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.
Objectives

• Overview of RWJF Project on Sustainability
• Introduce Partner Communities
  – Northern New Jersey
  – Binghamton
• Review Action Guide prongs
  – Mapping Assets
  – Building an Action Team
  – Connecting to the Policy Environment
  – Communications
The Puzzle
Created by J. Bogden
Social and emotional development includes the child's experience, expression, and management of emotions and the ability to establish positive and rewarding relationships with others (Cohen and others 2005)

✓ Learned Skills
✓ Environment and Experiences Matter
✓ Optimizes Academic Performance & Achievement
Sustainability

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

Partner Build Grow: An Action Guide for Sustaining Child Development & Prevention Approaches

Welcome to Partner Build Grow

This Action Guide provides school administrators, program directors, civic leaders, and other stakeholders with tools to improve the sustainability of school-based approaches that promote students’ cognitive, social, emotions, and physical health and educational success.
“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
Action Guide: Four Prongs

• Mapping assets
• Building an action team
• Connecting with the policy environment
• Communications
Framework for Sustainability: The Four Pronged Model

Communications

Leadership Group
- Policy Environment
  - State Government
    - Legislature
    - Executive
      - Budget
      - Commissions

Universe of school and community SEL & mental health promotion interventions

Local partnerships & coalitions

Asset Mapping

Sustainability Infrastructure (Funding to support SEL & Mental Health Promotion)

Frankford Consulting &
The Center for Health and Health Care in Schools
Community Conversations

Vancouver, WA
Binghamton, NY
Baltimore, MD
Morristown, NJ

The Center for Health and Health Care in Schools
Milken Institute School of Public Health
The George Washington University
Broome County

Luann Kida: Community Schools Director

A collaboration among....

• NYS Office of Mental Health,
• Broome County Department of Mental Health,
  • Broome-Tioga BOCES and
• Binghamton University College of Community and Public Affairs,
  • Binghamton U. Division of Student Affairs &
• Binghamton U. Institute for Multigenerational Studies
**Our Mission**

To Build a countywide system of Community schools that support all children, families and neighborhoods in pursuit of success in school, work, and in Life.

**Increased Access to Services**
- Information on resources
- Facilitate & support referrals
- One on one connections
- Student Groups

**Increased Family Engagement**
- Enrichment opportunities for parents and students
- Leadership opportunities
- Parent groups
- Positive connections
- Volunteer opportunities

**Improved Attendance**
- Connecting with parents
- Engaging and supporting students
- Supporting teachers

**Improved Academic Achievement**
- Tutoring
- Mentoring
- After school programming
- Summer programming
Moving from KYDS Coalition and SHARE to Broome County Promise Zone

• Develop the first NYS county-wide system of community schools as proposed in the Governor’s 2013 Education Reform Commission.

• Expand the Promise Zone’s success in NYS by developing, implementing and evaluating a data-driven county-wide PZ model for small cities, suburban and rural communities.

• Develop and provide a model for school-community partnerships with State Universities across the state.

• Expand infrastructure for porous boundaries across county school districts and between districts and community agencies.

• Enhance innovation to support economic development, making Broome County a positive environment in which to live and work.
Where are we currently?

Binghamton City School District
• High School (9 - 12)
• Woodrow Wilson Elementary (K - 5)

BOCES (Broome Tioga Board of Cooperative Educational Services)
• East Learning Center (6 - 12 alternative education)
• West Learning Center (6 - 12 alternative education; special education services K- 12)

Johnson City School District
• High School (9 - 12)

Union-Endicott School District
• Jennie Snapp Middle School (6 - 8)

Whitney Point Central School District
• Caryl E. Adams Elementary (K - 3)

Windsor Central School District-
Joined Summer 2015
• Elementary Buildings - (K - 5)

Chenango Valley School District-
Joined Fall of 2015
• Chenango Bridge Elementary School
First Year Stats for Academic Year 2014 -2015

Students and Families that received services/support
• Students
  – We served over 450 students
• Families
  – We served over 100 families
• Summer
  – We served over 45 middle and high school students

HOURS offered through the Promise staff, interns and volunteers
• STAFF= 10,479 hours
• Graduate Students = 8,997 hours
• Undergraduate Students = 4,694 hours

TOTAL HOURS = 24,170
School Culture and Climate Initiative

A Partnership between the United Way of Northern New Jersey and the College of Saint Elizabeth
School Culture and Climate Initiative

• The UWNNJ/CSE School Culture and Climate Initiative provides school districts in Northern New Jersey with the means to improve their culture and climate, thereby resulting in an environment where children can thrive emotionally, physically and academically, and where students, the family and the wider community are engaged in the schools.

