Student success systems—also known as early warning or on-track systems—promise to enable students to graduate from high school ready for post-secondary opportunities. They do this through early identification of students who need additional supports or improved learning experiences coupled with effective actions to keep these students on the path to success. Recent **randomized controlled trials**—the gold standard for determining the causal impact of educational interventions—have shown that student success systems have generated positive results for students, schools, districts, and communities.

**Student Success Systems
Show Positive Results**

Off to a Strong Start: The GRAD Partnership Year 1 Student Success System/On-Track Results 2022–23

Robert Balfanz and Vaughan Byrnes, Everyone Graduates Center, Johns Hopkins University

During 2022–23, the GRAD Partnership began working with 49 schools across the country to implement evidence-based student success systems, which help schools meet the post-pandemic needs of all their students. These systems build on and enhance prior student support efforts like early warning/on-track systems, to enable all students to graduate from high school prepared and ready for post-secondary success. Student success systems, which have demonstrated positive impacts, combine predictive indicators of school success like attendance, course grades, and

communities across the nation to create the conditions and provide the supports and capacity building needed to widely spread the effective use of student success systems.

To gauge initial and on-going impacts of student success systems on student progress towards graduation, the GRAD Partnership made efforts to collect participating schools' course failure data for each grade in the school that implemented a student success system. The common metric applied across all the schools was the percentage of students failing one or more grade level courses, as this is one of

Off to a Strong Start

Year 1 Accomplishments

- **Fewer course failures:**
  - The percent of students failing one or more courses declined, on average, by five percentage points, from 25.5% in 2021–22 to 20.5% in 2022–23.
  - The percent of students in the make-or-break 9th grade who failed one or more courses declined by 9.2 percentage points.

- **Reductions in chronic absenteeism:**
  - Chronic absenteeism declined by an average of 5.4 percentage points during the first year of student success system implementation, with reductions as high as 14 percentage points.
  - One quarter of grades had declines of 8 percentage points or higher.

GRAD Partnership Resources and Tools

- Reflection and action planning tools
  - Student Success Teams
  - District Teams
- Chronic Absenteeism Toolkit
- "Small abc's"
- + more resources and tools constantly added to website

https://www.gradpartnership.org/resources/

State Policymakers' Roles

✓ **Raise awareness/advocate for student success systems (including resources necessary for implementation).**
   ○ NM: Attendance for Success Act, increased student engagement with earlier interventions, supports, improved data collection.

✓ **Elevate importance of student connectedness and engagement.**
   ○ CT's home visit program saw a 24% reduction in school absences from students whose families received a home visit.
   ○ Learn how your state is or is not collecting data on connectedness and engagement.

✓ **Advocate for student success systems to be an integral part of school improvement and redesign efforts, including community schools.**

Connecting With the GRAD Partnership

www.gradpartnership.org

Stay in touch:

- @GRADPartners on X/Twitter
- LinkedIn
- Sign up to receive event invites, newsletters & key updates (QR code)

THE GRAD PARTNERSHIP | Advancing Student Success Systems

Table Discussion Prompts

▷ Share one key takeaway from any of the sessions so far.

  ○ What new insights are surfacing for you?

  ○ What lingering questions or concerns do you still have?

▷ Have you had any "A-HAs" or evolution in your thinking through our discussions?

▷ What next steps are you already considering for when you return?

Whole Child Resourcing

Mike Griffith, Senior Researcher & Policy Analyst
Learning Policy Institute

Whole Child Resourcing

1. Funding a whole child education

2. Federal ESSER funding

3. What do we do when the money runs out?

State Funding Formulas and Whole Child Education

A whole child approach requires the following from a funding system:

1. Flexibility – Funding is flexible enough to allow schools and districts to implement programs/services that work for their students

