Shared Learning Session

Public Education and Health Improvement; Collective Action and Mutual Benefits
Public Education and Health Improvement

Why the Health Sector Should Care

Americans with less education:

• Die earlier
• Live with greater illness
• Generate higher medical care costs
• Experience more psychological distress
• Have less healthy life styles
• Those without a high school diploma are at greatest risk
• Women without a high school diploma appear to suffer greater health setbacks than men.
Unhealthy children are less successful in school:

- More absences from school
- Subject to more disciplinary action
- Perform at lower levels on standardized school assessments
- More likely to drop out before high school graduation
Public Education and Health Improvement

Public Education Sector

Dr. Dana Anderson,
Superintendent
Capital Regional ESD 113

Cross-Sector Work

Kelcey Schmidt,
Program Supervisor
OSPI

Marsella Thornburgh,
Student Assistance Professional II , ESD 113 - True North

Kim Fry,
Superintendent,
Rochester School District

Health Sector

Chris Hawkins,
Active Healthy Communities Coordinator, Thurston County Public Health & Social Services
What Are Schools Busy Doing?

DR. DANA ANDERSON, SUPERINTENDENT, CAPITAL REGION EDUCATIONAL SERVICE DISTRICT 113

OCTOBER 13, 2016
**Public Education Issues**

**The Ever Increasing Burden**

1900-1910: Basic student health – hygiene, nutrition, immunizations, ...

1910-1940: Vocational, Domestic Sci., school transportation, expanded Physical Ed, ...

1940s: Business, Art, Music Speech, Kindergarten, lunch programs, ...

1950’s: Expanded Math & Science, Foreign Language, safety drills, Drivers’ Ed., ...


1970s: Special Ed., Gifted/Talented, Alternative Ed., Title IX, breakfast programs, ...

1980s-1990s: Keyboarding/Computer, Stranger Danger, ESL, after school, mandated reporting of suspected abuse, ...

2000s: No Child Left Behind, Suicide Awareness, Internet Safety, Media Literacy, On-line Learning, Bullying/Harassment/Intimidation Prevention, ...

During this time period, not one school day has been added to the school calendar.
Public Education Issues

The shift in accountability from providing the opportunity to learn, to achievement for every student:

You can lead a horse to water, but ...

By 2016, all horses will drink 10 gallons daily ...
Public Education Issues

Current Issues

Increasing fixation on cognitive test scores:

Ranking by PISA Math Score and Perceived Entrepreneurial Capability

- 2009 PISA Math
- Perceived Entrepreneurial Capability
Frequently changing standards & assessments:
Overhaul of Teacher and Principal Evaluation System:

<table>
<thead>
<tr>
<th>PI</th>
<th>Purpose: Connection to standards, broader purpose and transferable skill</th>
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<td>Un satisfactory</td>
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<td>The lesson is not based on grade level standards. There are no learning targets aligned to the standards. The lesson does not link to broader purpose or a transferable skill.</td>
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Possible Teacher Observables:
- A 6th grade teacher presents a lesson on the American Revolution. Content and skills are 7th grade standards.
- A 6th grade teacher presents a lesson on African geography that meets 6th grade standards. Lesson is not connected to a broader purpose such as how African geography is important to the current economic conditions or how the skills learned will apply to a subsequent geography lesson. There is no learning target.
- A 6th grade teacher only explains how geography skills are used at the beginning of the unit. Learning target(s) come from the teacher’s manual and are aligned to standards.
- A 6th grade teacher only explains how the skills learned in the current lesson will be used in subsequent geography lessons.

Possible Teacher Observables: In addition to Basic:
- Teacher explains at the beginning and close of each lesson how the study of African geography will help students understand current events in Africa. This is reported each week of the unit.
- Teacher reviews the week’s lesson and provides feedback on how the skills learned in the current lesson will be used in subsequent geography lessons.

Possible Teacher Observables: In addition to Proficient:
- Teacher explains in the middle and end of the lesson how the study of African geography is relevant to American students.
- When teaching African geography, teacher reminds students that they will approach the current geography lesson using the same skills learned in the study of Asia.
Increased Graduation Requirements:

- Proficiency Exams
- Higher level coursework
- Non-credit Requirements
- Additional Credit Requirements

Graph: Increasing Graduation Requirements – Exit Exams, Course Rigor, Higher Credits, etc.

