

Maximizing Partnerships with Schools: Speaking Education's Language

AKA: How to Talk so Educators will Listen and Listen so Educators Will Talk

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US Education Infrastructure

- Decentralized system – “to know one school is to know one school”
 - Differences between and within school districts
- Federal Government
 - US Department of Education
 - US Department of Agriculture
 - Department of Defense, Bureau of Indian Education
 - US Department of Health and Human Services

US Education Infrastructure

- State
 - Chief State School Officer
 - State Boards of Education
 - State Education Agency (SEA)
- Local
 - Local School Board
 - Superintendent
 - Local Education Agency (LEA)
- School
 - Principal
 - Teachers
 - Support staff, specialists, etc.



School Funding

- Federal education funding
- State
- Local

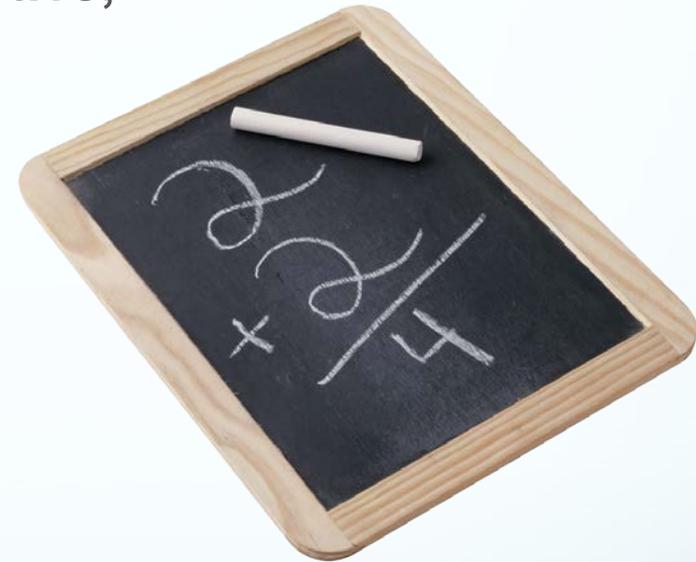


Schools' Overarching Mission

- Ensure that students graduate as productive, college and career-ready citizens*

*In practical terms, this is often translated to mean that students demonstrate good performance to challenging academic standards.**

**This often is translated to mean that students are able to meet standards and benchmarks as measured by standardized assessments.



Categories for School-Related Work



- Curriculum and Instruction
- Policy
- Practice
- Student Support Services and/or Coordination
- Personnel
- Supplemental or Supportive Programs

Our Shared Priorities



Photo Credit: Alliance for a Healthier Generation

Successful Learners REQUIRE Health-Promoting Schools

- Students who report feelings of “*connectedness*” with and *engagement to* school are more likely to do well academically.
- *School breakfast* programs are linked with reduced tardiness and absenteeism.
- Schools that promote *physical activity* see academic and cognitive benefits for their students.



Health Impacts Learning

- **Students** facing health challenges – chronic and acute conditions, injuries, safety – *are more likely to have learning difficulties*
 - Asthma and dental pain are leading causes of school absenteeism
 - Students who are hungry do not perform as well academically
- **Teachers and staff** are constantly addressing the impact of health on their students
 - One study showed that teachers spent an average of *one hour of instructional time on health issues each day-- roughly 180 hours of lost time over the school year*
 - Absenteeism disruptive to teaching and learning
 - Non-academic barriers to learning are a constant challenge



Long-Term Linkages Between Education and Health

- Educational outcomes are strongly linked to health outcomes
 - Lower educational attainment linked to adverse health outcomes
 - Income and employment— both linked to educational outcomes— are linked to higher rates of chronic diseases



Whole School, Whole Community, Whole Child



Source: Lewallen T, Hunt H, Potts-Daetma B, Zaza S, Giles G. The Whole School, Whole Community, Whole Child Model: A new approach for improving educational attainment and healthy development for students. *Journal of School Health*. 2015; 85(11): 729-739.

Gears for Creating Sustainable Change

- Policies (both formal and informal)
- Process
- Practices
- Highly qualified personnel/staffing
 - Defining qualifications for teachers
 - Creating opportunities for ongoing support
- Funding and resources



Opportunity: Every Student Succeeds Act (ESSA)

- Signed into law in December 2015 reauthorizing the Elementary and Secondary Education Act (last version was NCLB)
- ESSA provides significant authority for state and local leadership to design and implement policy, programs, and accountability requirements and mechanisms.
- *ESSA includes implicit and explicit authorities for educators to address the needs of the whole child.*

ESSA: Promoting Equitable, High-Quality Education

- Designed to “provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.”
- Delineates the responsibilities of state and local educational agencies to ensure the infrastructure, accountability, and support for high-quality education of all children.
- Requires stakeholder engagement and input.

