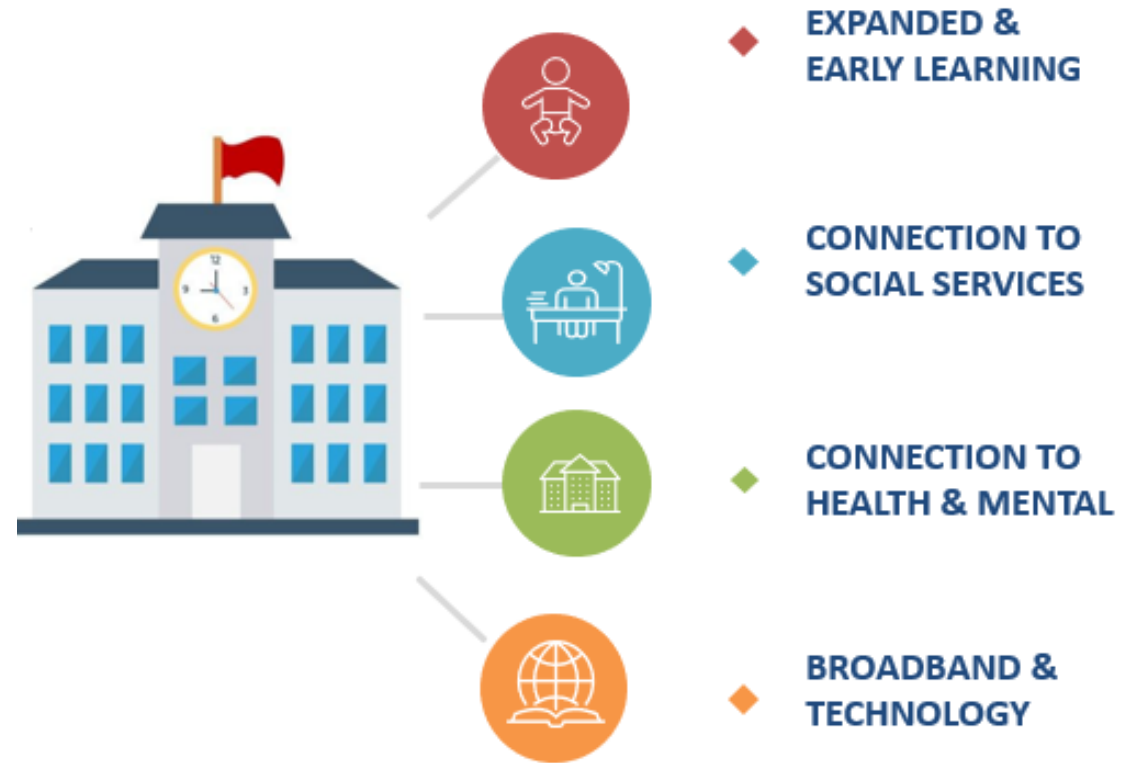


# INVESTING IN A WHOLE CHILD APPROACH

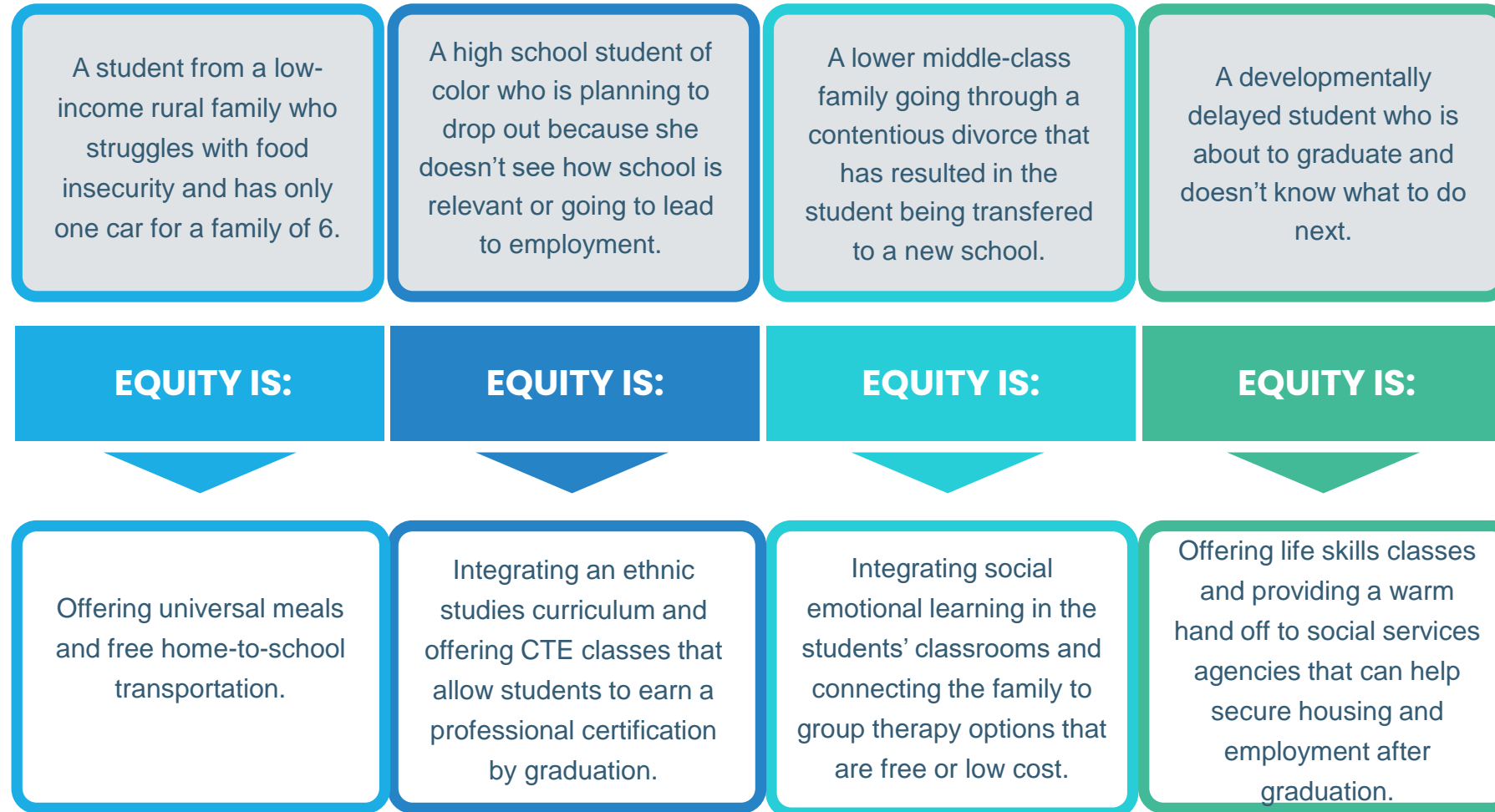
2021/22 and 2022/23 State Budget Investments in Whole Child –  
Through the Community Schools Framework

# 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?



# 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, socio-economic, 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.



## 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 full-day early learning program are 40% more likely to read at grade level.\*



## 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.



## 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

## INTEGRATED STUDENT SUPPORTS

Internal departments and external agencies that work together to meet the academic, physical, social-emotional, 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

