Series Workshop #4: Supporting Students' Social, Emotional, and Academic Development
March 2022
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/
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

Nancy Duchesneau  
Senior P-12 Research Associate

Marissa Alberty  
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

[edtrust.org]
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.
- States must meet maintenance of effort requirements, and states and districts must meet maintenance of equity requirements.
- State may keep up to 10% of the money they receive; 90% must go to eligible school districts.
- 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 Funds include three rounds of Elementary and Secondary School Emergency Relief (ESSER) funds. It does not include governor’s funds, higher education funds, or other ESSER funds.

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 been 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.

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

<table>
<thead>
<tr>
<th>Elements</th>
<th>More Effective</th>
<th>Less Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Adults</strong></td>
<td>Certified teachers and other staff</td>
<td>Outside mentors</td>
</tr>
<tr>
<td><strong>Group size</strong></td>
<td>Individual or small groups</td>
<td>More than 8 students</td>
</tr>
<tr>
<td><strong>Activity</strong></td>
<td>Social activity around a student’s goal</td>
<td>Activity not structured around student’s goals</td>
</tr>
<tr>
<td></td>
<td>Academic activity around a student’s goals</td>
<td>No structured activity</td>
</tr>
<tr>
<td><strong>Training and Supervision</strong></td>
<td>Pre-service &amp; ongoing training, &amp; feedback</td>
<td>Pre-service training only</td>
</tr>
</tbody>
</table>

Source: [https://edtrust.org/resource/the-importance-of-strong-relationships/](https://edtrust.org/resource/the-importance-of-strong-relationships/)
All learning is inherently social and emotional.
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
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
How can states improve their efforts to support social, emotional, and academic development?
IS YOUR STATE PRIORITIZING

Student’s Social, Emotional, and Academic Development

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?

<table>
<thead>
<tr>
<th>Washington</th>
<th>Kentucky</th>
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<tbody>
<tr>
<td>WA prohibits harmful discipline policies, including discriminatory hair and grooming codes.</td>
<td>KY does not have any protections against discrimination based on hair styles.</td>
</tr>
</tbody>
</table>

Edtrust.org/sead-scan
Do states require districts to equitably enroll students in advanced coursework opportunities?

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

Edtrust.org/sead-scan
Do states provide guidance and funding to districts to provide professional development to equitably support SEAD?

<table>
<thead>
<tr>
<th>Minnesota</th>
<th>North Carolina</th>
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<tbody>
<tr>
<td>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.</td>
<td>NC does not provide guidance or funding to provide professional development on equitably supporting SEAD.</td>
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</tbody>
</table>

[Edtrust.org/sead-scan](http://Edtrust.org/sead-scan)
Do states mandate each school to have a specified and adequate school counselor to student ratio?

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<thead>
<tr>
<th>Delaware</th>
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<tr>
<td>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.</td>
</tr>
</tbody>
</table>

**Note:**
- NO states mandate the ASCA’s recommended ratio of 250 students per 1 school counselor.

[Edtrust.org/sead-scan](http://www.Edtrust.org/sead-scan)
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
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?
“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

Source: https://edtrust.org/resource/and-they-cared-how-to-create-better-safer-learning-environments-for-girls-of-color/
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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