



# STRATEGIES TO SOLVE Unfinished Learning



## **Series Workshop #4: *Supporting Students' Social, Emotional, and Academic Development***

March 2022



The Education Trust

This is the 4th session in a series related to Unfinished Learning. To access the other sessions, as well as resources related to this topic, visit our webpage:

<https://edtrust.org/strategies-to-solve-unfinished-learning/>



The Education Trust

# Who is the Education Trust?

- The Education Trust is a national nonprofit that works to close opportunity gaps that disproportionately affect students of color and students from low-income families.
- Through our research and advocacy, Ed Trust supports efforts that expand excellence and equity in education from preschool through college, increase college access and completion particularly for historically underserved students, engage diverse communities dedicated to education equity, and increase political and public will to act on equity issues.
- Check us out at <https://edtrust.org>

# Introductions



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***Nancy Duchesneau***  
***Senior P-12 Research***  
***Associate***



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***Senior Associate***  
***National & State Partnerships***

# Goals

## Workshop Series

- **Increase your understanding** of strategies to address unfinished learning and meet students' social and emotional needs in their districts and communities
- **Build your knowledge** of the federal funding available to support these strategies and the opportunities to influence how those dollars are spent
- **Build your skill and capacity** to leverage your power to fully partner together to support the social, emotional and academic well-being of all students
- **Establish and/or strengthen relationships** with a diverse set of stakeholders around the country.

## Objectives Session #4

- Learn about the **current best practices** to support strong social, emotional, and academic development for students (SEAD)
- Build awareness of **policies that mandate and support SEAD** as a lever for tackling unfinished learning
- **Grow your toolkit** of practices and policies that support effective social, emotional, and academic development for students, especially students of color



# Agenda



Welcome



Topic Deep Dive



Community & Advocate Panel



Closing



Digging In

# The American Rescue Plan



Funding distributed to state and school districts **based on share of Title I money** they receive under ESSA.



State may keep up to 10% of the money they receive; **90% must go to eligible school districts.**



States must meet **maintenance of effort requirements**, and states and districts must meet **maintenance of equity requirements.**



Set-asides for **evidence-based strategies to address unfinished learning:**

- 5% minimum set-aside for state
- 20% minimum set-aside for districts

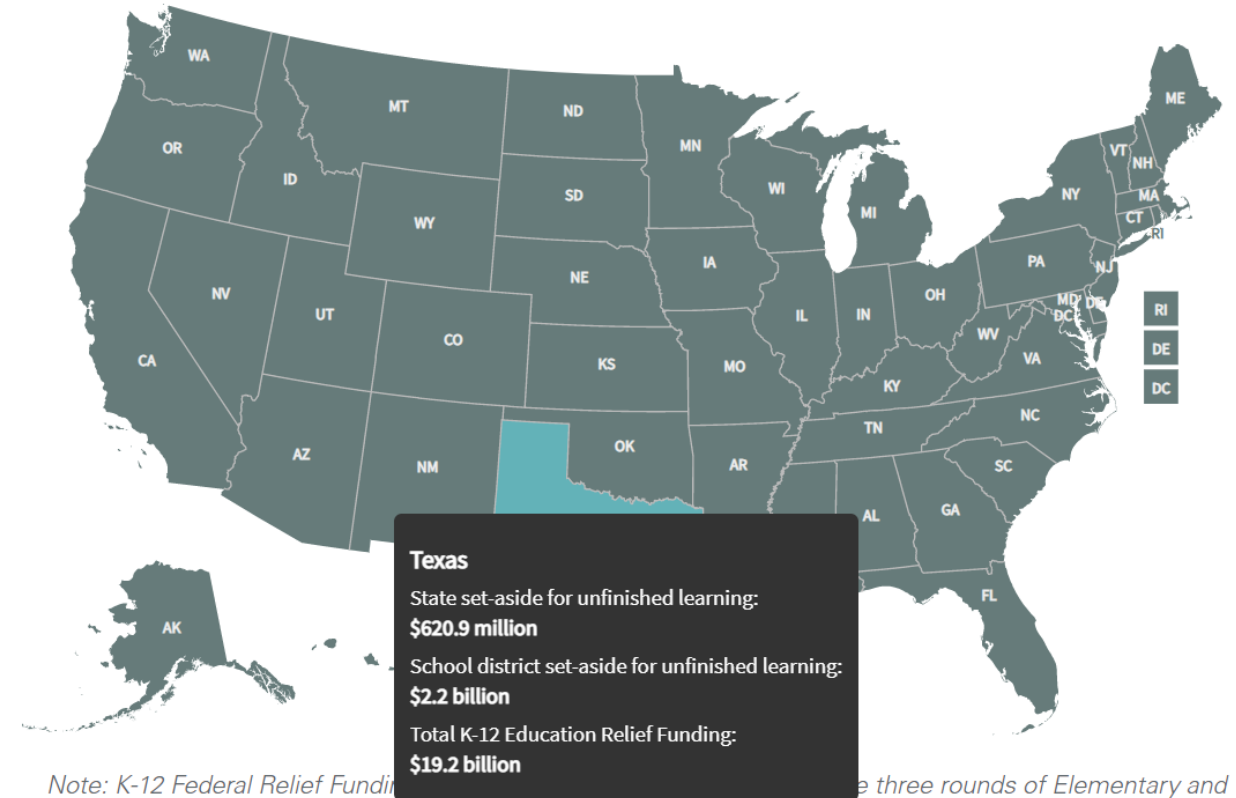
There are also 1% state set-asides for evidence-based summer programs and comprehensive, afterschool programs.