• The Initiative is an extension of the Developing Safe and Civil Schools (DSACS) project led by Maurice Elias of Rutgers University.
Current Scope

• 16 school districts in northern New Jersey

• 40+ K-12 schools by the end of this academic year

• School Culture & Climate Initiative and School Support Network both recognized as national Promising Practices by the Character.org

• Partnerships with Atlantic Health System and Robert Wood Johnson Foundation
Our Systemic Approach

Community agencies / partner organizations

Academy for SEL in Schools

NJ School Health & Climate Coalition

School Support Network

School Culture & Climate Initiative
"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
Community Perspective

Who has been a critical partner/ally in your network’s steering committee and how have you utilized them to advance your agenda?
• We have three partners who serve as our Oversight Team:
  – Broome County Mental Health
    • Community Connections
  – Broome-Tioga BOCES
    • K-12 Public School Connections
  – Binghamton University
    • University Connections
• Began by **understanding the need** then worked from the bottom up to identify what could make the biggest difference

• Set **parameters** from the beginning – systemic, sustainable, achievable.

• **Understanding** the underlying dynamics, assets and drivers of our partners (including the schools) has been key

• Partners need to feel ‘safe’ and that their **voices are valued**, welcomed and heard
Mapping Assets

Where resources and well-being vary in DC

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.

Number of Grocery Stores

Washington, DC

<table>
<thead>
<tr>
<th>Category</th>
<th>Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Population (total)</td>
<td>619,371</td>
</tr>
<tr>
<td>Population (under 18)</td>
<td>105,291</td>
</tr>
<tr>
<td>Single mother families</td>
<td>47%</td>
</tr>
<tr>
<td>Children in poverty</td>
<td>29%</td>
</tr>
</tbody>
</table>

Demographic Breakdown

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Under 18</th>
<th>Over 18</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>80%</td>
<td>80%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>7%</td>
<td>7%</td>
</tr>
<tr>
<td>Other</td>
<td>9%</td>
<td>9%</td>
</tr>
<tr>
<td>Black</td>
<td>3%</td>
<td>4%</td>
</tr>
</tbody>
</table>

Sources

DC Office of Planning, 2012

Credits & acknowledgements | Data & Methodology | Revisit version 2012

The Center for Health and Health Care in Schools

Milken Institute School of Public Health
THE GEORGE WASHINGTON UNIVERSITY
Community Perspective

What indicators demonstrate your community assets as well as some of your most pressing needs?
• Our community is noted for their willingness to collaborate- making that one of our greatest assets.
• Broome County Mental Health provides us with data about the county and the needs in our area.
• Our community school model starts with resource mapping in each of our schools to identify areas of strength and needs.
New Jersey has a substantial number of community organizations and grant funders with missions that align with creating healthy, safe and supportive schools.

- Mapping assets and needs at the macro level.
- Mapping assets and needs at the school level.
## Connecting with the Policy Environment

### Building an Action Team: STATE LEVEL task forces and interagency initiatives that build on local resources to promote healthy development and prevent problems

<table>
<thead>
<tr>
<th>Name of Group</th>
<th>Agency Lead</th>
<th>Definition of Responsibility</th>
<th>Legislative, executive, or other</th>
<th>Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>N.C. State Board of Ed, Board of Governors</td>
<td></td>
<td>Functions of the boards: Serve as an advisory body to the State Board of Education; recommend the policies that shall govern the administration and supervision of the school. Observe and review all phases of the School’s operation.</td>
<td></td>
<td><a href="http://stateboard.rnpschools.gov/see-advisory-groups/governor-school.pdf">Link</a></td>
</tr>
<tr>
<td>N.C. Center for Safer Schools</td>
<td>Kym Martin, Ed</td>
<td>Serve as a customer-focused information center for research, training and technical assistance related to school safety, crisis prevention and response to work effectively and efficiently with federal, state, local and community-based organizations with the ultimate goal of safer schools in North Carolina.</td>
<td></td>
<td>[Link](<a href="https://www.ncdpi">https://www.ncdpi</a> Patreon/index2.cfm?fa=000005,003116,002489)</td>
</tr>
<tr>
<td>N.C. Governor’s Task Force on Mental Health and Substance Use</td>
<td>Supreme Court Justice Samuel J. Erwin, IV (attended Burke County public schools)</td>
<td></td>
<td></td>
<td>[Link](<a href="https://www.ncdpi">https://www.ncdpi</a> Patreon/index2.cfm?fa=000005,003116,002489)</td>
</tr>
<tr>
<td>Governor’s Task Force on Safer Schools (NC Department of Public Safety)</td>
<td>Chip Hughes, Chairman (does not seem to be best contact today)</td>
<td>Provide guidance to the N.C. Center for Safer Schools and considers future policy and legislative action that is needed to improve school safety in North Carolina. Appointments range from students and teachers to elected officials, lawyers and law enforcement from across North Carolina.</td>
<td></td>
<td>[Link](<a href="https://www.ncdpi">https://www.ncdpi</a> Patreon/index2.cfm?fa=000005,003116,002489)</td>
</tr>
<tr>
<td>School Climate and Discipline Steering Committee (NC Department of Public Safety)</td>
<td>Dr. Ben Matthews, Chair Director of Safe and Healthy School Support, N.C. Dept. of Public Instruction</td>
<td></td>
<td></td>
<td>[Link](<a href="https://www.ncdpi">https://www.ncdpi</a> Patreon/index2.cfm?fa=000005,003116,002489)</td>
</tr>
<tr>
<td>Substance Abuse and Gang Intervention Committee (NC Department of Public Safety)</td>
<td>Ricky Parks, Chairman Sergeant, Rocky Mount Police Department</td>
<td></td>
<td></td>
<td>[Link](<a href="https://www.ncdpi">https://www.ncdpi</a> Patreon/index2.cfm?fa=000005,003116,002489)</td>
</tr>
<tr>
<td>Mental Health and Children with Special Needs Committee (NC Department of Public Safety)</td>
<td>Chief Operating Officer, Jackson and Haywood County Psychological Services (also liaison for the Governor’s Task Force on Safer Schools)</td>
<td></td>
<td></td>
<td>[Link](<a href="https://www.ncdpi">https://www.ncdpi</a> Patreon/index2.cfm?fa=000005,003116,002489)</td>
</tr>
<tr>
<td>N.C. Child</td>
<td>JILL Cox</td>
<td>The mission of NC Child is to advance public policies that improve the lives of North Carolina’s children. We work to ensure all children are healthy, safe, well-educated, and economically secure by engaging communities and informing and influencing decision-makers.</td>
<td></td>
<td><a href="http://www.nccd.org/what-we-do/child-advocacy-network/">Link</a></td>
</tr>
</tbody>
</table>

