



**PARTNER BUILD GROW**

An Action Guide for Sustaining Child Development and Prevention Approaches

# Acquiring the Skills: Building Sustainable School and Community Programs



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# Objectives

- Understand the processes and pathways leading to sustainability of school-connected approaches
- Recognize the importance of interdisciplinary collaboration and school-community partnerships
- Be able to find and use tools to help plan an integrated, comprehensive cross-sector approach
- Envision the next steps for communities you work with
- Explore developing a network of practice among colleagues



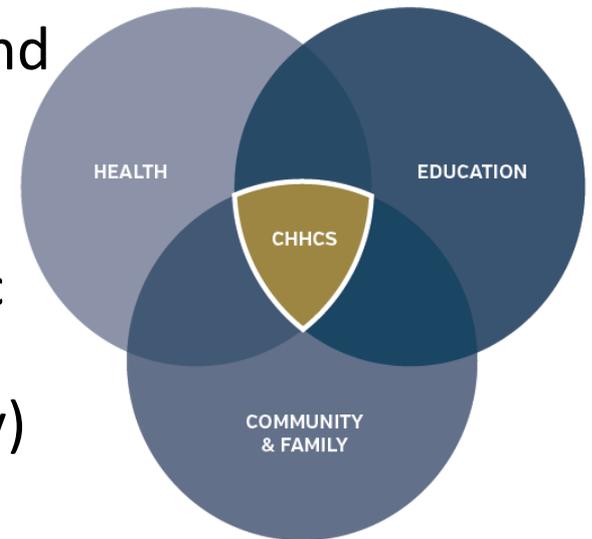
# Agenda

8:30-8:50	Introductions and Overview of the Session
8:50-9:10	Background and Rationale
9:10-9:20	Action Guide Overview
9:20-9:25	Sustaining an Existing Initiative vs. Starting Out
9:25-9:30	Instructions for Small Group Exercise
9:30-9:50	<i>Building an Action Team</i>
9:50-10:00	Large Group Reporting Out
10:00-10:20	<i>Mapping Assets</i>
10:20-10:30	Large Group Reporting Out
10:30-10:45	BREAK
10:45-11:05	<i>Connecting with Policy Environment</i>
11:05-11:15	Large Group Reporting Out
11:15-11:30	<i>Communications</i>
11:30-11:40	Large Group Reporting Out
11:40-11:50	Online Demo Presentation
11:50-12:00	Summarize Take Home Points and Adjourn



# About The Center for Health and Health Care in Schools (CHHCS)

- National Center that partners with stakeholders to advance and support effective school-connected initiatives to improve students' health, educational attainment, and overall well-being
- Only policy, resource, and translational research center housed in a school of public health (Milken Institute School of Public Health at the George Washington University)
- Utilize a public health approach to advocate for a holistic system of supports for children and their families



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# Introductions



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*My whole life is stressful. I ran away from home...there was like 13 people in that house...after a while, you know, there's not enough food and everything for everybody to be there. One winter we had no heat. We had no electricity. We had no water. It was bad.*



# Mental Health Problems are Prevalent & Begin Early

- 1 in 5 youth is struggling with some type of mental health problem to an extent that he/she has difficulty functioning
- Half of lifetime diagnosable mental illness start by age 14; about 75% start by age 24
- Early onset is associated with greater chronicity and severity of mental illness
- ACEs and other stressors serve as triggers, but these factors can be modified



# Background

- Why a focus on process and not on programs?
- Why a focus on environmental conditions and not only on individual change?
- Why a focus on school-community partnerships?



**BEGIN  
WITH  
THE END  
IN MIND**

Covey 1989



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# Sustainability

*... the continued use of program components and activities for the continued achievement of desirable program and population outcomes.*



Scheirer, M.A., & Dearing, J.W. (2011). An Agenda for Research on the Sustainability of Public Health Programs. *American Journal of Public Health*, 101 (11).



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# VULNERABILITY MANAGEMENT

One weakness is all it takes.



