Achieving Health Equity Through School-Based Health Care

October 26, 2-3 pm Eastern
Presented by:
The School-Based Health Alliance in Partnership with Colgate Bright Smiles Bright Futures
REMINDERS

❖ All attendees are in listen-only mode.

❖ To ask a question during the session, use the “Q&A” icon that appears on the bottom your Zoom control panel.

❖ When using the chat, please select “all panelists and attendees” before typing a message.

❖ Please complete poll questions at the end of the presentation.
Poll Questions
Welcome
Robert Boyd, President and CEO School-Based Health Alliance

Moderator
Gillian Barclay, VP Colgate Palmolive
Pedro Noguera, PhD  
Dean, Rossier School of Education  
Distinguished Professor of Education

José Muñoz  
Director, Coalition for Community Schools  
Interim Director, Institute for Educational Leadership

April Joy Damian, PhD, MSc, CHMP, PMP  
Vice President and Director, Weitzman Institute
Educating the Whole Child: Addressing the Health Needs of Students at School

Pedro A. Noguera
Emery Stoops and Joyce King Stoops Dean

USC Rossier
The pandemic exposed and exacerbated inequities in education.

Key Questions:

• How can we begin planning to make schools better and more responsive to student needs than they were before?

• Can we shift the paradigm to place equity, health and the social and emotional needs of children at the center of our work?

• What are the barriers to equity at your school? How can we respond to them or eliminate them entirely?

• Where will you need to build capacity to improve outcomes for kids?
The Need for Change

• Schools as we have known them are often characterized by...
  • Deep and persistent disparities in achievement based on race and SES
    • Disparities in achievement mirror health disparities
  • Disproportionate discipline and special ed placements for children of color
  • Narrow focus on achievement at the expense of basic needs such as health
  • Excessive reliance on pressure and fear of failure as motivators
  • An impersonal and often punitive school culture
## Child Poverty in the U.S. 2018

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Source: US Census Bureau
Toxic stress impacts learning

Increasing evidence for the “toxic stress” hypothesis

- Stressors associated with poverty increase wear and tear on cardiovascular and HPA axis→ hypothesized to be “biomediator” of impact on brain development and function

Children exposed to higher levels of poverty for longer periods of time have greater difficulty with
- Attention
- Working memory
- Inhibitory control
Can schools promote wellness and academic success?
Making the Pursuit of Equity Central

• Equity is: Giving students what they need to be successful
  • Acknowledging and addressing differences in the needs of students.
  • Responding to academic, social and psychological needs that arise from the pandemic and inequality in society
  • A commitment to fairness in treatment – educational leaders must be the guardians and advocates for equity.
  • A willingness to speak out when injustice is evident and children are denied the opportunity to learn.
Equality, Equity, Reality and the Goal

EQUALITY: giving everyone the same, regardless of whether it is what they need or not.
EQUITY: giving everyone exactly what they need, when they need it.

THE GOAL: should be to eliminate barriers to learning for ALL students!
Typical Barriers to Equity

• COMPLACENCY
  • Implicit bias – lower expectations, weak/strained relationships
  • Narrow mindedness: Tendency to see teaching and learning as disconnected from wellness
  • Punitive mindset in grading and providing feedback
  • Unequal access to external support
Can Schools be Places Where...

• A child’s race or SES background does not predict how well they will do in school?

• The culture and language of children are treated as assets and resources to be valued rather than negated through assimilation?

• The needs of children are addressed in a thoughtful manner in partnership with their parents and community-based organizations?
Five Essential Ingredients for School Improvement

Organizing Schools for Improvement, 2010 – Bryke, et.al.

1. A coherent instructional guidance system
2. Development of the professional capacity of staff
3. Strong parent-community-school ties
4. A student-centered learning climate
5. Shared leadership to drive change
Capacity Building is Essential

• Serving as an ongoing process aimed at aligning the skills of staff to the needs of students
  • Tailored, differentiated professional development
  • Developing strategic partnerships to address social, emotional and mental health needs of students
• Utilizing Collaborative problem solving between schools and central office
• Building trust when providing necessary support to teachers and schools
Areas Where Capacity Building Will Typically be Needed

• Whole child focus: teachers often lack training in how to address non-academic needs (e.g. health, nutrition, SEL, etc.)
• Many teachers have never been trained in how to support students through distance learning
• Cultural competence among staff – in design of lessons and relationship building
• Teachers will need help in moving from a focus on student compliance to a focus on student empowerment
José Muñoz
Interim Director, IEL
www.iel.org
Director, Coalition for Community Schools
www.communityschools.org
Health Equity & Overcoming Inequities

José’s View
Health equity means caring for those who are heavy burdened and oppressed sufficiently enough to create paths toward prosperity, wellness and well-being.

Coalition Vision
Schools as centers for creating flourishing communities where everyone belongs, works together, and thrives.
25,000 Community Schools by 2025
Everyone Be An Advocate...

• Community Schools are the kind of public school that families want and children deserve by providing direct health and social supports along with enriching opportunities that create the conditions for better learning.

• Community Schools build social capital through local decision-making practices that include students and their families to improve learning while strengthening their community.

• Community Schools have a high ROI by creatively bringing together all of a community’s assets that directly support teaching and learning and responding to the whole child.
National Community Schools & Family Engagement Conference

Uniting for Every Child’s Opportunity

Los Angeles
June 1-3, 2022

Reflect.
Transform.
Soar.

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April Joy Damian, PhD, MSc, CHPM, PMP
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Philosophy on Health Equity and Related Work
Health Equity Challenge

Workforce estimates of health practitioners by race/ethnicity

- Advanced practice registered nurse
- Dentist
- Pharmacist
- Physician
- Physician assistant
- Occupational therapist
- Physical therapist
- Respiratory therapist
- Speech-language pathologist
- Registered nurse

Source: JAMA Network Open 2019 American Community Survey
Scalable Solutions
Health Equity Success Story

In February, 2020, Baltimore became the first US city to legislate trauma-informed care with passage of the Elijah Cummings Healing City Act. In 2021, Baltimore convened its Trauma-Informed Care Task Force—a key component of the act—to lead the city’s efforts to ensure that delivery of services across all agencies is trauma-informed.

Over the last year, the Task Force members—who represent a broad range of experiences with trauma—have been meeting bi-weekly to explore and develop ways to prioritize the health and healing of our communities. The Task Force is co-chaired by Councilman Zeke Cohen, who sponsored the Healing City bill, and Tisha Edwards, Executive Director of the Mayor’s Office of Children & Family Success.

Increasing trauma-informed care for youth is one of the seven priorities of the Baltimore Children’s Cabinet.
April Joy Damian, PhD, MSc, CHPM, PMP
Vice President and Director
Weitzman Institute

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Questions and Discussion
Poll Questions
Resources

Webinar:
Framing Health Equity: Communication Strategies that Work – Zoom

Websites:
Center for the Study of Racism, Social Justice & Health (racialhealthequity.org)
School-Community Health Alliance of Michigan Equity, Diversity, and Inclusion - School-Community Health Alliance of Michigan (scha-mi.org)

Article:

School-Based Health Alliance Youth Development Digest:
https://app.smartsheet.com/b/form/5c898bc1fe4d4c40a5da609a71fd8d88
CALL TO ACTION

OPPORTUNITIES

TIME AND INTENTNION

CONTRIBUTIONS
THANK YOU!
Additional Questions? Contact us at: info@sbh4all.org