

Strengthening Coherence Across Initiatives: A Whole-Child Lens

April 30, 2024

Welcome



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Program Specialist,
CCEE

- Recording & slides will be posted on CCEE's website
- Slides will be linked in the chat
- **Questions/Comments:** Please use the Chat or "Raise Hand" features

Presenters



Katie Brackenridge
Whole-Child Consultant



Glen Price Group

(formerly of Center for Whole-Child Education)



Danny Hernandez
Principal, Ethel Phillips Elementary School



Sacramento City
UNIFIED SCHOOL DISTRICT

Alphabet Soup

Write down all the education initiatives that you interact with in your role.

How many did you list?





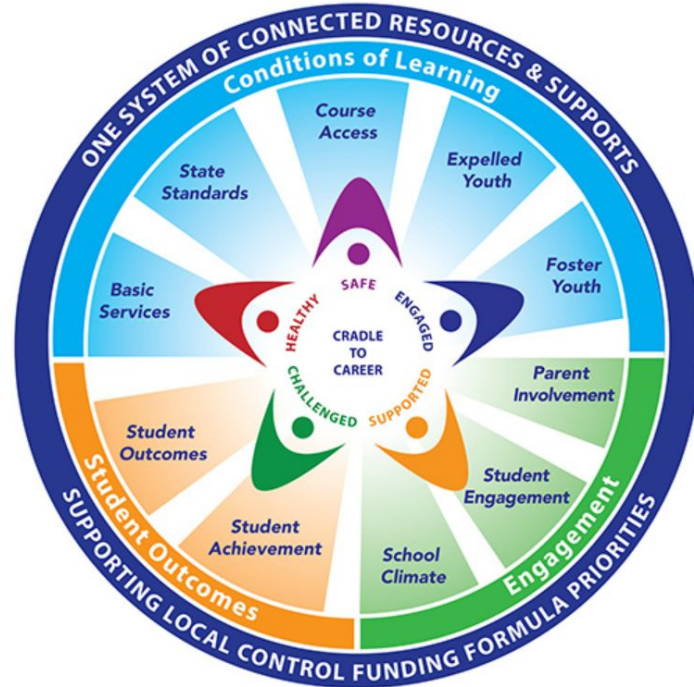
California Expanded Learning Programs

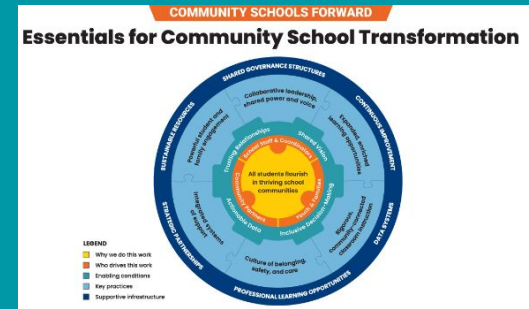


Overview of the Report

California Department of Education Whole Child Resource Map

California
embraces a
“whole-child
approach”





BUT what does whole-child mean?



“We’re doing bits and pieces of the same work. We’re calling them different things. And we create these arbitrary structures defining what we do – this is SEL, PBIS, MTSS, etc.... We get locked into language that we unfortunately, as an educational system, have put in place. And now, because we've created those structures, we're trying to erase some of those boundaries, and it's getting hard.”

–Mai Xi Lee, SEL Director, Sacramento County Office of Education

The Purpose

To show:

what whole-child practices are
AND
how they create coherence
across California initiatives

So that:

educators feel less
overwhelmed and more
aligned

New Report

**Strengthening Coherence
Across Initiatives:**
A Whole-Child Lens

New Report

**Strengthening Coherence
Across Initiatives:**
A Whole-Child Lens in Secondary

A Whole-Child Lens: Two Editions

TK-12 Edition



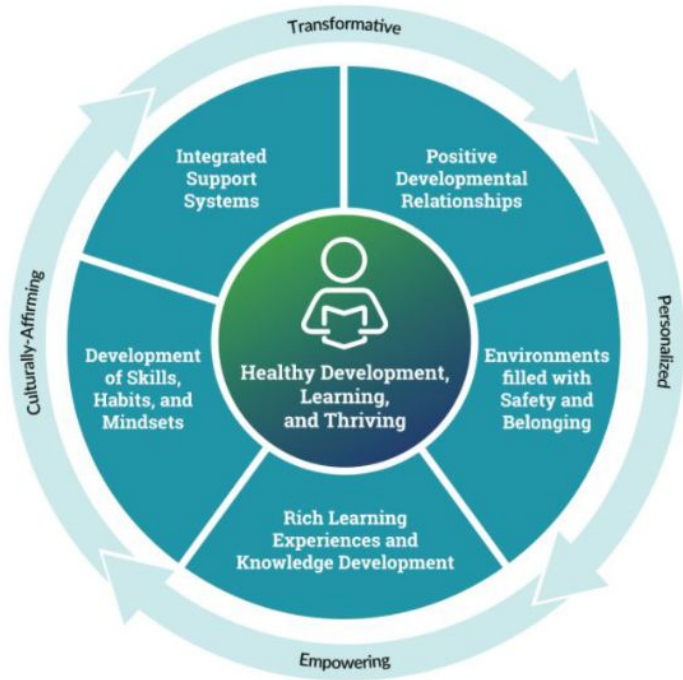
bit.ly/WCLens

Secondary Edition



bit.ly/4csj6br

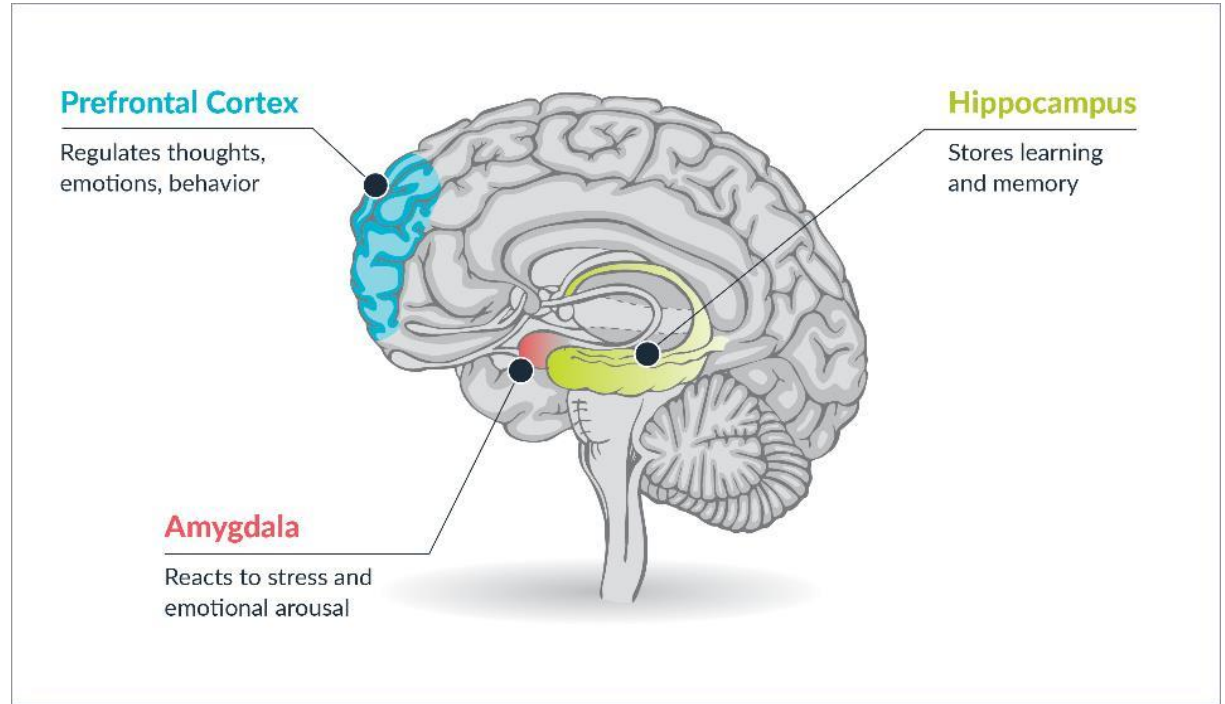
Guiding Principles for Equitable Whole-Child Design



Five Principles:

- Positive Developmental Relationships
- Environments filled with Safety and Belonging
- Rich Learning Experiences and Knowledge Development
- Development of Skills, Habits, and Mindsets
- Integrated Support Systems

Grounded in the Science of Learning & Development



Structure of the Report

5 Initiatives for the TK-12 Edition

| Initiative | Organization |
|--|---|
| Community Schools | Community Schools Learning Exchange (+ input from Orange County Department of Education) |
| Expanded Learning Opportunities | California Afterschool Network |
| California Multi-Tiered System of Support | Orange County Department of Education |
| Positive Behavior Interventions and Supports | Placer County Office of Education |
| Social Emotional Learning | Sacramento County Office of Education |

Plus 2 for the Secondary Edition

| Initiative | Organization |
|-----------------------------|--------------------------|
| College and Career Pathways | Linked Learning Alliance |
| Dual Enrollment | Career Ladders Project |

Takeaway:
We can apply a whole-child lens through a set of six guiding questions.