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# Systems Change



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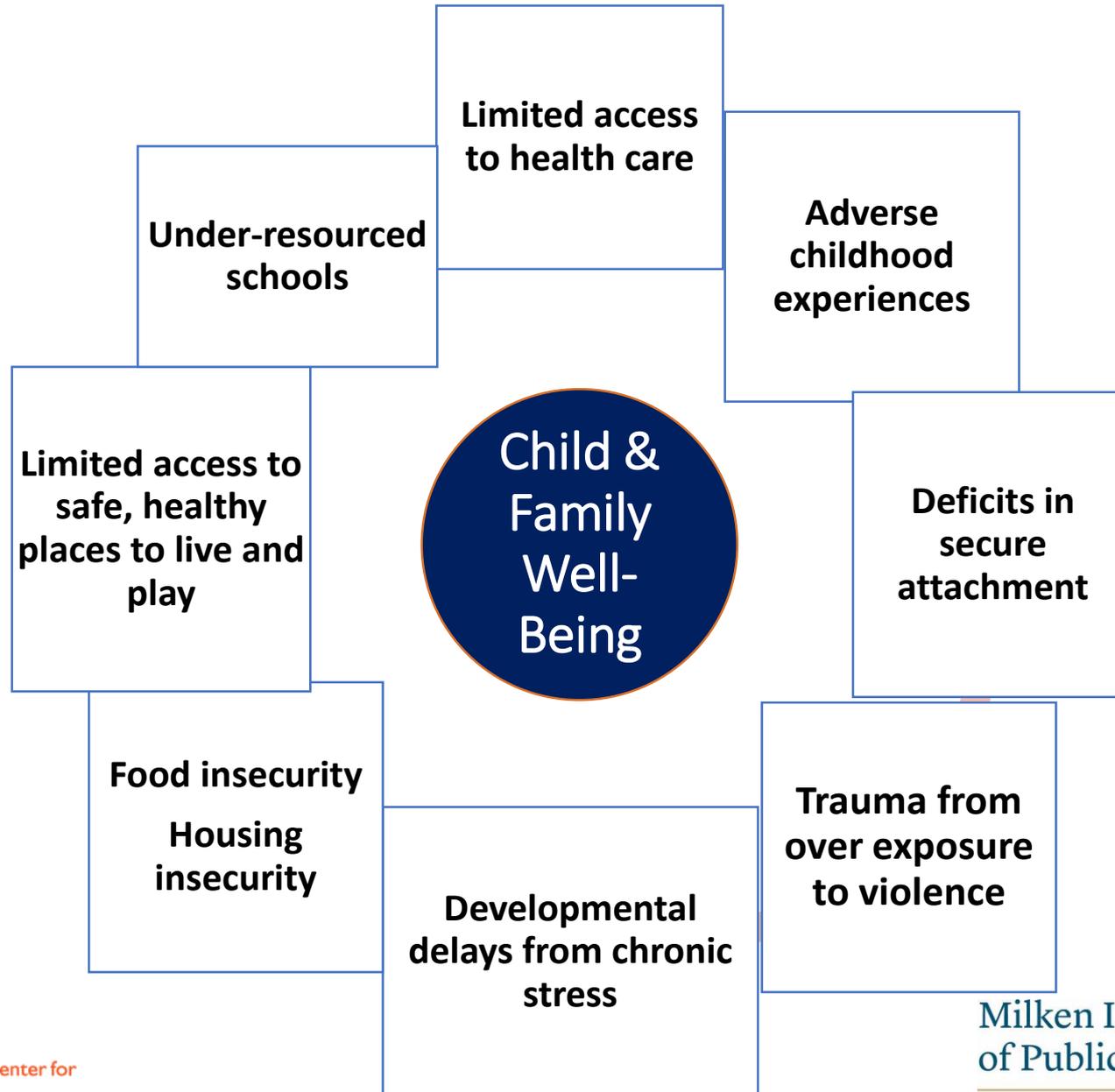
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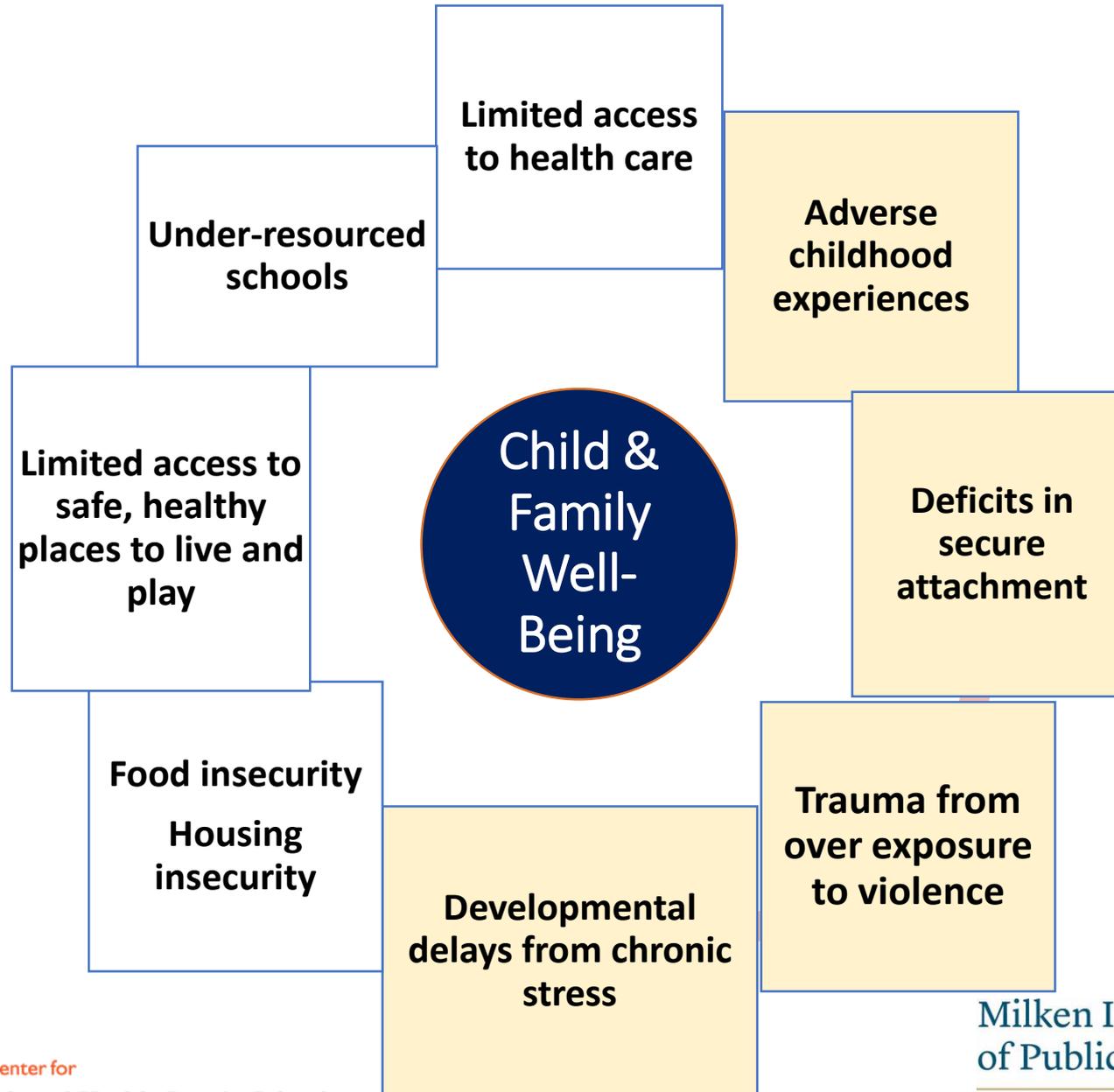
# More than half of US public school students live in poverty



