



Whole Child Policy & Advocacy

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Whole Child Policy & Advocacy

Each Child, in Each School, in Each Community is

HEALTHY
SAFE
ENGAGED
SUPPORTED
AND CHALLENGED





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State Resolutions

- Arkansas
- Illinois
- Rhode Island
- Missouri



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Arkansas

“Support the Arkansas Whole Child Initiative to ensure that all of our children are safe, healthy, engaged, supported, and academically challenged.”

Rhode Island

- Take a Whole Child approach in legislature’s work
- Support stakeholders to ensure students are healthy, safe, engaged, supported, and challenged



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Illinois

- Recognize the value of Whole Child
- Whole Child month
- Schools adopt one tenet to promote during month



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Supporting Whole Child Policies
 Developing and Passing Your Own Resolutions
 State
 Local

[Getting on the Policy Train](#)

Friday, May 10
2-3 pm (EDT)



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Governors' Children's Cabinets

- 26 states
- Common characteristics:
 - Range of agency heads
 - Shared vision & goals
 - Foster collaboration
 - Improve coordination
 - Engage partners
 - Increase public awareness



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State Children's Cabinets

- Arizona Governor's Children's Cabinet
- Connecticut Early Childhood Education Cabinet
- Florida Children and Youth Cabinet
- Georgia First Lady's Children's Cabinet
- Kansas Children's Cabinet and Trust Fund
- Louisiana Governor's Children's Cabinet
- Maine Governor's Children's Cabinet
- Maryland Governor's Children's Cabinet
- Michigan Governor's Children's Cabinet
- New Mexico Governor's Children's Cabinet
- New York Governor's Children's Cabinet
- Ohio Family and Children First Cabinet Council
- Rhode Island Children's Cabinet
- Tennessee Governor's Children's Cabinet
- Utah Governor's Child and Family Cabinet Council

Source: Forum for Youth Investment



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High Level State Councils, Commissions, Collaboratives, Committees

- Connecticut Youth Futures Committee
- Iowa Collaboration for Youth Development
- Iowa Empowerment Board
- Kentucky Youth Development Coordinating Council
- New York State Council on Children and Families
- Oklahoma Commission on Children and Youth
- Oregon Commission on Children and Families
- Pennsylvania Commission for Children and Families
- Washington, D.C. Interagency Collaboration & Services Integration Commission

Source: Forum for Youth Investment



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Governor's Children's Cabinets

- Challenges
 - Various setups
 - Range of purposes
 - Specific goals
 - Early childhood
 - Child welfare
 - General goals
 - Broad student success
 - Governorially identified



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Healthy – Florida

Physical Education Requirements

Elementary school

150 minutes/week in 30 minute increments

Middle school

Daily physical education for at least 1 semester

High school

1 credit PE graduation requirement



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Safe – Rhode Island

Rhode Island's [School Climate Survey](#)

Opinions and perceptions survey

Annually administered

All students, parents, teachers, and administrators

Questions

Age-appropriate

Students feel safe

Teachers supported

Parents responsive



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Engaged – Kentucky

[Individual Learning Plan](#) (ILP) for all students

- 6th grade with exploration of future career and postsecondary options
- 8th grade students set learning goals based on academic and career interests to design a 4-year educational course plan
- ILP must be updated and reviewed annually by student, teacher/advisor, and parent



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Supported – Arkansas

Whole Child- Whole Community Recognition Program

- State commission to develop evaluation criteria
- Measure comprehensive well-being of children
- Highlight work of educators, parents, communities



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Challenged – Tacoma Public Schools

Innovation schools + Accountability

- District climate survey
 - Safety
 - Communication
 - Student learning
- New report card
 - Safety
 - Partnerships
 - Early learning
 - Academic excellence



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ARKANSAS AND THE WHOLE CHILD

To thrive in today's global economy, Arkansas's children need good health and nutrition, a sense of safety and security, personal development and support, and access to both engaging and challenging learning contexts. This is no small feat, but it is one that should—and must—be pursued so that all of the state's children are adequately prepared for the future.



HEALTHY Each student enters school healthy and learns about and practices a healthy lifestyle.

SAFE Each student learns in an environment that is physically and emotionally safe.

ENGAGED Each student is actively engaged in learning and connected to the school and broader community.

SUPPORTED Each student receives access to personalized learning and a supportive learning environment.

CHALLENGED Each student is challenged academically and prepared for college or further study, employment.

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ENGAGED

Each student is actively engaged in learning and connected to the school and broader community.

TELEVISION USE

15% of children ages 1-17 watch television or videos for four hours or more on an average weekday.