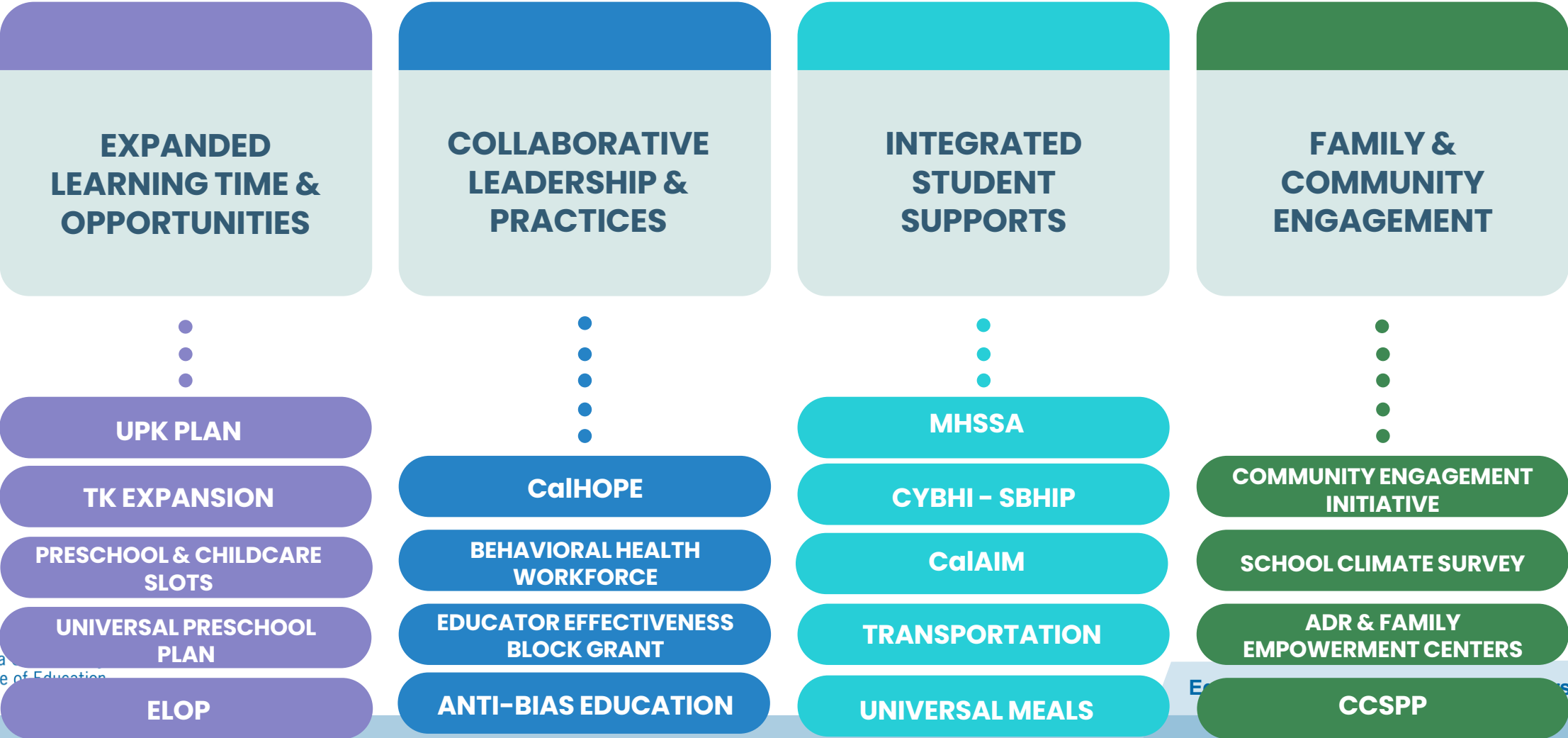
Agencies that actively tap the expertise and knowledge of family and community members to serve as true partners in educating and supporting students.

## 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

\$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 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.