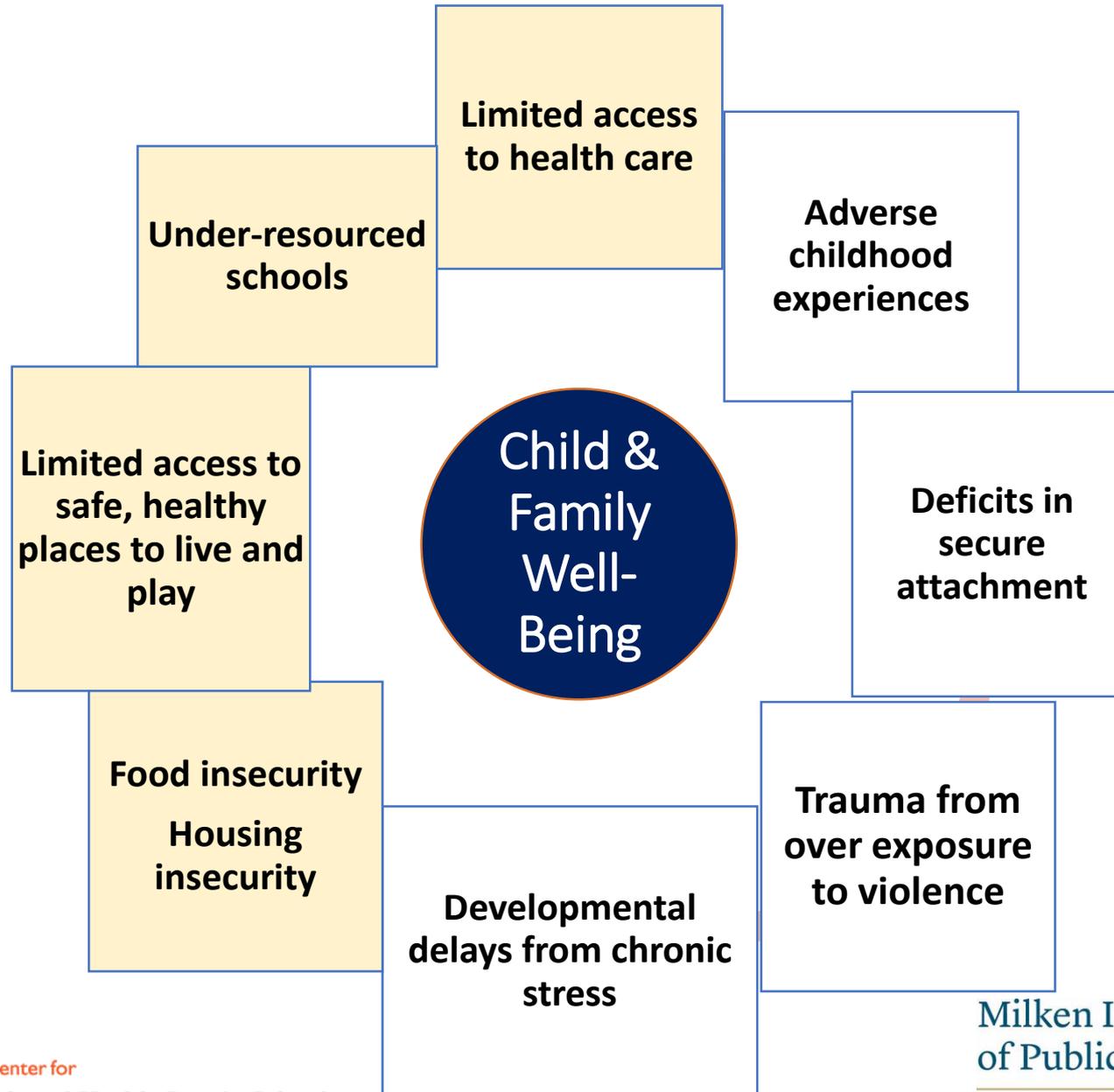
# POVERTY, HEALTH & WELLBEING

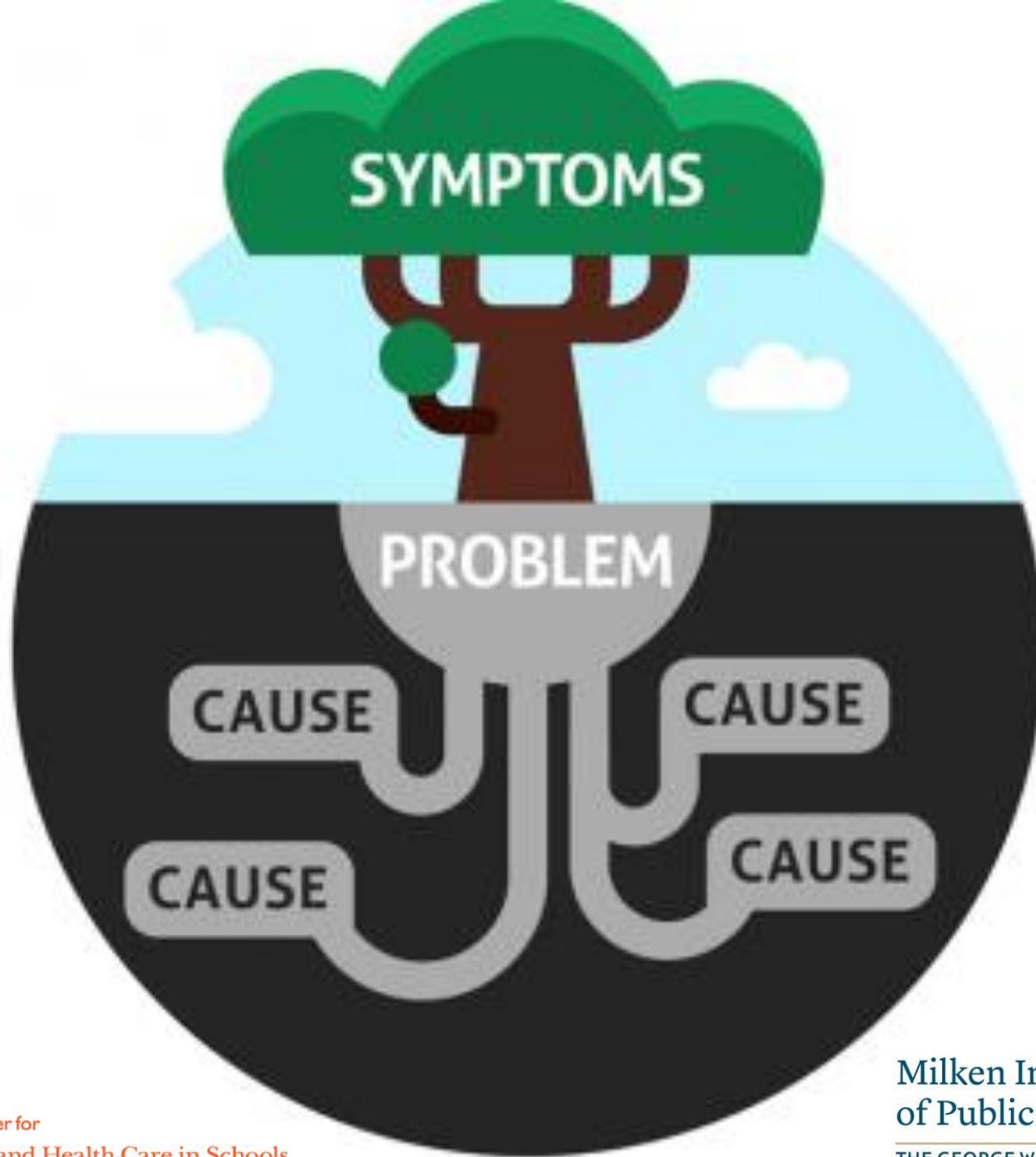


# POVERTY, HEALTH & WELLBEING



# POVERTY, HEALTH & WELLBEING





# An Issue of Social Justice



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The majority of youth address their health/  
mental health needs at.....