Legend: Students From High Risk Populations

Graduation Rate
Public Education Issues

School Funding

WA Rank in Nation

- State Testimony vs. Actual Funding –
  (Per Pupil State Funding)

- Source: Network for Excellence in Washington Schools, 10/15
Health Sector Issues

CHRIS HAWKINS, COMMUNITY ENGAGEMENT, EVIDENCE AND PARTNERSHIPS MANAGER, THURSTON COUNTY PUBLIC HEALTH & SOCIAL SERVICES

OCTOBER 13, 2016
Public Health focused on Community Health Improvement

Public Health mission is to improve population health:

• begins with community health assessment (CHA)
• develops community health improvement plan (CHIP)

State plan for Healthy Communities acknowledges importance of healthy starts and health education, as well as social & emotional well-being
Recognition of Social Determinants

National Prevention Strategy

Public Health Accreditation Board:

• Standard 1.3: Analyze Public Health Data to Identify Trends in Health Problems, Environmental Public Health Hazards, and Social and Economic Factors that Affect the Public’s Health
Education & Health

Strong connection, not just in beyond ‘health education’

RWJF (2011):
Health and life expectancy, other outcomes
• Educational attainment = better health literacy, knowledge
• better work opportunities, income
• better social standing

Model of Community Health

Health Outcomes

Length of life

Quality of life

Health Factors *

Health behaviors

Clinical care

Physical environment

Social and economic factors

Policies and Programs

Health behaviors

Alcohol use

Nutrition & physical activity

Sexual activity

Tobacco use

Access to care

Quality of care

Built environment

Environmental quality

Education

Employment

Income

Family & social support

Community safety

Health outcomes

Health behaviors

Clinical care

Physical environment

Social and economic factors

Policies and Programs

Length of life

Quality of life

Health factors
Thurston Thrives

Model of Population Health

Health Outcomes

Length of life

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Health Factors *

Health behaviors

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Physical environment

Built environment

Environmental quality

Social and economic factors

Education

Employment

Income

Family & social support

Community safety

Policies and Programs

Requires the collective impacts of Thurston Thrives

Health Care & Social Services

Environment

Community Design

Housing/Shelter

Food

Education

Employment, Income, Wealth

Child & Youth Resilience (ACEs)

Community Resilience

Public Safety

Adapted from University of Wisconsin Population Health Institute 2012. County Health Rankings Model.
Education Strategy Map

**Strategies - Actions**

- Integrate Student Support Systems
- Engage Community as Partners with Schools
- Implement Practices that Engage Students

**Objectives**

- Students get support they need to succeed
  - Measures: # and % of students served; #, % and types of support provided; # and % of students in early intervention; # and % of students in intensive intervention

- The capacity of schools is increased
  - Measures: # and types of community partnerships; # and types of parental and volunteer involvement; # and value of leveraged and new funding resources

- Students want to come to school
  - Measure: Attendance

**Goals**

- Supported students overcome barriers & meet state academic standards
  - Measures: 4th grade reading, 8th grade math, 9th grade early warning system indicators, Healthy Youth Survey risk factors, attachment to a caring adult

- Students have strong interpersonal & career skills
  - Measure: % CTE program completers

- Students are highly engaged
  - Measures: # and % of students: passing courses; participating in school/community activities; student engagement survey indicators; #, % and type of disciplinary sanctions; % of eligible youth who sign up for College Bound Scholarship

**Vision**

Every child completes high school, earns a post-secondary credential, and has skills to find living wage employment

- Measures: high school completion rate, post-secondary enrollment / matriculation, and workforce outcomes
GO TO: WWW.THURSTONTHRIVES.ORG

CONTACT  Chris Hawkins, Community Engagement, Evidence and Partnerships Manager
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Thurston County Public Health & Social Services

Healthy people, Healthy Places
State/National Education Efforts to Support Academic and Non-Academic Needs

KELCEY SCHMITZ, INTEGRATED STUDENT SERVICES, OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION

OCTOBER 13, 2016
The problem...