# How Much K-12 Education Relief Funding Will Your State Receive?

- ✓ Find the map at <http://edtrust.org/strategies-to-solve-unfinished-learning>



*Note: K-12 Federal Relief Funding includes three rounds of Elementary and Secondary School Emergency Relief (ESSER) funds. It does not include governor's funds, higher education*

**<https://edtrust.org/strategies-to-solve-unfinished-learning/>**





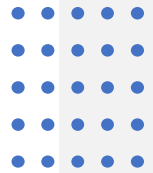
# What is “Unfinished Learning?”

*The Education Trust uses the term “unfinished learning,” as opposed to “learning loss” or “learning gaps,” to describe material that should have presented to students, but has not yet been mastered.*

*The idea that learning is not complete better reflects the reality that **all students can learn** and “gaps” can be closed with equitable opportunities, materials, assessments, and high-quality instruction.*

*With this phrasing, our goal is to redirect any focus on “**fixing students**” toward a **focus on systemic changes to meet the needs of students***





# FOSTERING BELONGING THROUGH STRONG RELATIONSHIPS

*Strong relationships and connections to schools and the caring educators who teach and work within buildings will be key to the successful implementation of any evidence-based academic intervention to address unfinished learning.*



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Source: <https://edtrust.org/resource/the-importance-of-strong-relationships/>

BUILDING DEVELOPMENTAL RELATIONSHIPS	
Elements	Sample Actions (and Explanations)
Express Care	<p>Be dependable (Be someone I can trust)</p> <p>Listen (Really pay attention)</p> <p>Encourage (Praise my efforts and achievements)</p> <p>Believe in me (Make me feel known and valued)</p>
Challenge Growth	<p>Expect my best (Expect me to live up to my potential)</p> <p>Hold me accountable (Insist I take responsibility for my actions)</p> <p>Help me reflect on failures (Help me learn from my mistakes)</p> <p>Stretch me (Push me to go further)</p>
Provide Support	<p>Navigate (Guide me through hard situations)</p> <p>Empower me (Build my confidence to take charge of my life)</p> <p>Advocate (Defend me when I need it)</p> <p>Set boundaries (Establish limits to keep me on track)</p>
Share Power	<p>Respect me (Take me seriously and treat me fairly)</p> <p>Include me (Involve me in decisions that affect me)</p> <p>Collaborate (Work with me to solve problems and reach goals)</p> <p>Let me lead (Create opportunities for me to take action)</p>
Expand Possibilities	<p>Inspire (Inspire me to see possibilities for my future)</p> <p>Broaden Horizons (Expose me to new experiences, ideas, and places)</p> <p>Connect (Introduce me to more people who can help me)</p>



## HOW EFFECTIVE IS RELATIONSHIP BUILDING?

We looked at the research to help leaders navigate these complicated decisions. The chart below shows the most effective elements of relationship building strategies in schools.

Elements	More Effective	Other in-school adults	Trained volunteers	Less Effective
Adults	Certified teachers and other staff	Other in-school adults	Trained volunteers	Outside mentors
Group size	Individual or small groups			More than 8 students
Activity	Social activity around a student's goal	Academic activity around a student's goals	Activity not structured around student's goals	No structured activity
Training and Supervision	Pre-service & ongoing training, & feedback		Pre-service training only	No Training



All learning is inherently  
social and emotional.