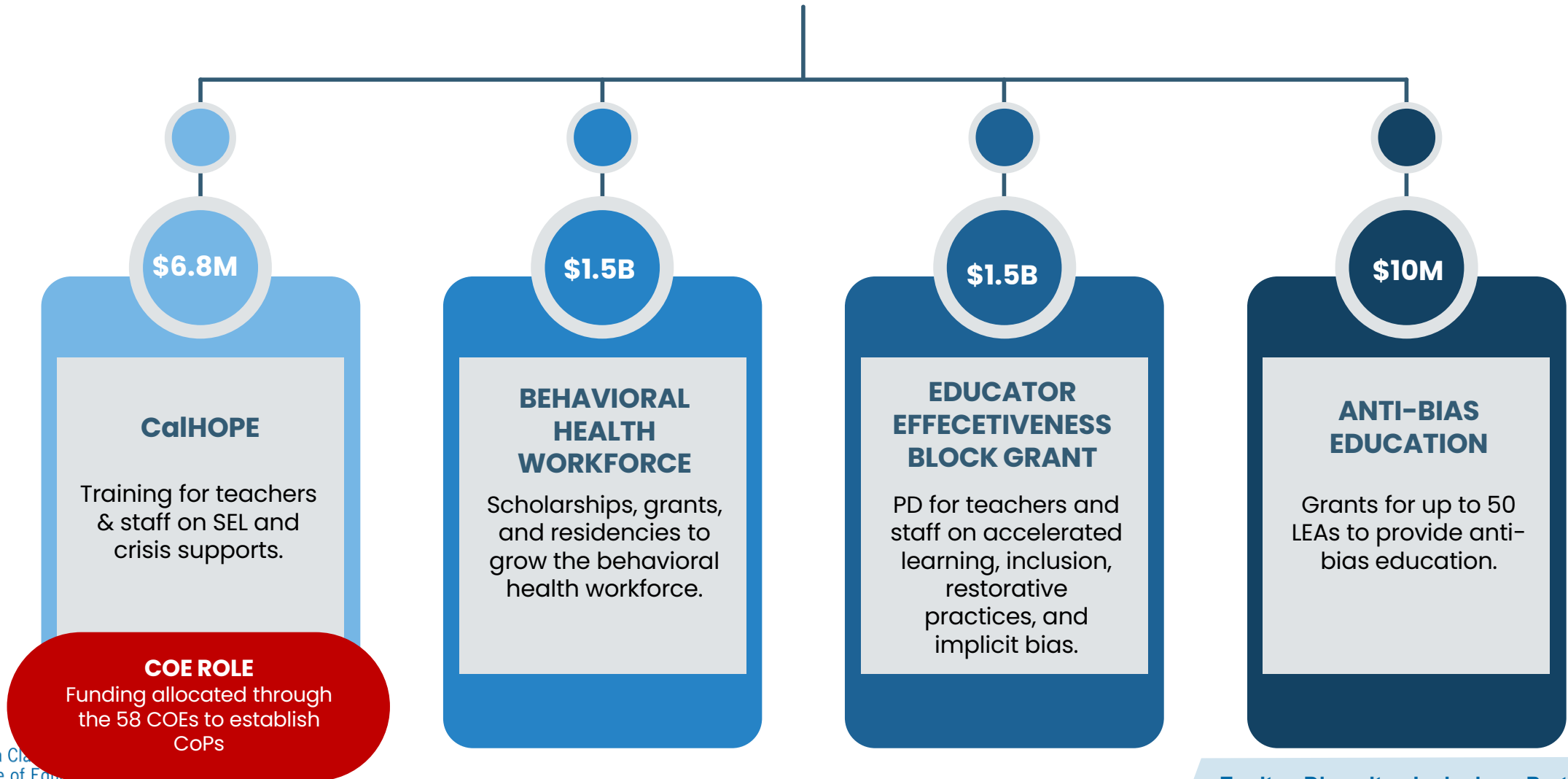
### COE ROLE

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

Equity • Diversity



# COLLABORATIVE LEADERSHIP & PRACTICES



# 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.