2. Adequacy – The funding has to be adequate to meet the educational needs of all students

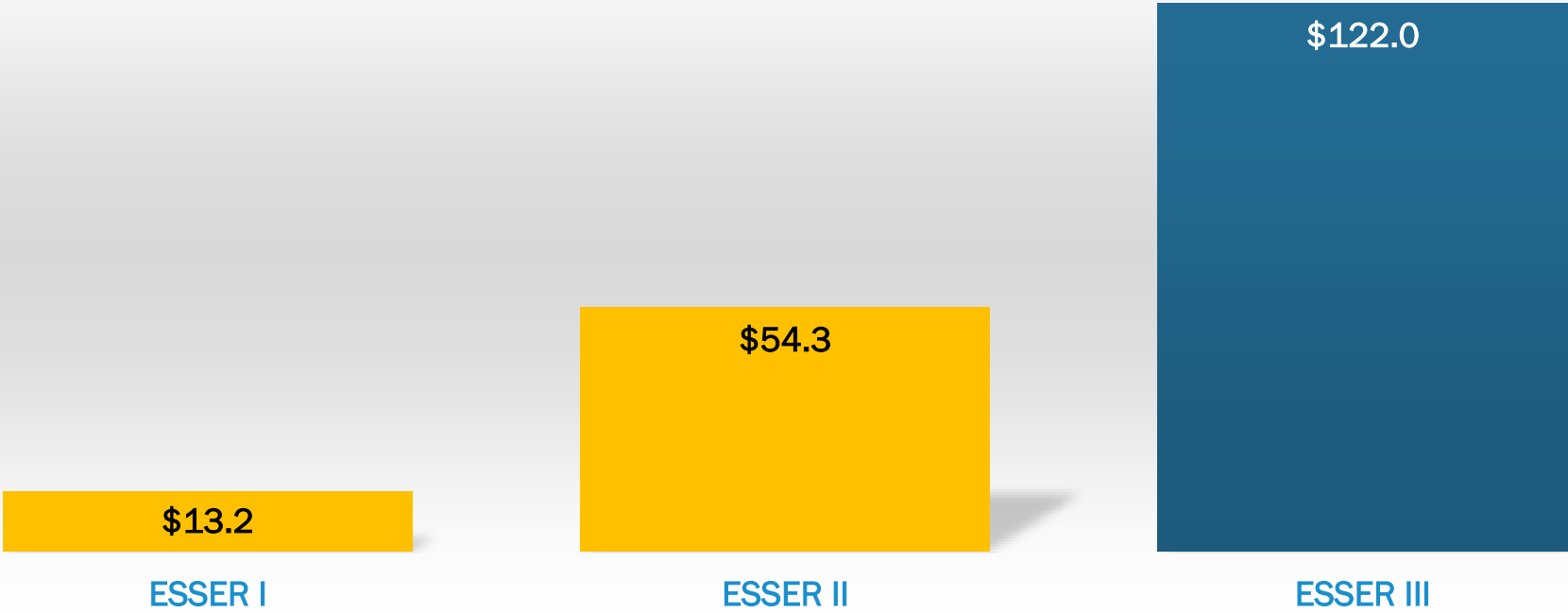# State Funding Formulas and Whole Child Education

- Flexibility

    - <u>Do</u> target funding to high-need student groups (at-risk, ELL, migrants, students experiencing homelessness, and foster youths)

    - <u>Do</u> ensure that low-wealth communities receive sufficient funding

    - <u>Avoid</u> targeting funding to specific programs or services (after-school, summer learning, and others)

- Adequacy

    - Ensure that state funding is adequate to meet student needs

    - Any study of a state's funding system should include a whole child perspective

Elementary and Secondary School Emergency Relief Fund (ESSER)

- All 3 ESSER programs provided $189.5 billion that could be expended from March 2020 to January 2025

- The majority of ESSER funds were spent over 3 school years (2021-22, 2022-23, and 2023-24)

- ESSER III funds must be "obligated" by September 30, 2024, and expended by January 28, 2025 (unless you have applied for an extension)

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Federal ESSER Funding
(Dollar amounts in billions)

Bar chart:
- ESSER I: $13.2
- ESSER II: $54.3
- ESSER III: $122.0

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> *Don't cry because it's over.*
> *Smile because it happened.*

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What Did ESSER Funding Do?

Federal ESSER funding helped to address the following:

▷ Additional costs due to COVID

▷ Learning loss due to COVID

▷ Decreasing enrollments

▷ Infrastructure improvements

▷ Investments in technology, equipment, and supplies

▷ Replenishing reserve accounts

ESSER Funding

Some districts could be running into financial difficulty after ESSER funding expires. Districts with the following characteristics are the most likely to face problems:

- An inability to increase local funding

- A high reliance on Title I funding

- Located in a state with a flat or decreasing K–12 budget

What Can be Done to Off-Set
The Loss of ESSER Funds?

- <u>Share services</u> – with other districts or local governments

- <u>Work with third parties</u> (Boys & Girls Club, United Way, and others)

- <u>Maximize the use of state and federal funding</u>, including Medicaid

- <u>Adopt a community school approach</u> to achieve all of the above

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Questions or Comments?

Mike Griffith: mgriffith@learningpolicyinstitute.org

Whole Child Futures: Exploring the Impact of AI on Education

Whole Child Futures: Exploring the Impact of AI on Education

▷ **Nick Yoder**, Associate Vice President, Harmony Academy at National University

▷ **Brian Arnold**, Chair of Department of Global Innovation, SEL, and Educational Technology at National University

▷ **Aneesha Badrinaryan,** Director of State Performance Assessment Initiatives, Learning Policy Institute

▷ **Amanda Bickerstaff**, Founder/CEO, AI for Education

▷ **Punya Mishra**, Associate Dean of Scholarship & Innovation, Arizona State University

Closing

Reimbursement Reminder

▷ LPI reimburses for expenses such as travel, ground transportation, and meals. Our reimbursement policy requires an itemized receipt for all expenses, including meals.

▷ Expense reports are due by **Friday, June 28th,** to Krystal Uzuegbu (kuzuegbu@learningpolicyinstitute.org).

▷ Please review the Reimbursement Guidelines document and the Expense Report located in the Google Drive (you can access the drive via the QR code on your printed agenda). If you have any questions regarding reimbursements, please reach out to Krystal.

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Thank you to our Co-Sponsors!

Thank you for the generous support!

Final Thoughts

▷ Thank you to all of you for joining us!

▷ We hope this is just the beginning of the conversation. Please let the WCPT partners know how we can help.

Post-Convening Survey

Please take a moment to scan this QR code and complete this short event survey.

Your feedback will help us improve future events.

https://forms.gle/JeJCoCVXiRShpeew9