RACE	PERCENTAGE
BLACK	30%
Hispanic	28%
White	17%
Multiracial/Hispanic	7%
Other	18%

HOUSEHOLD INCOME	PERCENTAGE
\$20,000 and below	22%
\$20,000-\$41,200	14%
\$41,200-\$62,200	14%
\$62,200 and above	10%

ORGANIZED ACTIVITIES

79% of children participated in organized activities (sports, music, lessons, clubs, organizations, etc.) outside of school during the previous year.

RACE	PERCENTAGE
BLACK	71%
Hispanic	59%
White	85%
Multiracial	5%
Other	8%

HOUSEHOLD INCOME	PERCENTAGE
\$20,000 and below	62%
\$20,000-\$41,200	72%
\$41,200-\$62,200	80%
\$62,200 and above	95%

MYT BATTERS


A stimulating home learning environment can promote children's positive approach to learning, which includes curiosity, persistence, and motivation to learn. Each behaviorally-identified measure is engaged in to improve learning outcomes by providing the early grades and beyond increasing their chances of strong academic achievement.

MYT BATTERS

Student involvement in extracurricular activities (high, sports, arts and literary groups, and community-based service projects) and civic-based activities (e.g., voting and political engagement) promotes affect (emotions, personal and social) development and their occupational aspirations and is correlated to L.S.C.



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WHAT YOU CAN DO

Advocates

- Measure each student's well-being by at least one of the following and provide them access to it in school:
- Participate in organizational meetings and other learning opportunities for students to connect with their families, communities, career, and personal goals and challenges.
- Provide any student with access to educational resources and opportunities.
- Provide time for each student to complete activities, plans and the Passion use affirm and identify.
- Welcome and include all families as partners in their children's education. Communicate with parents via the Center Core Case Management and other ways to connect, engage and support students.
- Participate in ongoing and relevant professional development that focuses on the student's personal and social development and on the student's strengths, interests and challenges in school.


Parents and Community Members

- Monitor your child's performance over time and share with them their progress.
- Attend events and activities with your children to help them build relationships with their teachers and other adults.
- Go to know your child's teachers, coaches, and other staff members. Consider ways to help your child meet school goals.



Practitioners

- Provide a safe and supportive environment for students to discuss, identify, and address their needs by using the recommended rate of at least 1 counselor for every 200 students.
- Support parent-education and family literacy programs.
- Provide students to develop individualized learning plans for each student that connect to their interests and career goals and activities.
- Provide safe and relevant opportunities for individualized learning, engagement, and support through learning choices and quality teaching practices during the school day.
- Provide quality pathways to high school graduation.



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A Whole Child Approach to Education and the Common Core State Standards Initiative

A whole child approach to education is defined by policies, practices, and relationships that ensure each child, in each school, in each community, is healthy, safe, engaged, supported, and challenged. It engages all stakeholders—educators, families, policymakers, and community members—in defying the “percentage profession” culture of too many school reform efforts, to focus on each child. And it further raises the bar of accountability beyond narrow, single-issue “improvement” strategies to efforts that reflect the broad array of factors influencing long-term success rather than short-term achievement.

Within a whole child approach, questions must be raised about school culture and curriculum; instructional strategies and family engagement; critical thinking and social-emotional wellness. We have an inherent understanding that no single program or initiative

provides the silver bullet for school improvement, but rather that the application of child-adolescent growth and development theory in the context of learning within a specific community creates the opportunity for each child to succeed.

The Common Core State Standards Initiative is a critical step toward ensuring such an approach. For too long in too many schools, young people have been provided a learning experience that so undermotivates, undereducates, and underprepares that they are left reaching for remedial preparation for the careers, further education, and civic participation they seek. In the worst situations, young people are neither healthy nor safe, neither engaged nor supported, and certainly not challenged.

In others, schools with seemingly impressive school climates (little bullying, supportive staff-student rela-

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Whole Child & Common Core

- Integration and Alignment
 - Comprehensive school improvement
- A Well-Rounded Education
 - College, Career, and Citizenship
- Assessment
 - Formative & Summative
 - Qualitative and quantitative
- Sustainability
 - Collaboration, coordination, and integration

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College, Career, and Citizenship

- Include all core academic subjects in any definition of college, career, and citizenship readiness.
- Maintain discrete and significant funding for each and all disciplines.
- Establish meaningful public reporting and accountability requirements regarding student achievement for all subjects at the school, district, and state levels.

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Federal Policies

- ESEA Blueprint:

- Complete education
- Successful, safe, healthy students
- Safe, Promise Neighborhoods
 - FY13 \$59 million
 - FY14 \$300 million



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Resources:

ASCD Public Policy Website:

<http://www.ascd.org/public-policy.aspx>

Whole Child Website, including ASCD School Improvement Tool:

<http://www.wholechildeducation.org/>



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Questions?





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