A Whole-Child Lens

Use these guiding questions to reflect on initiatives, systems, structures and practices in your work.

How do they address the needs of the whole learner?



Whole-Child Purpose

In what ways is this work focused on students' healthy development, learning and thriving?



Relationships

In what ways is this work fostering trust, connection and belonging?



Environments

In what ways is this work creating spaces that are physically, emotionally and identity safe, supportive and inclusive?



Learning Experiences

In what ways is this work providing meaningful, engaging and challenging learning experiences?



Skills, Habits, and Mindsets

In what ways is this work developing students' social, emotional and cognitive skills, habits and mindsets?



Integrated Supports

In what ways is this work integrating school and community resources to address students' strengths and needs?

Design Principles for Schools Self-Assessment Tool

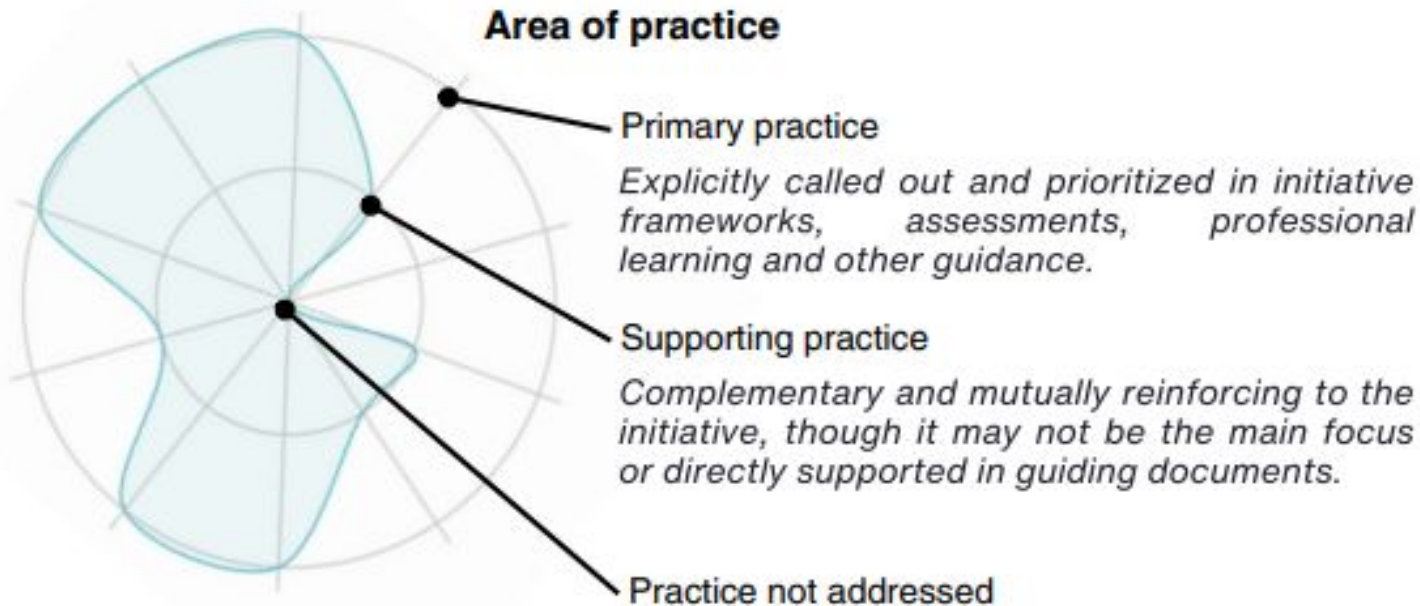
| 1. Positive Developmental Relationships | | | |
|--|---|--|--|
| 1.1 Personalize Relationships With Students by Creating Time and Space to Build Responsive and Attuned Relationships | | | |
| 1.1a | School has established personalizing structures that ensure that every student can be well-known (e.g., small learning communities, looping, advisory systems, block scheduling, longer grade spans). Evidence: _____ | | |
| 1.2 Support Relationships Among Staff for Collaboration and Shared Learning | | | |
| 1.2a | School has structures in place that support collaboration time for teachers in grade-level and/or content teaching teams to plan curriculum, address problems of practice, and discuss student needs. Evidence: _____ | | |
| 1.2b | School has structures in place that provide opportunities for shared learning and decision-making (e.g., distributed leadership and regular occasions for professional development) and school improvement discussions (e.g., at staff meetings and retreats that support caring, communication, and collaborative school design, fostering school coherence). Evidence: _____ | | |

