CENTERING COMMUNITY VOICE IN SCHOOL HEALTH NEEDS ASSESSMENTS

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OUR MISSION

OSBHA’s mission is to center youth through the expansion of school health services that shatter health and education disparities, honor youth identities and voices, and prioritize their wellness and joy.

Financial Disclosures

- With respect to the following presentation, there have been no relevant (direct or indirect) financial relationship between the presenters/activity planners and any ineligible company in the past 24 months which would be considered a relevant financial relationship.
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OUR VISION

We envision an Oregon in which youth are able to access the comprehensive and culturally responsive healthcare services they need to be empowered, seen, and successful.

OBJECTIVES

1. Participants will learn two strategies to center and ensure equity in a needs assessment process.

2. Participants will learn two strategies to address disinformation and resistant stakeholders when presenting data and school health resources in rural and urban settings.

3. Participants will identify at least two components of the model that they can apply to their work.

SCHOOL HEALTH SERVICES PLANNING GRANT

Navigating community engagement, data, and school board politics.

ASSESSMENT CYCLE

- Engagement
- Data analysis
- Resonance check
- Model Selection and Planning
- Evaluation
- Identify priority health needs
**Process**

8 School districts

40 Data placemats

8 Months

527 Hours of TA

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**STEP 1: EVALUATION**

- Examine existing (secondary) data to understand the landscape, resources, and gaps in services
- Identify district's goals: Do they have plans in place, funding available, or a history with school health planning?
- Identify political climate of the community
- Recruit stakeholders for planning committee
- Document the system

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**STEP 2: ENGAGEMENT**

- Make sure engagement is strategic, diverse, equitable, intentional, and not tokenizing when gathering primary data
- Find community champions to build bridges
- Discuss short-term/long-term planning
- Continuous process, get creative!

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**STEP 3: DATA ANALYSIS**

- Use the same online tools to distribute and analyze data when possible
- Compare data sets across demographics
- For interviews or focus groups, send notes for accuracy and delete recordings. Follow through!
- Identify gaps and create a plan to address them
**STEP 4: IDENTIFY PRIORITY HEALTH NEEDS**

- Based on interviews, focus group, and survey data results, identify the priority needs of students and community members, keeping in mind equity.
- Identify top barriers and preferred qualities in services to help inform model decision.

**STEP 5: RESONANCE CHECK**

- After presenting the results with key messaging to the Planning Committee and school board, convene a community event with a broad reach to share the top priority health needs to see if it resonates with community members.
- Allow feedback online, send mass communications to update/educate community members.

**STEP 6: MODEL SELECTION AND PLANNING**

- Based on the data, resources available, partnerships, and necessary approval, select the school health model and begin implementation planning.
- Student involvement.

**Breakout**
**ADDRESSING CHALLENGES**

**Challenge**
- Misinformation/disinformation
- Equity
- Timing
- Control of process
- Limited resources

**Strategy**
- Transparency, education, engagement
- Discuss values and benefits of diverse engagement
- Begin early and plan activities accordingly
- Streamline communication and community engagement from the start
- Partnerships

**NAVIGATING SCHOOL BOARD POLITICS**

**Challenge**
- Misinformation/disinformation
- Local politics and elections
- Cost/Budget Concerns
- Squeaky wheels
- Timing

**Strategy**
- Transparency, education, engagement
- Center community voices
- Create a business plan that includes costs, existing resources, and a fundraising plan
- Engage champions — Planning committee members, staff, parents, youth, board allies
- Plan for at least 3 board presentations before a vote will occur

**Current System of Health Supports**

**Need more qualified mental health and primary care providers, specialist, and Crisis Referral System Partnership with County Health or local agency**

**Breakout**

**Early Childhood/Pre-K Interactions**

- Early Childhood Special Needs
- Early Childhood Home Visitor
- Early Childhood Health Screening
- Early Childhood Milestone Screening
- Early Childhood Immunizations

**Teen & Young Adult Student Health Support**

- Mental Health
- Substance Use
- Suicide Prevention
- Social Emotional Learning
- Tobacco Prevention
- School Health Aides
- Health and Nutrition Education

**Short Term Behavioral Health Interventions can prevent escalation and reduce the load on qualified mental health providers**

**Forest support**

**Breakout**

**Breakout**
Let's Connect

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CME and CE Information

In support of improving patient care, this activity has been planned and implemented by the School-based Health Alliance and the Weitzman Institute and is jointly accredited by the Accreditation Council for Continuing Medical Education (ACCME), the Accreditation Council for Pharmacy Education (ACPE), and the American Nurses Credentialing Center (ANCC), to provide continuing education for the healthcare team.

Through joint Accreditation, credits are also available under the following bodies:
- American Academy of PAs (AAPA)
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- American Psychological Association (APA)
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