**SCHOOL**

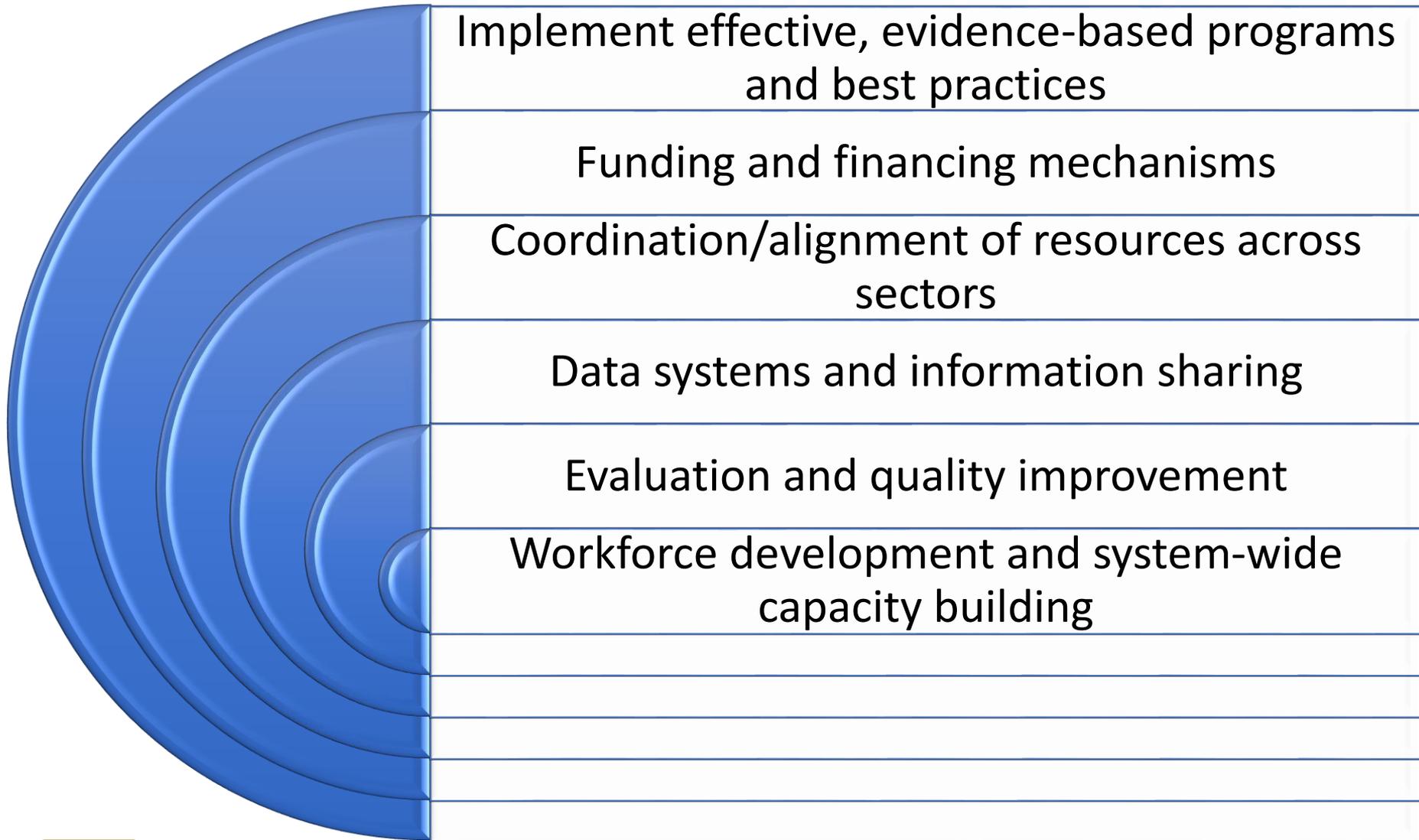


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# WHAT Constitutes Effective SMH