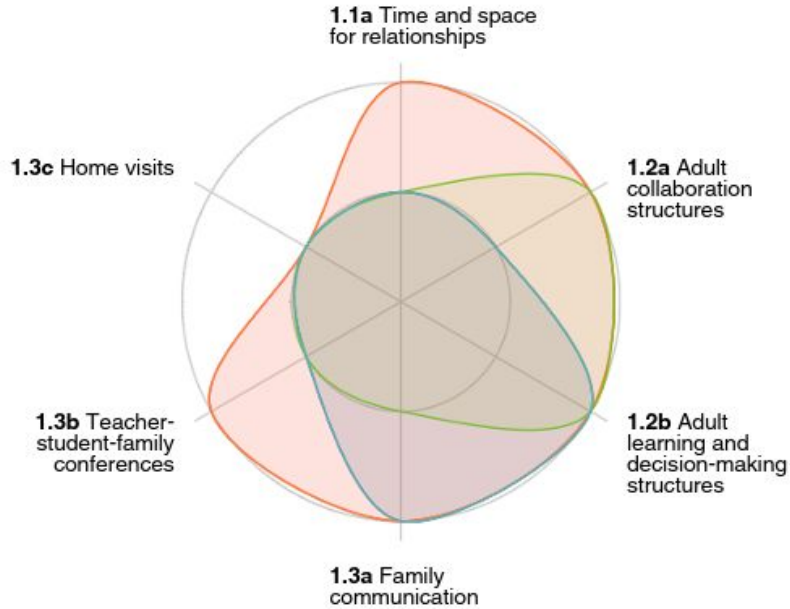
Practice: Personalize Relationships with Students by Creating Time and Space to Build Responsive and Attuned Relationships

Indicator: School has established personalizing structures that ensure that every student can be well-known (eg small learning communities, looping, advisory systems, longer grade spans...)

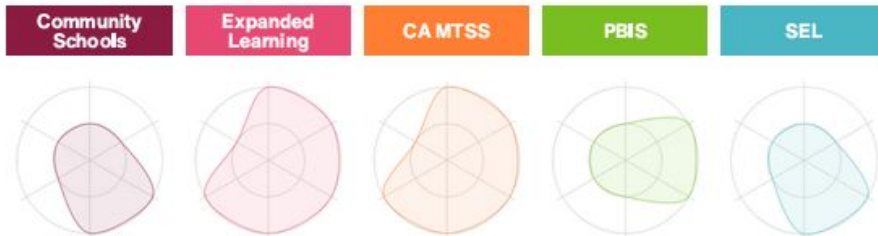
Key Takeaways from the Initiative Lead Self-Assessments

