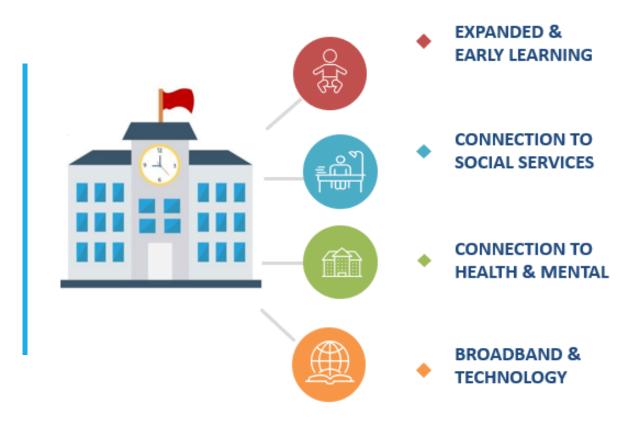


INVESTING IN A WHOLE CHILD APPROACH

2021/22 and 2022/23 State Budget Investments in Whole Child – Through the Community Schools Framework

DEFINING THE "WHOLE CHILD" APPROACH...

- Supports children's developmental needs
- Acknowledges that health, social emotional development, trauma, nutrition, etc (i.e. whole child needs) impact children's ability to learn and succeed
- Centers schools as hubs of the community and connectors to social, health, and other supportive services
- Advances academic, socio-economic, and racial equity





WHAT IS WHOLE CHILD EQUITY IN ACTION?

A student from a lowincome rural family who struggles with food insecurity and has only one car for a family of 6. A high school student of color who is planning to drop out because she doesn't see how school is relevant or going to lead to employment.

A lower middle-class family going through a contentious divorce that has resulted in the student being transfered to a new school.

A developmentally delayed student who is about to graduate and doesn't know what to do next.

EQUITY IS:

EQUITY IS:

EQUITY IS:

EQUITY IS:

Offering universal meals and free home-to-school transportation.

Integrating an ethnic studies curriculum and offering CTE classes that allow students to earn a professional certification by graduation.

Integrating social emotional learning in the students' classrooms and connecting the family to group therapy options that are free or low cost.

Offering life skills classes and providing a warm hand off to social services agencies that can help secure housing and employment after graduation.



WHAT IS WHOLE CHILD EQUITY IN LEADERSHIP?

Framing the whole child vision for school leaders and articulating how a whole child approach necessarily furthers equity.

Sharing research with school leaders demonstrating that a whole child approach is the most effective way to advance academic, socioeconomic, and racial equity.

Establishing the expectation that advancing equity is a core purpose of education.



Creating partnerships with child-serving agencies that provide whole child services, eg health, behavioral health, and social services agencies.



Ensuring that programs and funding streams within the whole child framework (see slide 7) are implemented in collaboration, not in silos.

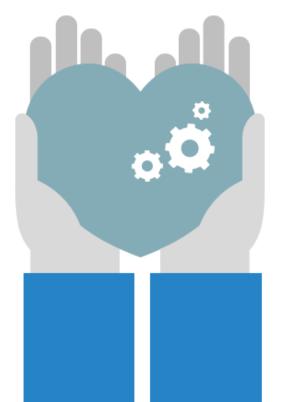


RESEARCH: "WHOLE CHILD" FACTORS ARE THE STRONGEST PREDICTORS OF ACADEMIC SUCCESS



MENTAL HEALTH

- There is a significant causal relationship between student mental health and dashboard indicators (chronic absenteeism, suspension/ expulsion, and graduation rates)
- Research demonstrates that trauma impedes the brain's ability to absorb and process information.





SOCIO-ECONOMIC FACTORS

- The two strongest indicators of academic success are family income and parent educational attainment.
- When schools help to meet the needs of the family, families are able to free up time and resources to support students' academic achievement.



EARLY LEARNING

- Early learning is, dollar for dollar, the most effective investment to close the socio-economic achievement gap.
- Students who attend a high-quality fullday early learning program are 40% more likely to read at grade level.*



PHYSICAL WELL-BEING

- Students experiencing hunger and pain perform less well academically.
- Children's basic needs (food, housing, nurture) must be met before they can meaningfully engage in learning.**



WHOLE CHILD EQUITY APPROACH

STUDENT SUPPORTS

Internal departments and external agencies that work together to meet the academic, physical, socialemotional, and mental health needs of students.

COLLABORATIVE LEADERSHIP & PRACTICES

PD and leadership structures that transform school culture and climate and establish shared responsibility for outcomes in a manner that includes students, staff, families, and community members

FAMILY & COMMUNITY ENGAGEMENT

Agencies that actively tap the expertise and knowledge of family and community members to serve as true partners in educating and supporting students.

EXPANDED LEARNING TIME & OPPORTUNITIES

Additional academic supports, expanded/ extended hours that include enrichment activities, early learning opportunities, tutoring, and other activities that support learning.