Hair discrimination

Lack of support



Inequitable Access

Adult bias





self-awareness

self-efficacy

resilience

self-management

grit

relationship-building

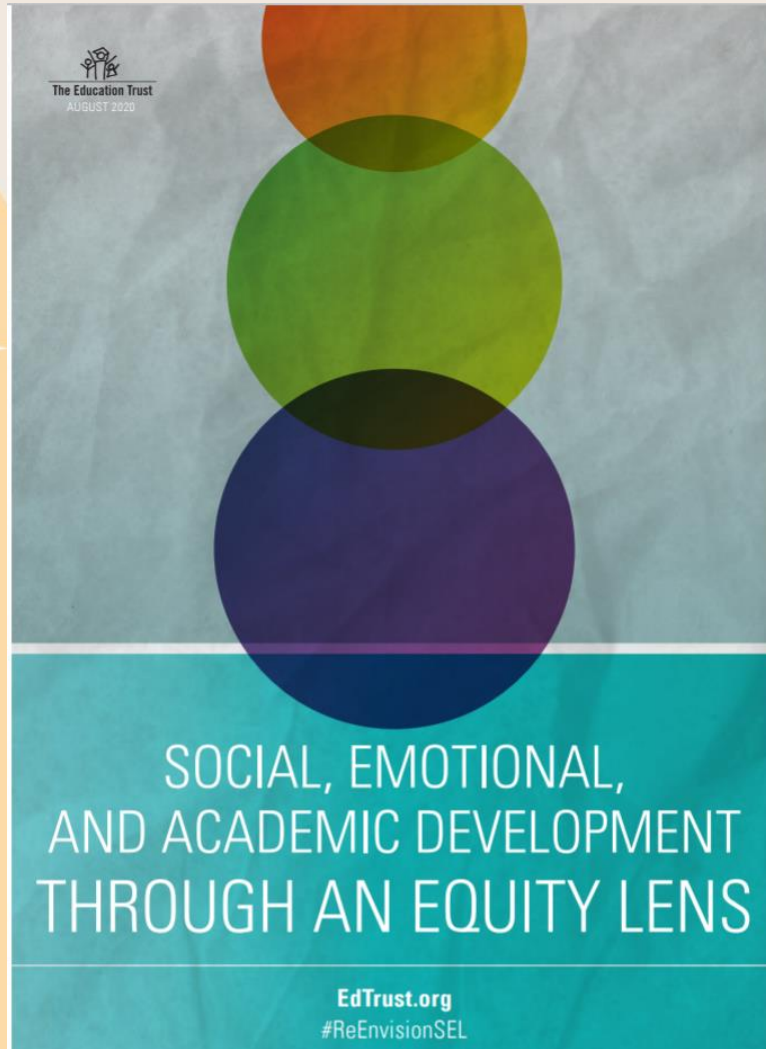
social awareness

More than 90% of our nation's public schools and districts in the U.S. report they are working to support the social-emotional learning of students.

# Context Matters



- ▶ COVID-19 pandemic
- ▶ National reckoning with racial injustice
- ▶ Tumultuous politics



[www.edtrust.org/SEAD](http://www.edtrust.org/SEAD)



Many students of color already have advanced social and emotional skills that aren't being recognized.



***“The way schools are structured now, and the way education is structured, it’s not set up for students to succeed in those environments. And not to say students don’t succeed, but not all students do. Some students make it out, but aren’t ready for the world after high school, or even after middle school. So it’s like you’re not always set up to succeed based on how schools are structured.”***