# WHOLE SCHOOL, WHOLE COMMUNITY, WHOLE CHILD



# WHOLE SCHOOL, WHOLE COMMUNITY, WHOLE CHILD



# WHOLE SCHOOL, WHOLE COMMUNITY, WHOLE CHILD



# WHOLE SCHOOL, **WHOLE COMMUNITY**, WHOLE CHILD



**THE SIMPLE FACT IS  
THAT SCHOOLS  
CAN'T DO IT ALONE,.**

**Pedro Noguera**

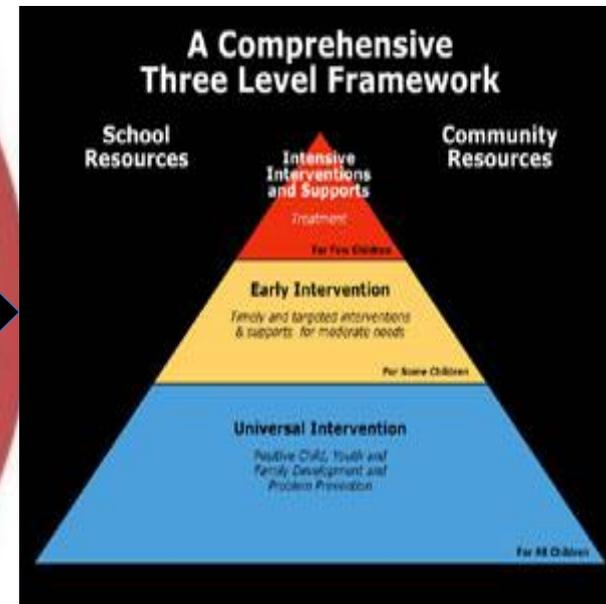


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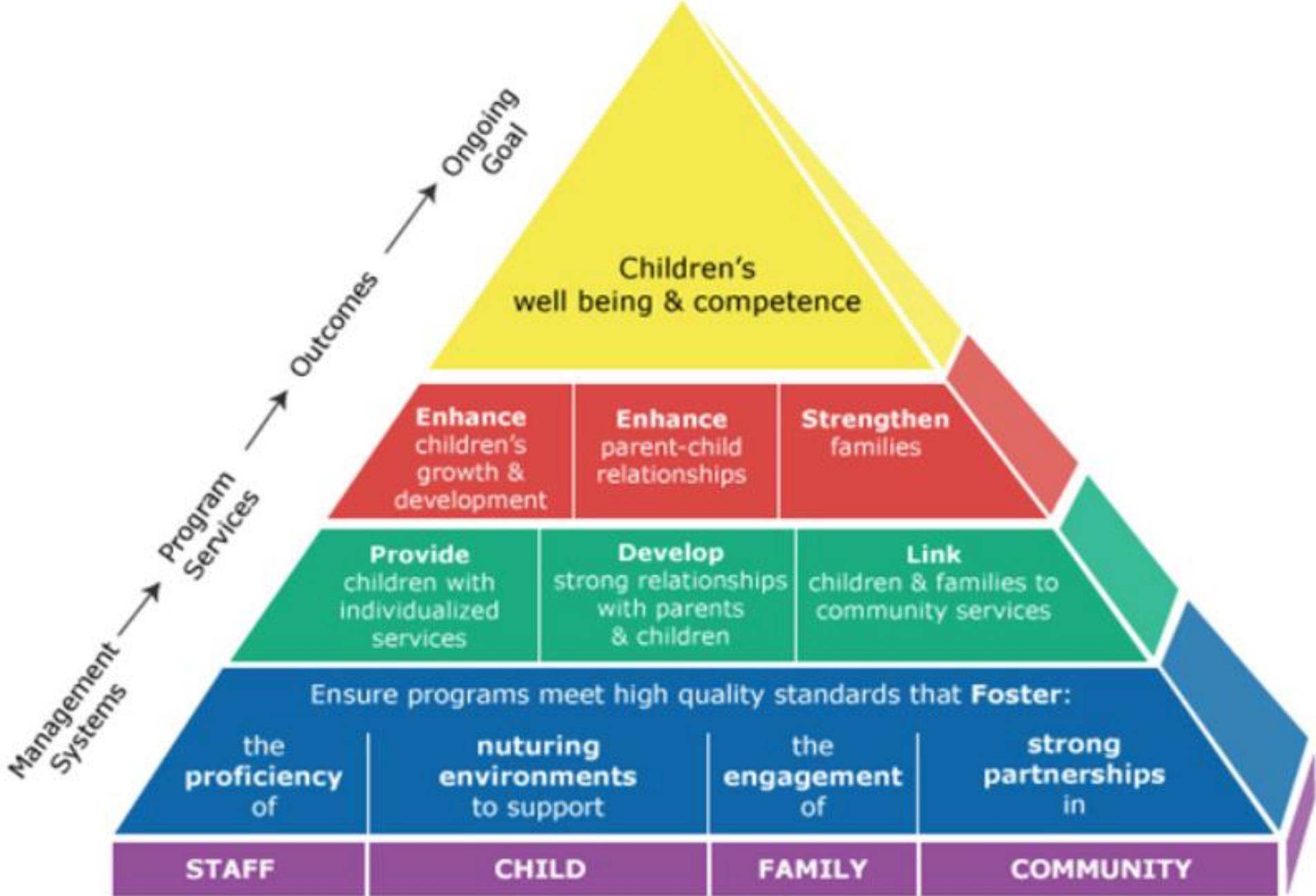
# Socio-Ecological Model





**WHY:**  
**Essential  
Elements for  
Broad Impact**





# Qualitative Study: Methodology

- Synthesis of 44 key informant interviews in 9 states that have had some success in sustaining mental health promotion programs
- Analysis of community conversations in four communities regarding capacity building for sustaining school-community mental health initiatives
- Review of empirical evidence about community collaboration, as well as sustaining public health and mental health interventions
- Focus groups with education leaders about the value of school-community partnerships
- Obtained early feedback from subject matter experts and early users of the Action Guide



# Likelihood of sustainability is maximized if:

- Unifying concept is **positive**/strengths-based
- Focus not on programs but on supporting a **process** for systemic change
- Coalition leadership seen as neutral yet able to provide “**backbone**”
- While **funding** important, not sufficient ingredient for successful collaboration
- **Champions** at local and state levels essential but specific characteristics are key



# School-Community Coalitions in Action



“When we all came together originally it was for a funding opportunity. We all came around the table thinking what’s in it for me, and then we changed that to what’s in it for us as a community or a system.”

Vancouver Strengthening Neighborhoods  
Coalition



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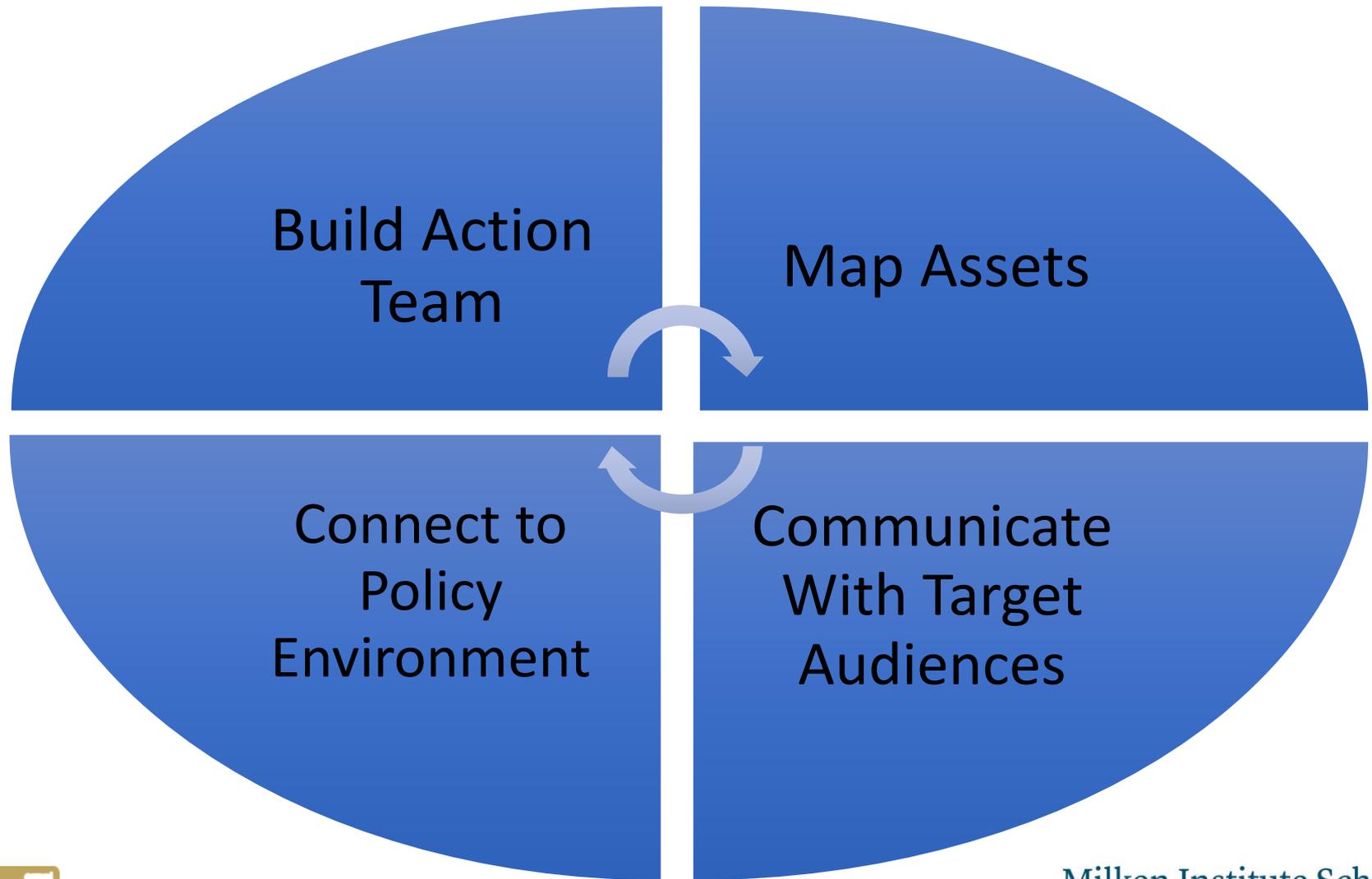
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COLLABORATION has been defined as “an unnatural act, performed by non-consenting adults”.