COMMUNITY SCHOOLS FRAMEWORK



STATE INVESTMENTS IN WHOLE CHILD – A COMMUNITY SCHOOLS LENS

EXPANDED
LEARNING TIME &
OPPORTUNITIES

COLLABORATIVE LEADERSHIP & PRACTICES

STUDENT SUPPORTS

FAMILY & COMMUNITY ENGAGEMENT

•

UPK PLAN

TK EXPANSION

PRESCHOOL & CHILDCARE SLOTS

UNIVERSAL PRESCHOOL
Santa PLAN
Office of Education

CalHOPE

BEHAVIORAL HEALTH WORKFORCE

EDUCATOR EFFECTIVENESS BLOCK GRANT

ANTI-BIAS EDUCATION

MHSSA

CYBHI - SBHIP

CalAIM

TRANSPORTATION

UNIVERSAL MEALS

COMMUNITY ENGAGEMENT INITIATIVE

SCHOOL CLIMATE SURVEY

ADR & FAMILY EMPOWERMENT CENTERS

E

CCSPP

ship

ELOP

EXPANDED LEARNING TIME & OPPORTUNITIES

\$600M

UNIVERSAL PRE-KINDERGARTEN (UPK) PLAN

Funding for LEAs to create and implement a plan ensuring all 4 year-olds have access to full-day early learning

COE ROLE

Funding for all COEs to provide TA and support to districts on UPK planning & implementation \$2.7B

TRANSITIONAL KINDERGARTEN EXPANSION

Expansion of TK eligibility to all 4 year-olds by by 2024/25.

\$55M

UNIVERSAL PRESCHOOL PLAN

Funding for all counties to create plan to expand access to preschool for all 3 & 4 year-olds through a mixed-delivery system.

COE ROLE

Funding flows through LPCs. 51 of the LPCs are operated by COEs

\$740M

PRESCHOOL & CHILDCARE SLOTS

Addition of 8,700 new preschool slots and 200,000 new childcare slots by 2024/25. Aligns & increases rates. \$4B

EXPANDED LEARNING OPPORTUNITIES PROGRAM (ELOP)

A new program to provide 9 hours total of before, after, and summer school to unduplicated pupils.

COE ROLE

Funding for the 11 Expanded Learning Regional Lead COEs to provide TA & support

Equity • Divers

COLLABORATIVE LEADERSHIP & PRACTICES



CalHOPE

Training for teachers & staff on SEL and crisis supports.

COE ROLE

Funding allocated through the 58 COEs to establish CoPs



BEHAVIORAL HEALTH WORKFORCE

Scholarships, grants, and residencies to grow the behavioral health workforce.



EDUCATOR EFFECETIVENESS BLOCK GRANT

PD for teachers and staff on accelerated learning, inclusion, restorative practices, and implicit bias.



ANTI-BIAS EDUCATION

Grants for up to 50 LEAs to provide antibias education.



INTEGRATED STUDENT SUPPORTS

\$300M

MENTAL HEALTH STUDENT SERVICES ACT (MHSSA)

Grants for student mental health services to encourage ongoing partnerships between LEAs and county behavioral health departments (BHDs).

COE ROLE

To be eligible, applications must include the COE. Ongoing coordination role with county BHDs.

\$1.6B

CalAIM

A series of state
reforms intended to
improve health
outcomes, quality,
coordination, and a
whole person approach
to health care.

\$400M

CYBHI- STUDENT BEHAVIORAL HEALTH INCENTIVE PROGRAM (SBHIP)

Grants to build partnerships between LEAs and managed care organizations (MCOs) and create infrastructure to facilitate MCO billing.

COE ROLE

COE must be included in plan creation and implementation.
Ongoing coordination role with MCOs.

\$637M

TRANSPORTATION

Reimburses LEAs for 60% of the cost of providing transportation to students. \$690М

UNIVERSAL MEALS

Up to 2 free meals for all students, regardless of FRPM eligibility. State funding supplements federal reimbursement.

Equity • Diversity • Inclusion • Partnership

FAMILY & COMMUNITY ENGAGEMENT



COMMUNITY ENGAGEMENT INITIATIVE

Training, PLCs, and resources to help LEAs increase meaningful community engagement.



SCHOOL CLIMATE SURVEY

Funding to make the Healthy Kids School Climate Survey available to all LEAs and provide staff training on use.



ADR & FAMILY EMPOWERMENT CENTERS

Grants to increase funding for alternative dispute resolution and establish family empowerment centers statewide.



COMMUNITY SCHOOLS PARTNERSHIP PROGRAM (CCSPP)

Grants to LEAs for the purpose of implementing a community schools framework.

COE ROLE

Funding for all COEs (w/ CCSPP schools) to coordinate with health, mental health, and social services agencies &

orgs.



INVESTMENTS WITH SPECIFICALLY DEFINED COE ROLES

EXPANDED
LEARNING TIME &
OPPORTUNITIES

COLLABORATIVE LEADERSHIP & PRACTICES

STUDENT SUPPORTS

FAMILY & COMMUNITY ENGAGEMENT

UNIVERSAL PRESCHOOL PLAN – \$55M

All LPCs shall create countywide plans.

CalHOPE - \$6.8M

All COEs participating in and leading CoPs.

MHSSA

45 COEs shall coordinate between schools and the county behavioral health department.

CYBHI, SBHIP

All COEs shall coordinate between schools and the Medi-Cal managed care organizations.

CCSPP - \$140M

Most COEs shall coordinate between schools and health mental health, and social services agencies

UPK PLAN - \$50M

All COEs shall provide TA and support to districts.

11 Expanded Learning Regional Lead COEs shall provide TA & support.

ELOP - \$5M

Equity • Diversity • Inclusion • Partnership

BREAKOUT SESSIONS GUIDING QUESTIONS

- 1. County offices of education have been given new or expanded responsibilities for supporting these grants/ programs. How does your office plan to implement these new/expanded roles as part of your existing role in the statewide system of support?
- 2. As you hire staff and prepare to implement these new COE roles, how will you ensure that these staff coordinate with each other to support the whole child and community schools approach?