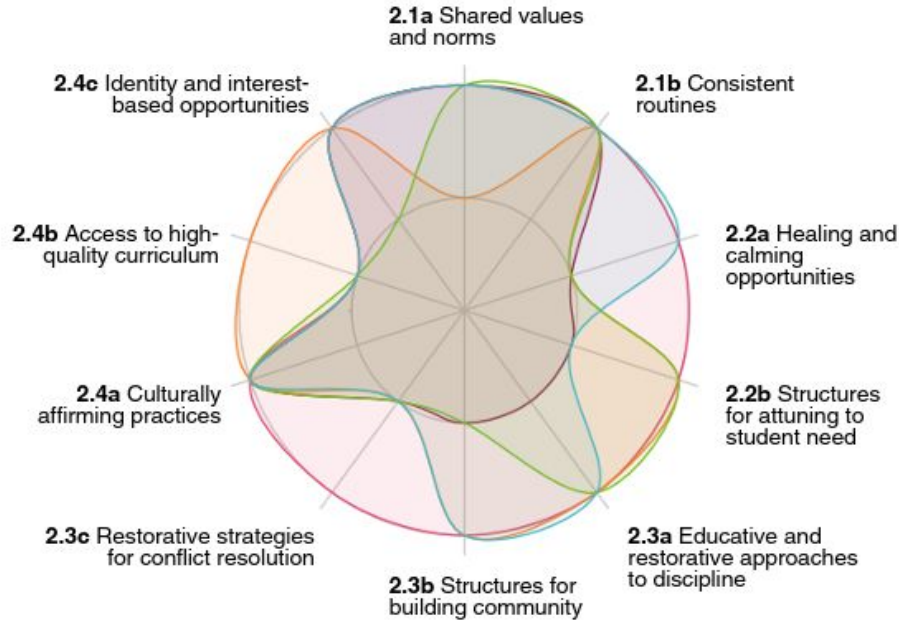
Initiative





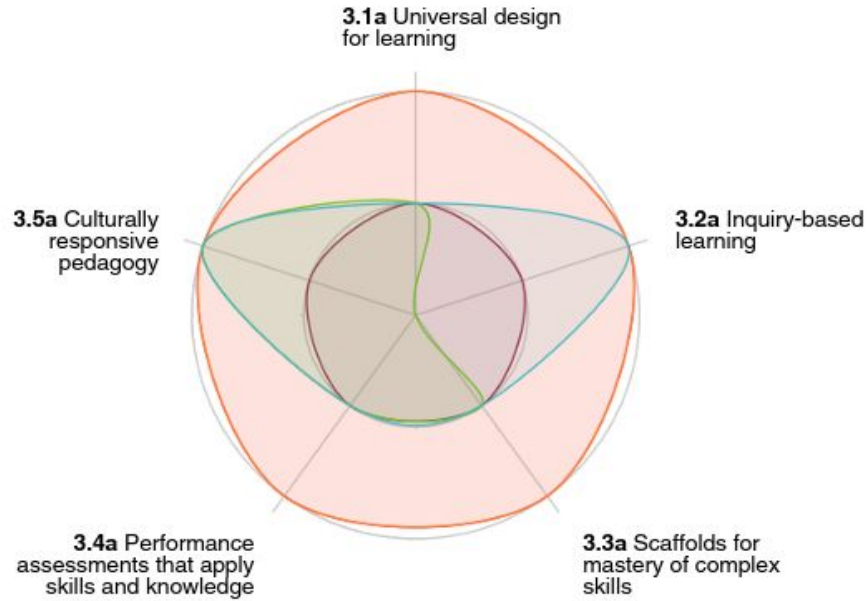
Positive Developmental Relationships





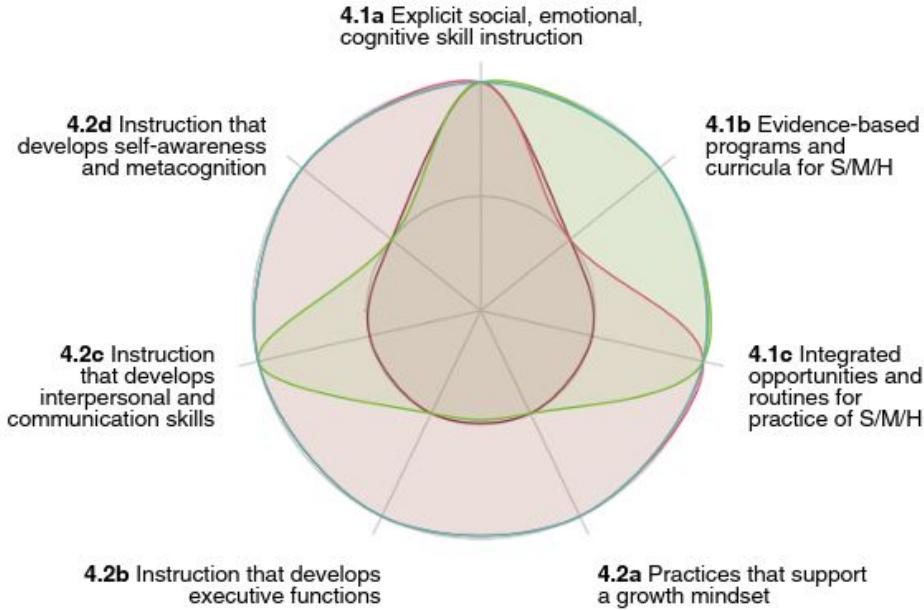
Environments filled with Safety and Belonging