# The HOW





# PARTNER BUILD GROW

An Action Guide for Sustaining Child Development and Prevention Approaches

An online Action Guide to help stakeholders develop and strengthen community and school-connected programs that will prepare children for academic success while supporting their social, emotional, and physical wellbeing.

Four-pronged strategy  Key Steps, guidelines & tools



**Mapping Assets**  
Guidelines for evaluating the school and community-based programs that are currently in place



**Building an Action Team**  
Guidelines for expanding the network of influential stakeholders



**Connecting with the Policy Environment**  
Guidelines for keeping up to date with state and federal policies and budget processes



**Communications**  
Tools for framing positive messages that connect diverse stakeholders' priorities in support of the overarching initiative

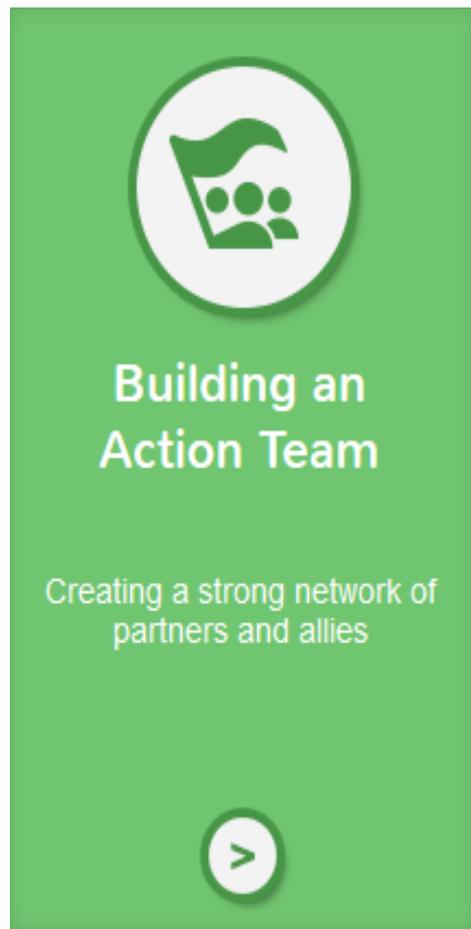


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# Building an Action Team and Broadening Your Network



- Create an Action Team of key people, those likely to “open doors”
- Identify additional allies, partners, and collaborators
- Determine their potential roles, skillsets, and connections
- Continue to grow and revise your list of partners



# Building an Action Team

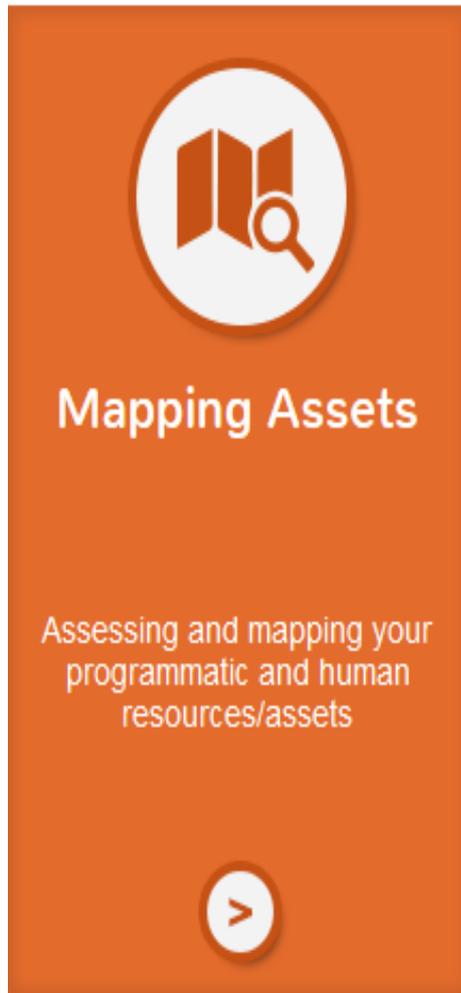
"We felt confident if we put the right people around the table and structured a conversation about the right topics, we could re-frame the task and tackle long-term systemic reform and policy change."

---

TYM ROURKE  
NEW HAMPSHIRE CHARITABLE TRUST



# Mapping Assets



- With Partners, identify data sources and determine data points
- Collect information on demographics and on existing resources and community assets
- Create a visual map so you can see overlaps and gaps to guide decision-making and build on available assets



# Mapping Assets

- Asset-oriented mapping anchored in the policy environment builds sustainability, by:
  - Matching public data about child-serving resources
  - Building new and innovative linkages among current resources
  - Reinvesting or re-purposing scarce resources to use them more efficiently
  - Identifying available resources that were previously unknown
  - Fostering agreement on priorities for next steps & joint budget requests to pursue