ESSA: Opportunities to Create Health-Promoting Schools

- Challenging academic *standards*
- *Assessments* used to measure students' achievement based on the standards
 - *Could include student fitness assessments*
 - *Twelve states require or use specific student-level fitness assessment: AL, CA, CT, DE, GA, MO, MS, NC, SC, VA, VT, WV*

ESSA: Opportunities to Create Health-Promoting Schools

- State *accountability system* and metrics
 - Must include academic measures, such as graduation rates, proficiency on assessments, academic growth
 - Also must include at least one indicator of school quality or student success, such as:
 - *School climate or student connectedness (CA, GA, HI)*
 - *Engagement and safety (MN)*
 - *Chronic absenteeism or other equity proxy (OR)*
 - *Student fitness levels (CT)*
- Based on these metrics, states will create methods for identifying schools and subgroups of students within schools for improvement interventions

ESSA: Opportunities to Create Health-Promoting Schools

- State report cards
 - Proficiency on assessments, by school district
 - Long term goals and interim progress for all students and each subgroup
 - Data submitted to the state, such as:
 - School climate (surveys)
 - Safety, incidences of violence, including bullying and harassment
 - Chronic absenteeism
 - Other, such as potentially:
 - Recognition or awards for healthy nutrition environments
 - School meal program participation

ESSA: Promoting Educator Excellence

- Provides funds for the development and training of teachers and administrators
 - Professional development on improvement interventions
 - In-service or pre-service training on health, child development, or school climate.



ESSA: Supporting Safe and Healthy Students

- Grants for states to provide funding to school districts to ensure a “well-rounded” education, which includes nutrition and physical education, tech, STEM, arts, etc.
 - Funds available to districts for health-related activities
 - If a district receives at least \$30,000 for their full scope of activities, at least 20% must be spent on health-related activities.
- Requires school districts to undertake a community needs assessment.
- Requires stakeholder engagement and input.

ESSA Timeline: General

- **April – Fall 2016: State Planning Committees** established to draft the *state plan*, which must be created with stakeholder input.
- **May – October 2016: Federal Rulemaking**, proposed rules on Title I standards, assessments, and funding, and “supplement not supplant” requirements.
- **November – December 2016: State Plan** submitted for review and public comment.
- **December 2016: All regulations** finalized.
- **March or July 2017: States** submit plan to the US Department of Education.
- **School Year 2017-2018: All ESSA provisions** go into effect.

Iowa's ESSA Advisory Committee

- **Tom Ahart**, Superintendent, Des Moines Public Schools
- **Lisa Bartusek**, Executive Director, Iowa Association of School Boards
- **Mike Beranek**, Teacher, West Des Moines Community Schools
- **Margaret Buckton**, Partner, Iowa School Finance Information Services
- **Mary Jane Cobb**, Executive Director, Iowa State Education Association
- **Bill Decker**, Administrator, Mississippi Bend Area Education Agency
- **Sandy Dockendorff**, School Board Member, Danville Community School District
- **Mark Felderman**, Deputy Director, Professional Educators of Iowa
- **Kevin Fiene**, Superintendent, Interstate 35 Community Schools
- **Jim Hawkins**, Senior Director, Professional Educators of Iowa
- **Roark Horn**, Executive Director, School Administrators of Iowa
- **Josie Lewis**, Director of Policy and Legal Services, Iowa Association of School Boards
- **Charles McNulty**, Associate Superintendent, Waterloo Community Schools
- **Sam Miller**, Administrator, Area Education Agency 267
- Jill Morrill, School Board Member, Johnston Community School District
- **Bob Olson**, Superintendent, Clarion-Goldfield-Dows Community Schools
- **Melissa Peterson**, Government Relations Specialist, Iowa State Education Association
- **Jill Philby**, Teacher, Lynnville-Sully Community School District
- **Dan Ryan**, Superintendent of Schools, Diocese of Sioux City
- **Dana Schon**, Professional Learning Director, School Administrators of Iowa
- **Scott Slechta**, 2016 Iowa Teacher of the Year, Fairfield Community School District
- **Bryan Stearns**, Associate Principal, West Des Moines Community Schools
- **Dani Trimble**, Superintendent, Alburnett Community School District
- **Justin Wagner**, Superintendent, Harlan Community School District
- **Tammy Wawro**, President, Iowa State Education Association
- **Thatcher Williams**, Iowa PTA

ESSA Public Meetings: Iowa

- **Tuesday, October 11**
Keystone Area Education Agency
Rooms D2-D3
1400 2nd Street NW, Elkader
- **Thursday, October 20**
Northwest Area Education Agency
Auditorium
1520 Morningside Avenue, Sioux City
- **Tuesday, October 25**
Mississippi Bend Area Education Agency
Muscatine/Scott Rooms
729 21st Street, Bettendorf
- **Wednesday, October 26**
Prairie Lakes Area Education Agency
Rooms A, B and C
824 Flindt Drive, Suite 105, Storm Lake
- **Wednesday, November 2**
Grant Wood Area Education Agency
Winter/Spring/Autumn/Revere/Stone
conference rooms
4401 6th Street SW, Cedar Rapids
- **Monday, November 7**
Great Prairie Area Education Agency
Auditorium
2814 N. Court Street, Ottumwa
- **Wednesday, November 9**
Area Education Agency 267
Rooms B/C
3712 Cedar Heights Drive, Cedar Falls

All public input meetings will be held from **5 to 7 p.m**

To Submit Comments

- For more information on Iowa's plans to meet the Every Student Succeeds Act, visit <https://www.educateiowa.gov/pk-12/every-student-succeeds-act>.
- Iowans also can submit questions and feedback by sending an email to essa@iowa.gov.