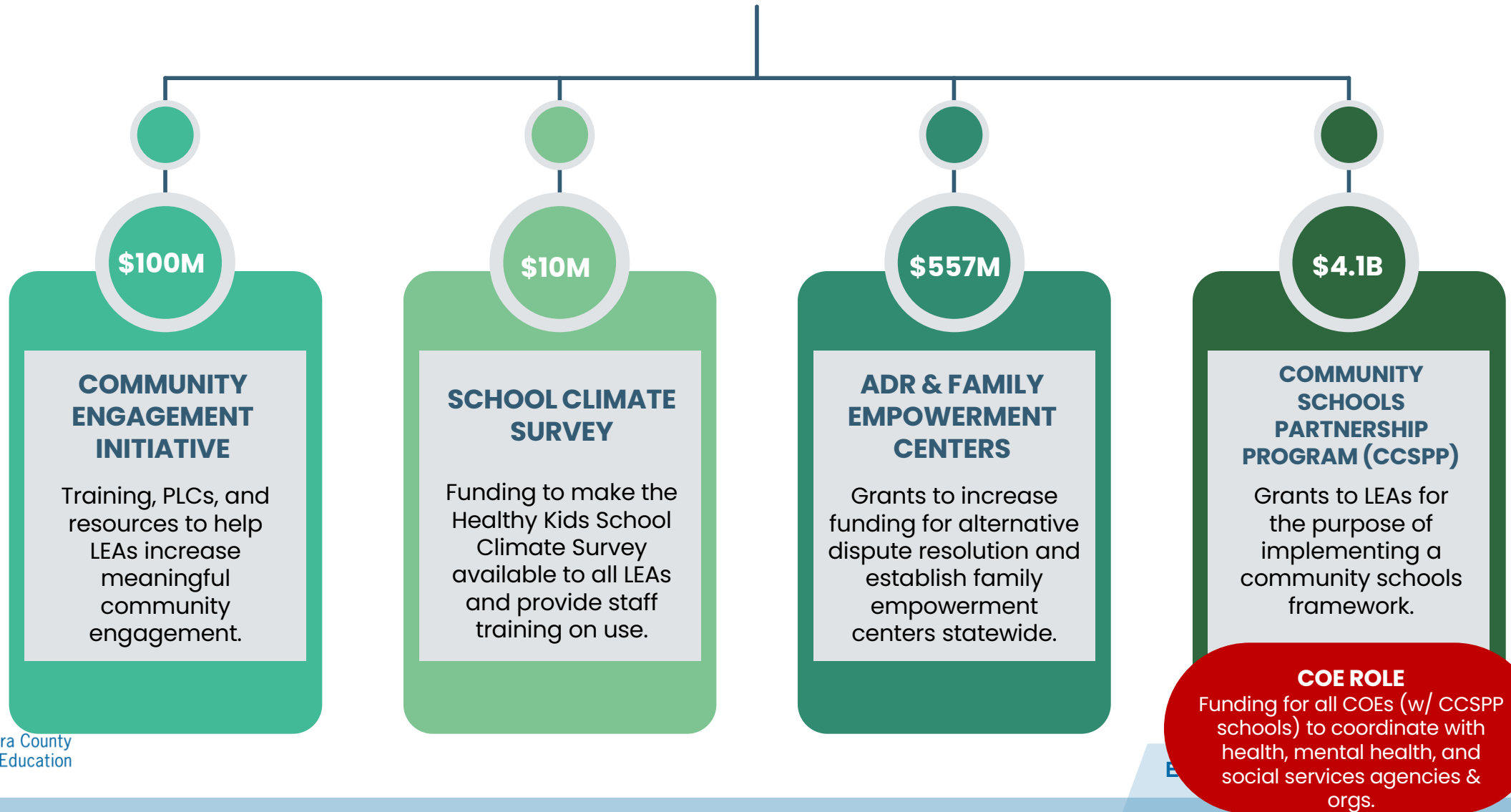
\$690M

## UNIVERSAL MEALS

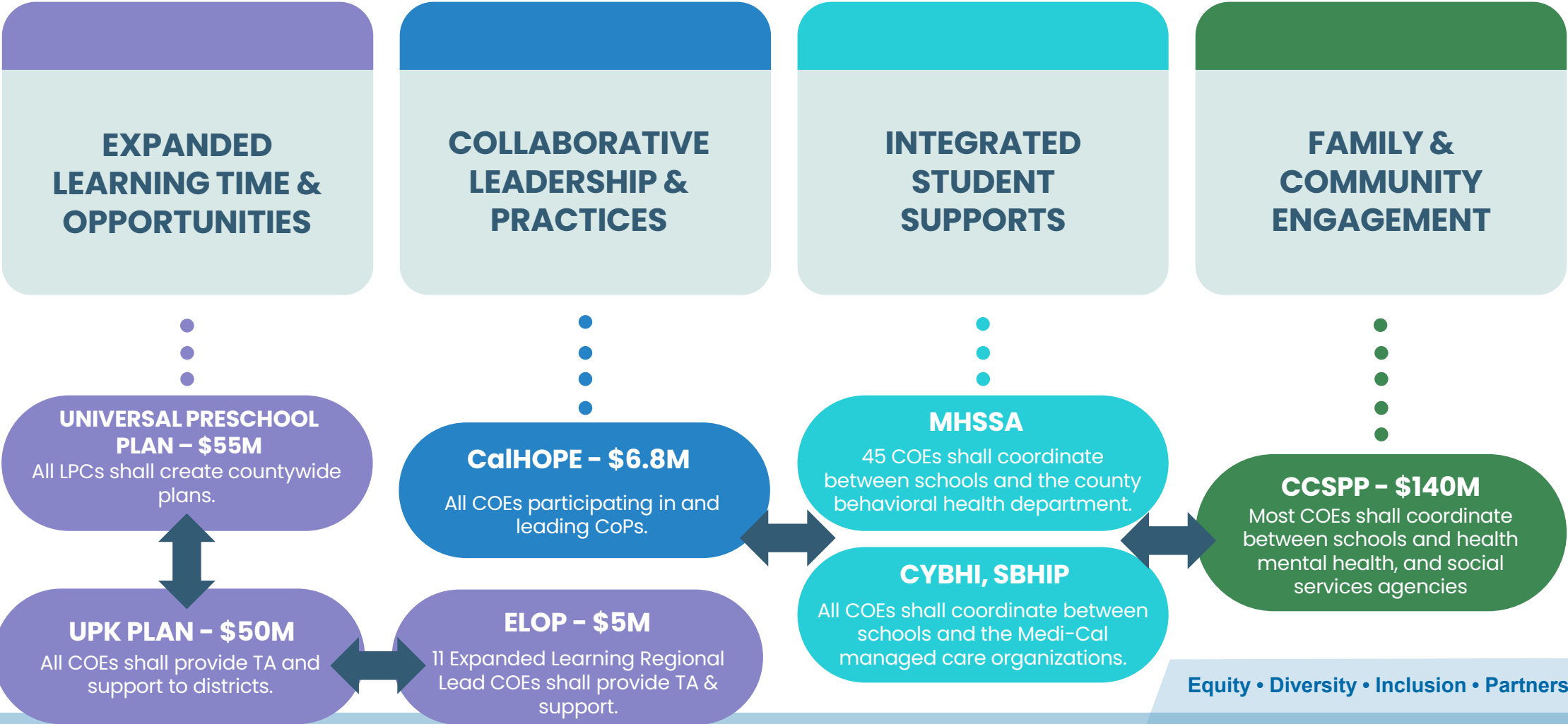
Up to 2 free meals for all students, regardless of FRPM eligibility. State funding supplements federal reimbursement.

Equity • Diversity • Inclusion • Partnership

# FAMILY & COMMUNITY ENGAGEMENT



# INVESTMENTS WITH SPECIFICALLY DEFINED COE ROLES



## **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?