# Mapping Assets: Community Perspective

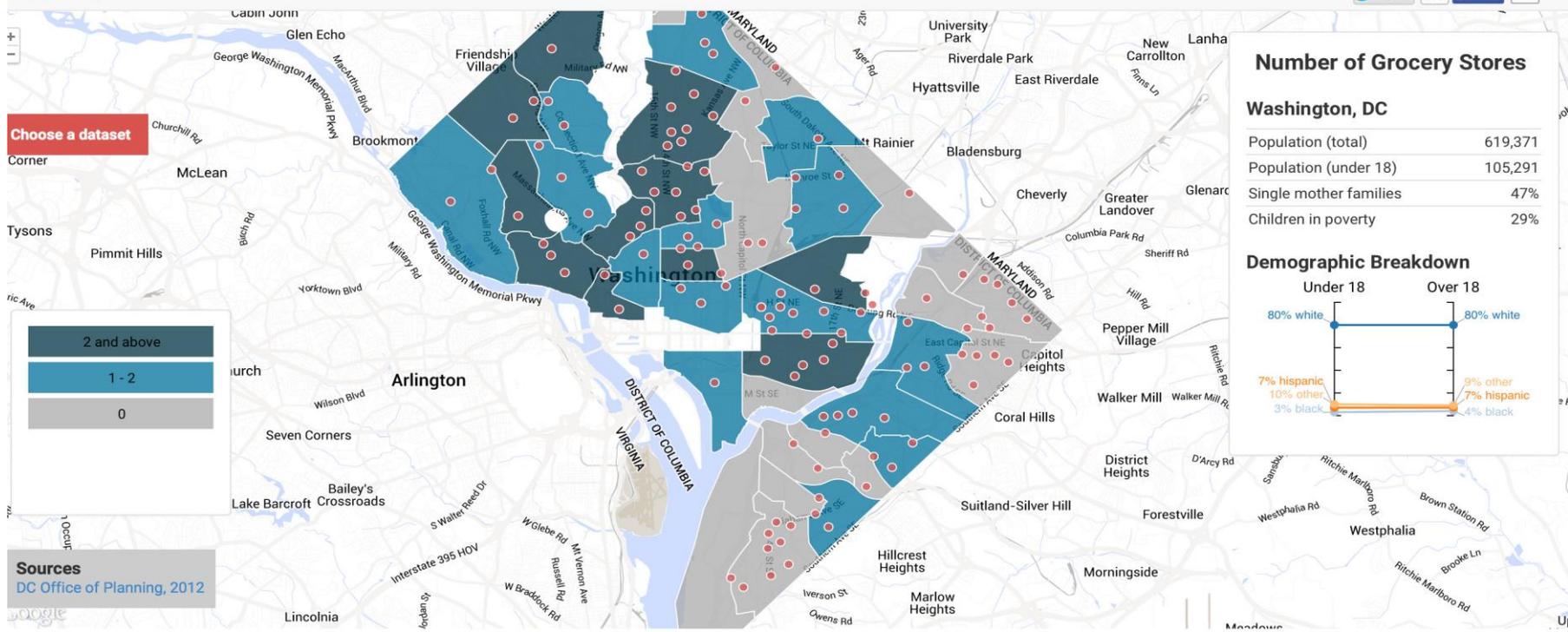


## Where resources and well-being vary in DC

How to use Data Tools 2.0

DC Action for Children designed the interactive maps to bring to life our data on the well-being of children and families, neighborhood by neighborhood. The indicators and measures reflect DC KIDS COUNT's neighborhood-centered analytical frame. Nearly all DC KIDS COUNT indicators and measures are calculated at the neighborhood level, which allows us to evaluate the assets and needs of neighborhoods where DC's children live, play and learn. We invite you to use them to learn what you want to know about the health, safety and future success of children, families and neighborhoods in DC.

Tweet 393 Like 267



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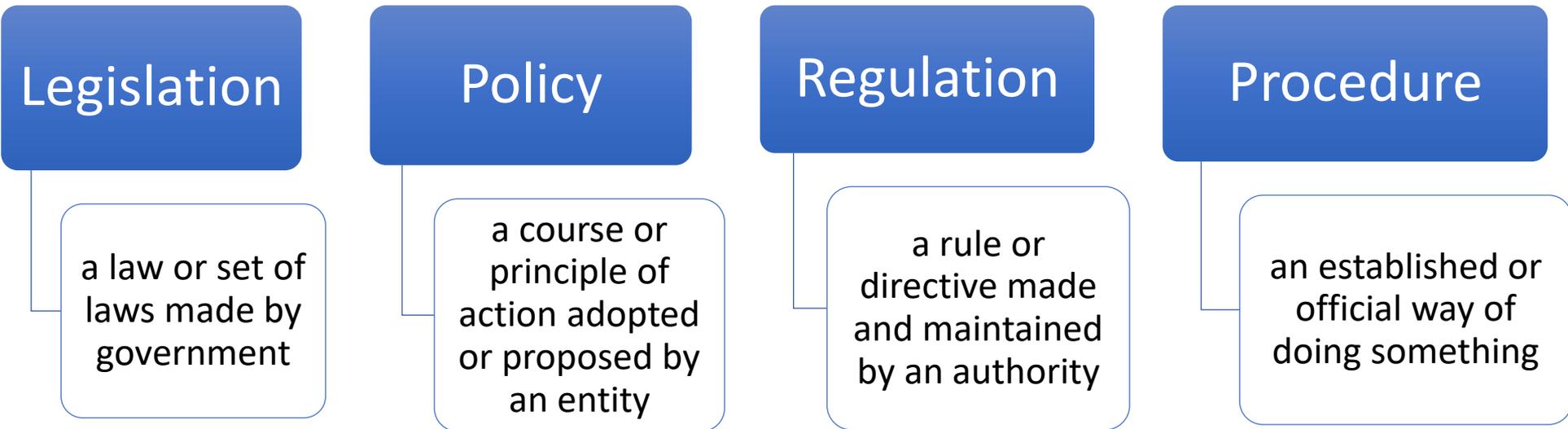
# Connecting to Policies and Procedures



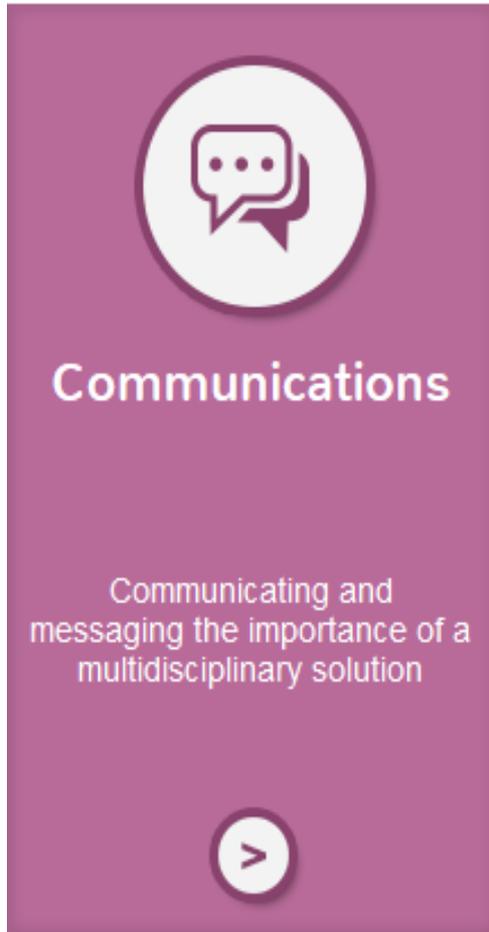
- Determine where your initiative fits in the policy environment
- Identify which committees, policy issues, or procedures may have impact on your goal
- Build relationships with key decision-makers and staff and learn how become a part of policy conversations