- Challenging & changing school environments - low graduation rates, high chronic absenteeism rates, disparities between children from different socio-economic backgrounds

- Risk producing conditions that act as barriers to learning and development and contributing to co-occurrence of academic, behavioral, health, and social issues (economic decline, high mobility, violence, substance abuse, mental health concerns, racial and ethnic conflicts, students experiencing chronic poverty and trauma, medical problems not addressed, negative encounters with teachers and peers, homelessness, poor nutrition, exclusionary discipline)

- Reactive – wait to fail – crisis driven (costly and limited effectiveness – not getting to root of issues)

- Inequalities exist in terms of access to supports
  - Fragmented/siloed:
    - Initiatives, efforts, departments
    - Multiple/duplicative
    - Funding
  - Sparse resources – doing more with less
  - Decisions based on intuition, tradition, convenience to staff

How do we ensure each student has the opportunity to succeed?
Moving forward with solutions...

The EOGOAC finds it essential that culturally responsive and relevant student support services are integrated and linked with resources in the community that provide supports to families with health, mental health, poverty, and academic needs.

- The EOGOAC recommends that programs providing students with multiple supports be integrated into schools with adequate funding.

- Resources may include tutoring and mentoring, physical and mental health care, and connecting their families to parent education, family counseling, food banks, or employment assistance.
Integrated Student Supports

ISS focuses on the needs of the whole child and can impact student achievement and behavior.

• Research shows ISS can contribute to student academic progress as measured by decreases in grade retention and dropout, and increases in attendance, math achievement, reading and ELA (English Language Arts) achievement, and overall GPA.

• Preliminary studies have found a positive return on investment in ISS, ranging from more than $4 saved for every $1 invested to almost $15 saved for every $1 invested.

• Community-based organizations have the capacity to work with schools to engage local community stakeholders in conversation and decision-making. This is essential to sustain culturally responsive services to a diverse population of students.

Source: 2016 Annual Report and Recommendations from the Educational Opportunity Gap Oversight and Accountability Committee (EOGOAC)
ISS Theory of Change

Influential Factors:
- Student
- Family
- School
- Community

Core Components:
- Needs Assessment
- Community Partnerships
- Coordinated Student Support
- Integration within school
- Data tracking

Supports:
- Physical and mental health
- In-school and expanded learning time
- School Climate and Effectiveness
- Parent Education and Family Counseling
- Social Services for Families in Need

Short-Term Outcomes:
- Academic Outcomes

Long-Term Outcomes:
- High School Graduation
- Post-Secondary Degree or Certification
Integrated Student Supports

- Integrated student supports (ISS) - a school-based approach to promoting students' academic success by securing and coordinating supports that target academic and non-academic barriers to achievement.

- Connecting home, school and community resources – increase the pool of supports for kids and families

- Child Trends Report, 2014: a rigorous independent analysis of 9 ISS models (e.g., Communities in Schools, City Connects)

- 4SHB 1541 bill included the creation of the Washington Integrated Student Supports Protocol (WISSP).
4SHB 1541: Closing the Educational Opportunity Gap

Washington Integrated Student Supports Protocol - reduce nonacademic barriers to students’ academic success.

School-based
- Promote success of all students

Vision of public education
- Educators focus on education
- Students focus on learning
- Community supports enable teaching and learning to occur unimpeded

Community-based supports
- Create, expand and improve quality
- Integrate into academic environments

Increase public awareness
- Academic outcomes are a result of both academic and nonacademic factors

Support statewide and local organizations
- Leadership, coordination and professional development and advocacy
- High quality, evidence-based, student-centered, coordinated approaches
Core Components of the WISSP

Student & Family

Needs Assessment

Integrated & Coordinated Student Support

Data Tracking

Community Partnerships

Adapted from Moore, K. 2014. Assessing the evidence for integrated student supports.
Whole Child, Whole School, Whole Community (WSCC) Model

We challenge communities to redefine learning to focus on the whole person. We encouraged schools and communities to put aside perennial battles for resources and instead align those resources in support of the whole child. Policy, practice, and resources must be aligned to support not only academic learning for each child, but also the experiences that encourage development of a whole child—one who is knowledgeable, healthy, motivated, and engaged.

- Whole Child Commission, 2007

http://www.ascd.org/whole-child.aspx
Multi-Tiered System of Supports

From the Every Student Succeeds Act (ESSA) 2015

“a comprehensive continuum of evidence-based systemic practices to support a rapid response to students’ needs, with regular observation to facilitate data-based instructional decision making.”
Not another thing to add to the plate... **MTSS IS the plate**

What is on your menu of supports to help ALL students succeed?
MTSS: An efficient, effective, durable, and sustainable system

- Focus on prevention
- Implementation of a continuum of evidence-based instruction, interventions, and assessments with fidelity
- Universal screening and continued progress monitoring
- Data-based problem solving and decision making
- Team-driven shared leadership
- Family, School, Community Partnerships
Barriers to learning go beyond academics.