**~Black & Latino Student**

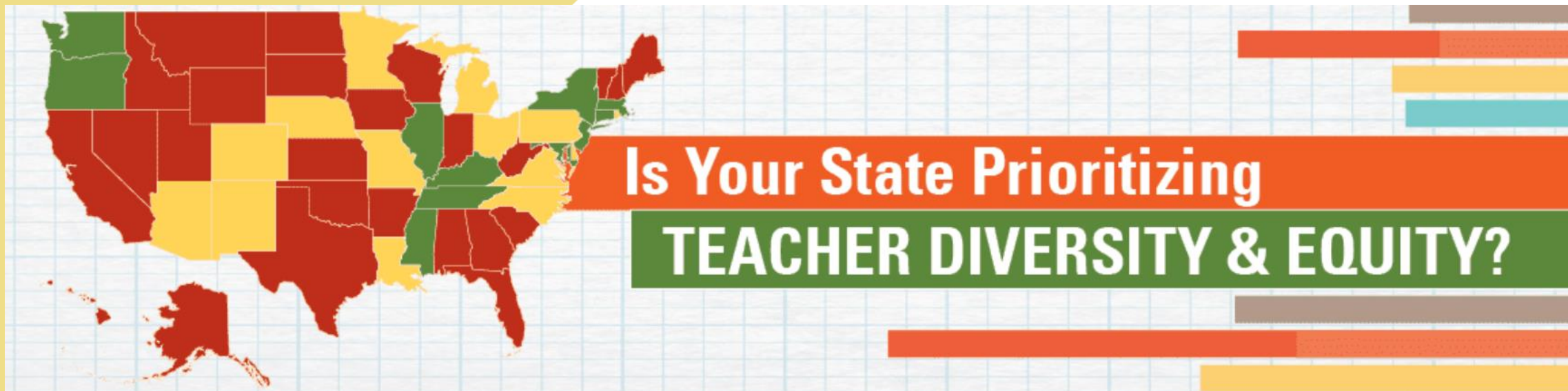


# Policy Recommendations

- ✓ Provide meaningful professional development and supports
- ✓ Engage students, families and communities as full partners
- ✓ Diversify the educator workforce
- ✓ Ensure equitable access to, and supports for success in, rigorous and culturally sustaining coursework
- ✓ Provide access to integrated wraparound services and supports
- ✓ Co-develop inclusive discipline and dress code policies



# Scanning States





# How can states improve their efforts to support social, emotional, and academic development?

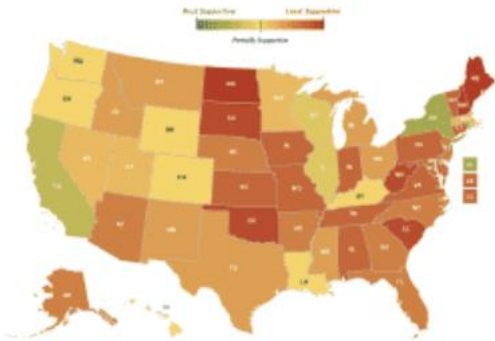


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# Scanning States

IS YOUR STATE PRIORITIZING



*Student's Social, Emotional,  
and Academic Development*

**[Edtrust.org/sead-scan](https://edtrust.org/sead-scan)**



# Breaking Down the Scans

+ State goals

+ Policies, Guidance, and  
Funding

+ Data Collection and  
Public Reporting



Do states ban harmful discipline policies, including discriminatory hair and grooming codes?

Washington	Kentucky
WA prohibits harmful discipline policies, including discriminatory hair and grooming codes.	KY does not have any protections against discrimination based on hair styles.

**[Edtrust.org/sead-scan](https://edtrust.org/sead-scan)**



# Do states require districts to equitably enroll students in advanced coursework opportunities?

Illinois	Michigan	Georgia
IL has passed a bill requiring automatic enrollment beginning in 2023.	MI requires districts to provide information to students in 8 <sup>th</sup> grade or higher about opportunities to take college courses, but doesn't require automatic enrollment in advanced courses.	GA has no requirement to equitably enrolls students in advanced coursework, and instituted a cap on Dual Enrollment credit courses.

Do states provide guidance and funding to districts to provide professional development to equitably support SEAD?

Minnesota	North Carolina
MN requires all educators renewing their license to complete cultural competency training that the state provides, and the state provides additional funding for programming for educators to support their ability to teach diverse learners, including an Anti-Racism Program.	NC does not provide guidance or funding to provide professional development on equitably supporting SEAD.

Do states mandate each school to have a specified and adequate school counselor to student ratio?

## Delaware

Delaware mandates school counseling for some but not all grades at a ratio that is sufficient, as defined by the ASCA, and does provide state funding. Delaware's has also passed a law that will phase in a mandated minimum ratio that meets ASCA recommendations, and will provide funding to meet this ratio, for grades K-5.

**[Edtrust.org/sead-scan](https://edtrust.org/sead-scan)**

**Note:**

- NO states mandate the ASCA's recommended ratio of 250 students per 1 school counselor.

# Using ARP Dollars to Support SEAD

- Example: Delaware
  - Provide PD & technical assistance to implement MTSS, including focus on Interconnected Systems Framework and Positive Behavior Interventions and Supports
  - Statewide training in culturally responsive education
  - Mentoring program for foster youth
  - School-Community Learning Program: Year-round out-of-school time program through a partnership between a Title I-eligible school and at least one community partner





# Tools to Support Effective Practices



# Alliance for Resource Equity

[educationresourceequity.org](https://www.educationresourceequity.org)



- Does each student who needs targeted social-emotional support receive it?
- Does each student who needs targeted physical and mental health support receive it?
- Does each student who needs targeted family support receive it?
- Does each student have access to effective guidance to support post-secondary success?

