FACULTY OF SOCIAL WORK

Whole School, Community and Child Approaches to Promoting Youth Well-Being

Strategies for Translating Research to Practice

Deinera Exner-Cortens, PhD, MPH
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@DExnerCortens

Overview

- Introductions

- Overview of the Whole School, Whole Community, Whole Child (WSCC) model

- Building School-Community Partnerships to Support Youth Well-Being
  - Best Practices
  - Examples

Introductions

- Name

- Organization

- Role

- Goal for today's workshop

School-Community Partnerships

"Children do not develop and learn in isolation, but rather grow physically, socially, emotionally, ethically, expressively and intellectually within networks of families, schools, neighborhoods, communities, and our larger society"
ASCD, 2007, p. 11

Source: Association for Supervision and Curriculum Development (ASCD). (2007). *The Learning Compact Redefined: A Call to Action.* Alexandria, VA: ASCD.

Overview of the WSCC

Academic outcomes

Health outcomes

Expanding Coordinated School Health

CSH   WSCC

Source: https://www.cdc.gov/healthyschools/wscc/approach.htm

Overview of the WSCC

Overview of the WSCC

Community Schools

Image Source: Daniel Baxter Art

Think Pair Share

Translating Research to Practice

"The key to moving from model to action is collaborative development of local school policies, processes, and practices"
Lewallen et al., 2015, p. 735

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

Key Factors: Aligning Policies, Processes and Practices

- Factor 1: Coordinator position
  - District level
  - Building level

- Factor 2: Collaboration
  - District level teams
  - Building level teams

- Factor 3: Accountability and data

Source: Murray, S. D., Hurley, J., & Ahmed, S. R. (2015). Supporting the whole child through coordinated policies, processes, and practices. *Journal of School Health, 85,* 795-801.

Nine Levers of School Change

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Principal as leader	Active and engaged leadership	Distributive leadership
Integration with the school improvement plan	Effective use of data for continuous school improvement	Ongoing and embedded professional development
Authentic and mutually beneficial community collaborations	Stakeholder support of the local efforts	Creation and/or modification of school policy related to the process

Source: Valois, R. F., Slade, S., & Ashford, E. (2011). *The Healthy School Communities Model: Aligning Health and Education in the School Setting.* Alexandria, VA: ASCD.

Collaborative Partnerships

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"A process that enables independent individuals and organizations to combine their human and material resources so they can accomplish objectives they are unable to bring about alone"
Lasker et al., 2001, p. 183

Source: Lasker, R. D., Weiss, E. S., & Miller, R. (2001). Partnership synergy: A practical framework for studying and strengthening collaborative advantage. *The Milbank Quarterly, 79,* 179-205.

Five Stage Spiraling Process of Change

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Getting started

Building trust

Strategic planning

Implementation

Moving to scale

"Sustainability grows not only from financing structures but also out of an infrastructure that supports a collaborative decision-making process based on a long-term vision, and that continually measures progress against a clear set of benchmarks"
Blank, 2015, p. 816

Source: http://www.communityschools.org/assets/1/AssetManager/TogetherWeCan_Guide.pdf

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Putting WSCC Into Action

Form a committee of individuals who are interested and passionate in improving health and academic outcomes of students	Invite community agencies and organizations that have a mission or similar interest in addressing the identified priority health and academic outcomes	Conduct a needs assessment to determine the health-risk and health-promoting behaviors that are prevalent among students and how these behaviors are related to academic achievement	Identify specific outcomes of greatest priority
Determine the relationship between the selected health and academic outcomes	Identify promising or effective interventions that have the greatest potential for impacting the chosen health outcomes	Determine how staff and other committee members will collaborate and align to maximize success in achieving priority health and academic outcomes	Create an action plan to impact the chosen health outcome
	Develop a plan to monitor the implementation and outcomes of interventions	Implement and monitor the implementation of the action plan	Rooney et al., 2015 present key questions to ask during planning, implementation and evaluation

Source: Hunt, P., Barrios, L., Telljohann, S. K., & Mazyck, D. (2015). A whole school approach: Collaborative development of school health policies, processes and practices. *Journal of School Health, 85*, 802-809.

Key Questions

- Is the school leadership ready?
  - Convene a meeting with existing teams
  - Outline the rationale for using the WSCC model
  - Provide evidence for alignment between WSCC model and educational goals
  - Develop an initial steering committee

Source: http://www.ascd.org/programs/learning-and-health/wscc-implementation.aspx

Key Questions

- Is the school ready?
  - Have the steering committee host a staff meeting
  - Have the steering committee and school leadership hold informational meetings with other school-based groups/committees

Source: http://www.ascd.org/programs/learning-and-health/wscc-implementation.aspx

Key Questions

- Is the community ready?
  - Develop a list of key community members/organizations and invite for discussion
  - At this meeting, present rationale and evidence of alignment between WSCC model and goals/mandate of community members
  - Invite community members/organizations to join the steering committee

Source: http://www.ascd.org/programs/learning-and-health/wscc-implementation.aspx

Key Questions

- Do the school and community have capacity to use the model?
  - Host a school-community meeting to discuss the WSCC model and its rationale
  - Use the meeting to raise awareness and get buy-in

Source: http://www.ascd.org/programs/learning-and-health/wscc-implementation.aspx

Examples

- Colorado Education Initiative
  - Colorado Framework for School Behavioral Health Services (http://www.coloradoedinitiative.org/resources/schoolbehavioralhealth/)

- Communities That Care
  - http://www.communitiesthatcare.net/

- PROSPER
  - http://helpingkidsprosper.org/

- Shift's *Supported Implementation System*

Resources

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- **Building community collaboration:** *ASCD Whole Child Community Conversations (discussion guide).* Available from http://www.wholechildeducation.org/assets/content/comconversations.pdf

- **Examples of community schools:** Blank, M. J. (2015). Building sustainable health and education partnerships: Stories from local communities. *Journal of School Health, 85,* 810-816.

- **Examples and ideas for implementation:** http://www.ascd.org/ASCD/pdf/siteASCD/wholechild/WSCC_Examples_Publication.pdf

- **Description of WSCC implementation process:** Hunt, P., Barrios, L., Telljohann, S. K., & Mazyck, D. (2015). A whole school approach: Collaborative development of school health policies, processes and practices. *Journal of School Health, 85,* 802-809.

- **Literature review on WSCC components and academic achievement:** Michael, S. L., Merlo, C. L., Basch, C. E., Wentzel, K. R., & Wechsler, H. (2015). Critical connections: Health and academics. *Journal of School Health, 85,* 740-758.

- **WSCC in practice:** Chiang, R. J., Meagher, W., & Slade, S. (2015): How the Whole School, Whole Community, Whole Child model works: Creating greater alignment, integration, and collaboration between health and education. *Journal of School Health, 85,* 775-784. and Rooney, L. E., Videto, D. M., & Birch, D. A. (2015). Using the Whole School, Whole Community, Whole Child model: Implications for practice. *Journal of School Health, 85,* 817-823.

- **WSCC overview:** http://www.ascd.org/programs/learning-and-health/wscc-model.aspx and https://www.cdc.gov/healthyschools/wscc/index.htm

- **WSCC and youth voice:** Morse, L., L., & Allensworth, D. D. (2015). Placing students at the center: The Whole School, Whole Community, Whole Child model. *Journal of School Health, 85,* 785-794.