Learning supports must be fully integrated - including community-based organizations.

Multi-tiered system of supports (MTSS) is an efficient way to implement a multi-disciplinary approach (Integrated Student Supports) to maximize student achievement.

What is needed: Cross-sector alignment to connect the dots so students and their families have access to a continuum of educational, health and social supports, at the earliest sign of need.
Contact Information

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Local & Regional Efforts to Support Student Health

KIM FRY, SUPERINTENDENT, ROCHESTER SCHOOL DISTRICT
MARCELLA THORNBURGH, STUDENT ASSISTANCE PROFESSIONAL II, CAPITAL REGION ESD 113 TRUE NORTH STUDENT ASSISTANCE & TREATMENT SERVICES
OCTOBER 13, 2016
Preparing students for...
Lifelong Learning, Rewarding Careers & Productive Citizenship

By embracing...
Accountability, Adaptability & Academic Excellence

- SUCCEED
  - Ensure all students acquire the knowledge and skills necessary to achieve success.

- ENGAGE
  - Create engaging learning experiences based on caring relationships, high academic standards and relevance to the changing world.

- INVOLVE
  - Involve families and community in promoting high levels of student achievement, respect and pride in our schools.

- INVEST
  - Promote and protect the community’s investment in resources that optimize student achievement.
Rochester School District

19% Hispanic
3% Native American
16% Special Education
6% Homeless
57% Low Income

2263 Students

135 Certificated Staff Members
Problem of Practice

How can we develop a sustainable system to provide effective, timely interventions to all students in grades 6-12 who need additional attention and assistance to help them achieve their potential?
Theory of Action

If we know the specific reasons why students are struggling to be academically successful and we use this data to strengthen Tier 2 supports and provide individualized Tier 3 social/emotional and academic interventions, than more students will graduate with the potential, desire and a realistic plan to pursue living wage careers.
Safety Net Programs

- 9th Grade Academy
- Core Flex
- Math & Language Live Support Courses
- Mental Health & Substance Abuse Counseling
- AVID
- Enhanced Classes
Mental Health & Substance Abuse Counseling

Co-occurring Treatment Project

One full time counselor split between High School and Middle School

Served 39 students

Preliminary results show

• Reduction in the number of disciplinary referrals
• Decreased number of D’s and F’s

Public Education and Health Improvement

Capital Region ESD 113 Student Support Services

Our goal is that all students with health-related conditions that interfere with their school success will be identified, assessed, and get the needed evidence-based services and supports.

- School Nurse Corps – provides student health planning, medication management, & direct nursing services.
- True North Student Assistance Program - provides school-based chemical dependency prevention, intervention & clinical treatment services
- We are the first ESD in Washington to be dually licensed for both mental health & chemical dependency. Currently piloting comprehensive school-based mental health services
- Our model provides prevention, intervention, treatment or care coordination, and recovery support services using evidence-based practices
- We bridge the gap between schools and community partners
Public Education and Health Improvement
Capital Region ESD 113 Student Support Services

Essential Elements of School-Based Health Programs

Multi-Tiered System of Support

Tier I
- Universal school-wide practices
- ALL students and staff

Tier II
- Targeted interventions
- Students with low acuity or transient needs

Tier III
- Therapeutic mental health services
- Students with intensive social and emotional needs
- Student Assistance Professional (MHP)

My Partner for Learning Solutions
“It (this program) is important because it helps you become the best you can be as a person. I don’t want to kill myself everyday anymore. Now, I want to succeed. I want to be happy.”

- 18-year-old male high school student

“There are two huge benefits to the partnership:

• Students and parents have direct services that are convenient and accessible.
• Resources are shared; this includes the expertise from the mental health professional, more time can be dedicated to connecting services to students and parents, and more students are receiving services because of the partnership.”

-School Counselor

“It was one of the best things that could’ve happened...for what he was going through. He was able to take a negative and turn it into a positive. We are pleased with the outcome and the whole situation.”

-Parent of a 14-year-old male high school student.
Time for Reflection and Feedback