Source: <https://www.educationresourceequity.org/toolkit/guidebooks>

# “And they cared”: How to Create Better, Safer Learning Environments for Girls of Color



*Provides a checklist for schools around:*

- Data
- Discipline Policies and Practices
- Support for Systemwide Policy Change
- Culture and Communication

Panel

# Rob Metz: Deputy Director, BARR Center



Rob has more than 35 years of education experience and has worked in Minnesota public schools as a teacher, a principal and a superintendent. As BARR's deputy director he currently supports the board of directors and the organization's general business functions. Rob also facilitates Professional Learning Communities for school administrators and shares the BARR story with educators, funders, and supporters.

Education: M.Ed., Specialist Degree: Curriculum and Instruction, B.A. Elementary Education

Outside of work: Likes running, family time, and cheering for his favorite sports teams

# Hayin Kimner, PhD: Managing Director, [CSLX](#)



Hayin Kimner is a practitioner, researcher and policy advocate with a focus on community school systems and partnerships. Currently, she is the Director for the CA Community Schools Learning Exchange, and a Senior Policy and Research Fellow for Policy Analysis for California Education. Hayin also manages the Brookings Institution's Community Schools Forward national task force. She previously worked as a Senior Program Director for The Opportunity Institute and led the development of district-wide community school strategies in San Francisco and Emery Unified School Districts. While at the John W. Gardner Center at Stanford University (JGC), she co-facilitated the evaluation of multiple community and school-based project initiatives with an emphasis on collaborative, theory-based, qualitative research methods that engaged community partners in San Mateo, Santa Clara, and San Francisco counties. She is actively connected to community school initiatives and practitioners across the country. She received her B.A. from Amherst College and a Ph.D. from Stanford University.

# Michael Huang: Vice President Learning & Practice, Communities in Schools



Michael Huang joined Communities In Schools in January 2010 to manage the CIS network's accreditation programs. As Vice President, Learning and Practice, Michael leads efforts to translate research and practitioner insights into training and technical assistance to the CIS network of 110 affiliates and licensed partners related to integrated student supports.

Prior to joining CIS, Michael provided strategic consulting services to federal agencies at Corner Alliance; managed leadership development programming at the Council for Excellence in Government and Partnership for Public Service; and served on the founding team that established the Big City Emergency Managers (BCEM), a nonprofit organization of emergency managers from the 15 largest metropolitan areas in the United States.

Michael earned a Master's degree in Public Policy with a concentration in budget and public finance from the George Washington University and a Bachelor's Degree in Government from Claremont McKenna College.

# Panel Questions

- What have you seen as successful strategies to tackle issues in unfinished learning through strong student support and relationship-building?
- When we think about the current reality of unfinished learning in our schools, what is most urgent and on the minds of families and community members where you work? How are you addressing those concerns?
- Students of color and students from low-income backgrounds have been disproportionately impacted by the pandemic. How can schools and districts ensure they're targeting support to the students that need it most?
- What are some of the biggest barriers to supporting students' social, emotional and academic well-being, and how are you working to overcome them?
- Outside of localized examples at a single school, have you seen examples of systemwide efforts that integrate social, emotional and academic student supports that seem promising?
- What advice do you all have for local advocates and practitioners on how to prioritize social, emotional and academic well-being for students during covid recovery and in the future?



# Resources for Social, Emotional & Academic Development (SEAD)

- [ED COVID-19 Reopening Handbook – Volume 1](#)
- [Strategies to Solve Unfinished Learning](#), The Education Trust
  - [The Importance of Strong Relationships Brief](#)
- [Student-Teacher Relationships Matter: 4 Strategies for Building a Positive School Climate](#), Panorama
- [“And they cared”](#): How to Create Better, Safer Learning Environments for Girls of Color
- [Is Your State Prioritizing Social, Emotional, and Academic Development \(SEAD\)?](#)
- [Social, Emotional, and Academic Development Through an Equity Lens](#)
- [Alliance for Resource Equity](#)
  - [Student Supports and Intervention](#) - Guidebook
  - [Positive and Inviting School Climate](#) - *Guidebook released Spring 2022*





# Workshop Series

- Session 1
  - Setting the Stage
- Session 2
  - School, Family & Community Partnerships
- Session 3
  - Addressing Unfinished Learning Given Staffing Shortages
- Session 4
  - Supporting Social Emotional AND Academic Development
- Session 5
  - Continuing to Support Student Learning Through the Pandemic & Beyond – Spring 2022
- Session 6
  - Synthesizing our Learning – Spring 2022

# Keep in Touch



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