Engaging with Educators



Common Barriers and Opportunities

- *Competing Priorities*
 - Healthy school environments support ongoing work and priorities (“*What are our shared priorities?*”).
 - Healthy schools build capacity and help educators focus on their primary mission.
 - Although all educators share the responsibility of creating healthy schools, it is not solely their responsibility.
- *Perception of Different Priorities*
 - Healthy eating, childhood obesity vs. supporting learners



Common Barriers and Opportunities

- *Funding and Sustainability*
 - Consider the scope and scale of what should be sustained and identify funding plans accordingly
- *Consistency in Approaches Across LEA and Schools*
 - Identify opportunities to promote consistent implementation even through staff transitions, as well as ways to assess consistency (and how often)
- *Community Capacity*
 - Ensure that community partners have clearly defined roles and capacity.



Engaging With Educators



- *Healthy nutrition environments create systems-level interventions that impact the way that schools promote health, create caring climates, and provide opportunities for students to practice healthy habits.*
- *Healthy school environments support schools' mission and needs and are not an isolated, stand-alone "programs" or curriculum.*
- *Jointly created goals and logic models are useful in articulating joint equities and shared outcomes.*

Engaging With Educators

- *Administrators and teachers do not have to do it all alone – but they need to be engaged in the solution.*
 - Create common vision and performance measures that align with everyone's needs.
- *Create an infrastructure to test and refine interventions and check in with stakeholders and partners.*
- *Consider if/what should become formalized policy and what this entails.*
- *Relationships and communication are key.*
 - Keep common vision and goals in mind!

Creating Shared Solutions: School Health Team

- School Health Team/School Wellness Team
 - Should be coordinated with or a sub-group of (with additional members) the School Improvement Committee
 - Should represent a wide range of perspectives from the school and community



Sample School Health Team Membership

- Administrator
- Classroom teachers
- Students (if possible)
- School food service
- Physical educator
- School nurse
- Facility manager
- PTA representative or other parent
- Community partners

Engaging the Team

- Plan meetings at a frequency that makes sense to your team
- Demonstrate ideas and skills at each meeting (such as integrating nutrition lessons into various meetings)
- Share delicious healthy snacks
- Design healthy food fundraisers
- Create agendas that move work forward and allow for idea sharing, addressing barriers, etc.
- Review data and consider possible changes to strategies
- Identify roles and responsibilities for a variety of people in the school
- Share and celebrate successes!

Group Discussion: Teams, Partners and Stakeholders

Identifying Priorities and Planning for Sustainable Change

- What are key areas of concern in your schools or districts?
 - Fundraisers?
 - School breakfast?
 - Meal participation?
 - Nutrition education?
- What are identified best practices?
- How will the desired outcome support school's goals, including student learning ?
- What do needs to change?
- What is required for change?
- What else do we need to consider (practical barriers, perceptions, etc.)?

Communicating About Sustainable Change

- Who are target audiences?
- What key messages do each need to hear before they can listen and engage?
- Are there trusted champions that can communicate the messages (including students)?

Group Exercise:
Planning for and
Communicating About Healthy
Nutrition Environments

A Few Points to Remember

- Emphasize **shared** priorities – healthy, well-nourished students who are ready to learn!
- Educators are under great pressure and have competing priorities – patience is a virtue!
- Everyone in the school has a shared responsibility but administrators and teachers do not have to add anything to their full plates.
- Sustainable change comes not from programs or curricula, but from ensuring that healthy nutrition environments are accepted and expected.

A Few Points to Consider

- Schools are worksites and adults are impacted by policies, practices, and social norms in the school.
- Students are often more flexible than we think they will be.
- Big changes take time...but can start with small steps quickly.

Questions?



Resources

- National Association of Chronic Disease Directors [Speaking Education's Language: A Guide For Public Health Professionals Working in the Education Sector](#)
- National Association of State Boards of Education [How Schools Work and How to Work With Schools](#)
- National Association of Chronic Disease Directors [A Guide for Incorporating Health and Wellness into School Improvement Plans](#)
- Pew Charitable Trusts' Health Impact Assessment [National Nutrition Standards for Snack and a la Carte Foods and Beverages Sold in Schools](#)

Thank you!

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