---

**The Center for Health and Health Care in Schools**

**Milken Institute School of Public Health**

**The George Washington University**
Community Perspective

What state or local policy opportunities have you effectively linked your initiative to and how has that helped promote your cause?
• Grant funding to NYS Promise Zone funding.
• Using the community school model as our foundation.
• Advocating and supporting the Every Student Succeeds Act.
• Utilize the legislation but are not led by it
• For example: The New Jersey Anti-Bullying Bill of Rights (HIB)
• Helps start our conversations with the schools and helps us meet them where they are
• Our work brings members of the school community together – we are very intentional that the work is bi-partisan and is not a political issue
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.

<table>
<thead>
<tr>
<th>Goal</th>
<th>Audience</th>
<th>Information about audience</th>
<th>Strategy</th>
<th>Possible Messages</th>
<th>Actions</th>
<th>Asks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Get School Board to Endorse SEL</td>
<td>School Board</td>
<td>Meet weekly • Are influenced by public opinion, civic leaders, and county staff • X sets the agenda • The following have already voiced interest in SEL: • Are elected; all but one works full time • Top priority is to close the achievement gap • Meetings are open to the public</td>
<td>Tie message to top priority • Get support of school board members who have voiced an interest in SEL • Demonstrate that public opinion/civic leaders/staff support the initiative • Demonstrate that it can help close achievement gap or doesn’t detract from that goal</td>
<td>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. • Some of the positive outcomes we have seen are better attendance and less tardiness. • In fact, at X school, with these programs in place, tardiness decreased by X. • In addition, we have heard that students are happier and there have been fewer discipline problems. • We know that these issues are important to the school board and would like to make members more aware of these programs.</td>
<td>Attend meetings • Meet with individual members who have already expressed interest in SEL to learn more about board and gain their support • Meet with those who influence school board</td>
<td>1) Ask about the process and to speak at a future school board meeting 2) Ask for thoughts on how to get SB endorsement and ask for their support 3) Invite them to visit a program or school 4) Can we have a place on the following tables.</td>
</tr>
</tbody>
</table>
Can you describe one target audience that has been an important constituency and what/how you communicated to them about your initiative?
• Our local schools are always our first constituency to engage and sustain.

• Initially connecting our work to the Dignity for All Act.

• Remaining current and engaged with our legislators both in Albany and Washington.
• Boards of Education are a key target audience as they have to approve the partnership with the Initiative while understanding that for the process to be successful, it has to be school-led, not top down.
• A message that resonates with them is that the Initiative process helps them to achieve their goals at low cost.
• Collecting stories.
Evaluation

Begin with the end in mind
QUESTIONS
We would love to hear from you

Olga Acosta Price, PhD
Director, The Center for Health & Health Care in Schools
Associate Professor, Dept of Prevention and Community Health, Milken Institute School of Public Health
(202) 944-4895
oaprice@gwu.edu

Luann Kida MA, LMSW
Community Schools Director
Broome County Promise Zone
Binghamton University, College of Community & Public Affairs
(607) 777-9207
lkida@binghamton.edu

Elizabeth Warner
Co-Director, School Culture and Climate Initiative
New Jersey School Health and Climate Coalition (NJSHACC)
YEA Project Leader
Community Impact Associate Director, Education United Way of Northern New Jersey
(973) 993-1160, x107
Liz.warner@unitedaynnj.org

Patricia C. Heindel, Ph.D.
Co-Director, School Culture and Climate Initiative
Dean, Professional Studies
Director, Center for Human and Social Development & the Center's School Culture and Climate Assessment Lab
Co-Director, Academy for Social-Emotional Learning in Schools (SELinSchools.org)
College of Saint Elizabeth
(973) 290-4102
pheindel@cse.edu

Milken Institute School of Public Health
THE GEORGE WASHINGTON UNIVERSITY