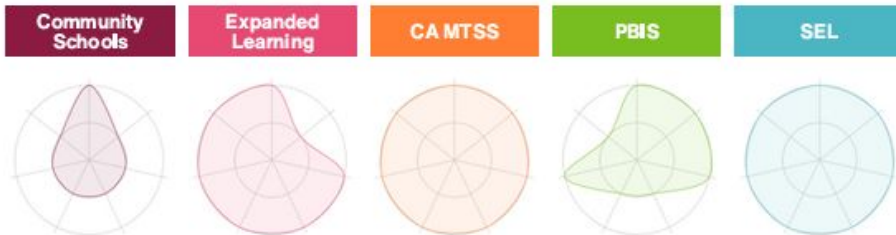


Rich Learning Experiences and Knowledge Development

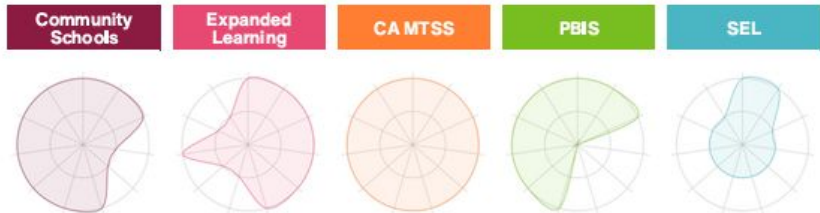
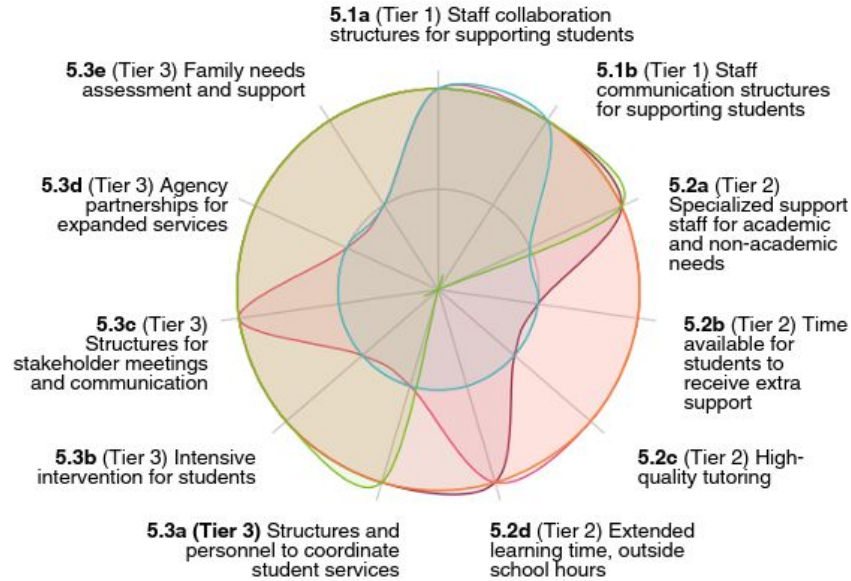




Development of Skills, Habits, & Mindsets



Integrated Supports



Takeaway:
All the California initiatives
are supporting
complementary and
coherent whole-child
practices.

Secondary Takeaway:
Multiple initiatives working
together can provide
holistic supports.

Field Perspective: Coherence within a District

LEA Profiles

- Anaheim UHSD
- **Sacramento CUSD**
- Santa Ana USD
- Rocklin USD
- Morongo USD
- Los Angeles USD (Secondary)
- Oakland USD (Secondary)

Social Emotional Learning





Danny Hernandez
Principal, Ethel Phillips
Elementary School

Key Actions for Coherence

Key Actions for Coherence

- **Revisit your school/district vision statement with your interest-holders.**
- Communicate coherence.
- **Engage interest-holders in talking about each existing and new initiative.**
- Invest in relationships and supportive environments for adults in the system.
- Unify your LCAP around your whole-child vision and the initiatives that support it.
- **Apply a whole-child lens to other initiatives.**
- Pursue continuous improvement.

Policy Opportunities

- Communicate the state's commitment to whole-child education.
- Be clear about what whole-child education means.
- Integrate this definition into legislation, guidance and accountability for education initiatives.

Q & A

- What questions do you have?
- What sparks your interest?
- What connections are you making to your work?

Next Steps for the Work



- **Educators** will feel and be more aligned with and less overwhelmed by the multiple initiatives they are asked to implement.
- **Education leaders** will prioritize and unite people around aligned initiatives.
- **State leaders** will communicate more clearly and consistently about the whole child connections across initiatives

Thank You

Contact

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Principal

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Next Steps

Interested in connecting further?

Provide your contact information in the
feedback survey.

Feedback Survey: bit.ly/44mmyAL