# Connecting to the Policy Environment: Defining Targets



# Communications:

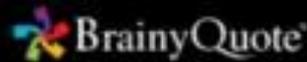


- Develop support from different constituents and audiences
- Adapt your message and your communication platform to resonate with each target audience
- Use multiple communication methods
- Listen to constituents, address concerns, and adjust strategies when necessary
- Create strengths-based, positive messaging



**The single biggest problem in  
communication is the illusion that  
it has taken place.**

George Bernard Shaw



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# Communications



## Communication Roadmap

This is an abbreviated version of a communication action plan and an example of some of the things to think about when creating your plan. Other, larger, plans may have subsets of goals (objectives) and list the specific steps and activities required to reach each one, including the person responsible for that step and a due date. Note that the strategy, message, actions, and asks are aligned with the goal of getting school board endorsement, which ultimately supports the goal of sustainability. You may want to create a plan for each of your goals.

### Overall Goal: Sustainability of SEL and mental health promotion programs.

Goal 1	Audience	Information about audience	Strategy	Possible Messages	Actions	Asks
Get School Board to Endorse SEL	School Board	<ul style="list-style-type: none"> <li>Meet weekly</li> <li>Are influenced by public opinion, civic leaders, and county staff</li> <li>X sets the agenda</li> <li>The following have already voiced interest in SEL:</li> <li>Are elected; all but one works full time</li> <li>Top priority is to close the achievement gap</li> <li>Meetings are open to the public</li> </ul>	<ul style="list-style-type: none"> <li>Tie message to top priority</li> <li>Get support of school board members who have voiced an interest in SEL</li> <li>Demonstrate that public opinion/civic leaders/staff support the initiative</li> <li>Demonstrate that it can help close achievement gap/or doesn't detract from that goal</li> </ul>	<ul style="list-style-type: none"> <li>There has been positive movement in the schools for activities that support children in all areas of their lives. We think these programs are important and should be part of every child's school experience.</li> <li>Some of the positive outcomes we have seen are better attendance and less tardiness.</li> <li>In fact, at X school, with these programs in place, tardiness decreased by X.</li> <li>In addition, we have heard that students are happier and there have been fewer discipline problems.</li> <li>We know that these issues are important to the school board and would like to make members more aware of these programs.</li> </ul>	<ul style="list-style-type: none"> <li>Attend meetings</li> <li>Meet with individual members who have already expressed interest in SEL to learn more about board and gain their support</li> <li>Meet with those who influence school board</li> <li>Have lunch with scheduler and provide with materials about our initiative.</li> <li>Assess strategy</li> </ul>	<p><b>1) Ask about the process and to speak at a future school board meeting</b></p> <p><b>2) Ask for thoughts on how to get SB endorsement and Ask for their support</b></p> <p><b>3) Invite them to visit a program or school</b></p> <p><b>4) Can we have a place on the following tables.</b></p>

# Existing Initiatives vs. Starting Out

- Find people who share the same or similar interest
- Identify common purpose
- **Expand network and coalition**
- **Understand context** – collect information on assets, challenges, policy environment
- **Create organizational structure**
- Expand and refine purpose
- Move from defining and collecting to **action**
  - **Engaging with policies/procedures**
  - **Communication plan**



# Centreville, USA

- Instructions
- Share brief scenario (provide handout)



# Group Exercise



## Building an Action Team

Creating a strong network of partners and allies



## Building an Action Team



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# Group Exercise



## Mapping Assets

Assessing and mapping your  
programmatic and human  
resources/assets



## Mapping Assets



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# Group Exercise



## Connecting with Policy Environment

Sustaining your efforts  
long-term through finance and  
system innovations



## Connecting with the Policy Environment



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# Group Exercise



## Communications

Communicating and messaging the importance of a multidisciplinary solution



## Communications



# Communications

## Internal and External



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# External Communications

- Identifying Audiences
- Determining Ask
- Creating Message
- Choosing platforms and messaging
- The communications plan





## Step 1 - Multiple Audiences

- Who do you need to reach?
- Why do you want to reach them?

## Step 2 - Audience Deep-dive

- Who are they?
- What do you know about your audience?
- What are their priorities and values?
- Attitudes towards your goal?
- What are the best ways to reach them?



## + Messaging Worksheet

### Initiative

Becoming a Trauma-Informed resilient community

### Goal/ objective 1

Changing police department and school policies to allow schools to learn about any incidents that could impact student's lives.

### Audience *(If you have more than one, then fill out a sheet for each audience)*

Families

### Role of Communications

To get more support for better communication between police department and families and to let them know that their confidential information may be shared across systems so that schools are better prepared to support their kids.

### Key Audience Insights

- Families want the best for their children
- Families are concerned about their privacy and don't necessarily trust the government.
- They are extremely busy and don't have time to read everything

### Message ideas

*How does it relate to priorities?*

*Story?*

By being able to communicate with the schools, staff and teachers will understand the circumstances and be prepared to support the emotional and behavioral health of students.

### Proof

Student explaining how helpful it was for a teacher to support them.

Data on academic focus when students feel safe at school and that teacher's support them.

### Ask

Show support for better communication between the police department and families by asking schools for it and by not hindering the policy change.

### Tone

Friendly  
Respectful  
No jargon

### Message platform - How are you going to reach them

Local TV News media

Flyers posted at churches and other gathering spots.

Attending community meetings

### Draft Message



# PARTNER BUILD GROW

An Action Guide for Sustaining Child Development and Prevention Approaches

## ***ONLINE DEMO***

*The Action Guide is intended to facilitate the implementation of a long-term plan for sustaining child development and prevention approaches necessary to achieve better child health and education outcomes*

[actionguide.healthinschools.org](http://actionguide.healthinschools.org)



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# KEY TAKE AWAYS

- Effectiveness of child health and educational initiatives is dependent on the quality of stakeholder collaboration in AND out of schools
- Continually reassess symptoms vs. root causes (maintain investment in prevention & intervention services)
- Keep broad organizing principles in mind to minimize information overload
- Commit to continual assessment of progress for all key steps



**BEGIN  
WITH  
THE END  
IN MIND**

Covey 1989



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# We would love to hear from you!

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