



NATIONAL ASSOCIATION OF  
**CHRONIC DISEASE DIRECTORS**  
Promoting Health. Preventing Disease.



# **States and Districts Working Together to Advance Comprehensive School Employee Wellness**

**April 18, 2023  
2:00 – 3:00 p.m. ET**

# Disclaimer

**This webinar is being presented as part of the *The National Initiative to Advance Health Equity in K-12 Education by Preventing Chronic Disease and Promoting Healthy Behaviors* project. This project is supported by the Centers for Disease Control and prevention (CDC) of the U.S. Department of Health and Human Services (HHS). The contents are those of the authors and do not necessarily represent the official views of, nor an endorsement by, CDC/HHS or the U.S. Government.**

# NACDD at a Glance

Founded in 1988, the National Association of Chronic Disease Directors is a national, nonprofit, professional Association.

We advocate, educate, and provide technical assistance to inform programming and grow chronic disease prevention knowledge, leadership, and capacity among our Membership.

7,000  
MEMBERS NATIONWIDE

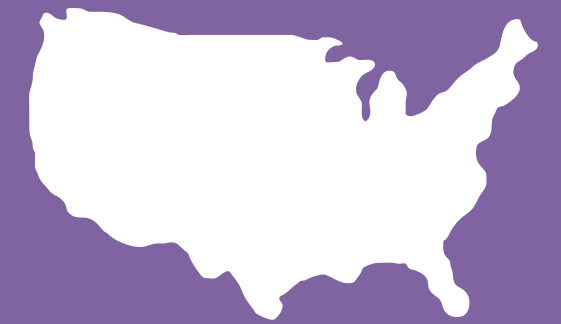
35+  
PROJECTS

60+  
SUBJECT MATTER EXPERTS

50  
STAFF MEMBERS

59  
STATE AND TERRITORIAL  
CHRONIC DISEASE DIRECTORS

>\$40 M  
REVENUE



# Project Overview

***National Initiative to Advance Health Equity in K-12 Education by Preventing Chronic Disease and Promoting Healthy Behaviors***



## **Priority 2: Emotional Well-Being**

**Goal: Support SEAs, districts, schools, and NACDD's constituents in developing, implementing, and evaluating evidence-based policies, practices, and programs that support emotional well-being of both students and staff in disproportionately affected communities.**





# Equitable School Employee Wellness



April 18, 2023



# Presenters



**Brandon Stratford**

Deputy Director of Education Research



**Dominique Ameigh**

Benefit/Risk Management Coordinator



**Lisa Garcia**

Math teacher

Rhode Island Teacher of the Year 2022

# Agenda



## Setting the stage



## Hearing from your peers

The framework described in this presentation is supported by cooperative agreement NU87PS004367-01-01 funded by the Centers for Disease Control and Prevention (CDC). Its contents are solely the responsibility of the authors and do not necessarily represent the official views or endorsement of the CDC or the Department of Health and Human Services.

# Learning objectives

- 1. Define what comprehensive school employee wellness is**
- 2. Describe the influence of policies and practices on school employee wellness**
- 3. Share how SEAs can support LEAs' school employee wellness initiatives**





**What is one word that best describes your reason for  
focusing on school employee wellness?**

**Many states and districts are  
implementing employee wellness  
programs.**

# Washington Wellness

Washington Wellness works with member employers in the [Public Employees Benefits Board \(PEBB\)](#) and the [School Employees Benefits Board \(SEBB\)](#) programs. We offer strategic support, ready-to-use resources, and trainings to help enhance the well-being of both the employer and their staff. Our work helps all our members stay healthy, reduce health risks, and manage ongoing health conditions.

## Work with us

Washington Wellness can support you in building, enhancing, and sustaining your workplace wellness program.

- [Contact](#) your health promotion consultant.
- Check out reasons to work with us:
  - [Work with Washington Wellness for PEBB](#) or [Work with Washington Wellness for SEBB](#).
- Visit our resource pages:
  - [Build a wellness program](#)
  - [Wellness program training](#)
  - Diabetes prevention ([PEBB](#) | [SEBB](#))
  - Living tobacco free ([PEBB](#) | [SEBB](#))
  - SmartHealth ([PEBB](#) | [SEBB](#))
- View the [Accessing SmartHealth guide](#) or [Basic steps to log on to SmartHealth](#)

**Who wants to win *chair massages & a healthy catered lunch* for your school or department?**



Join the February *Heart to Heart* challenge!

**You have through Feb. 28 to:**

1. Log into the NEW *Wellness at Work* Platform \*Emails were sent on Jan. 4 & Jan. 18 from [wellnessatwork@phs.org](mailto:wellnessatwork@phs.org)
2. Complete the 5-minute Health Check
3. Join the **APS Employee Wellness Group**  
\*Under the 'Social' tab, select 'Groups', browse & join!
4. Get your co-workers to join so you can win a healthy catered lunch **AND** chair massages!



The greatest % of employee completion per location/group of all 3 steps above wins a catered, healthy lunch **AND** chair massages. To clarify, there will be one elementary, middle and high school as well as one APS department winner!

**Let's share the love & build our APS community!**

[www.aps.edu/wellness](http://www.aps.edu/wellness)



ALBUQUERQUE  
PUBLIC SCHOOLS  
Students Empowered



Employee Wellness  
Promoting a Culture of Health

**Visit [www.EAPHelpLink.com](http://www.EAPHelpLink.com) and enter code GaDOE, or call 1-866-279-5177**

GEORGIA'S PUBLIC EDUCATION

**Employee Assistance Program**

a partnership with:



Kepro  
Making healthcare work



GaDOE  
Georgia Department of Education

Georgia's Public Education Employee Assistance Program (EAP) is a partnership between Kepro and the Georgia Department of Education (GaDOE), and is provided at no cost to districts, schools, or employees. This program is designed to support the wellness of teachers and public education employees.

WAUKEE COMMUNITY SCHOOL DISTRICT

**WELLNESS PROGRAM  
STATS FOR 2021-2022**

**702**

TOTAL STAFF WELLNESS ACCOUNTS OPENED



**\$48,750**

INCENTIVE EARNED & PAID OUT TO STAFF

**661,865**

WELLNESS POINTS EARNED BY ALL PARTICIPANTS



**But school employees continue to experience poor well-being\*.**

**\*this has been true for a long time, but people are talking about it more now.**



## Teachers Have Double the Stress of the Average American Worker



### Short-staffed school districts are hiring students to serve lunch and answer phones

As the nation's labor crunch hits public education, some administrators say student-employment programs can open up career paths. Skeptics worry teens aren't well served by the initiatives.



WASH. POST

### School Nurses: We're Not OK

Shouldering enormous COVID-related responsibilities on top of regular roles, school nurses are overwhelmed and burning out.



### Vanishing bus routes

THE ASSOCIATED PRESS

1 2 3 4



## How to build a teacher: Superintendents scramble amid staff shortages

THE ASSOCIATED PRESS — August 26, 2022



SCHOOL & DISTRICT MANAGEMENT

## School Districts Move to Ease Teacher Stress, Burnout

By The Associated Press — August 26, 2022 6 min read



TEACHING PROFESSION OPINION

## Teacher Demoralization Isn't the Same as Teacher Burnout

What COVID-19 means for the teaching workforce

By Doris A. Santoro — November 11, 2020 3 min read

SCHOOL LEADER EXPERIENCE

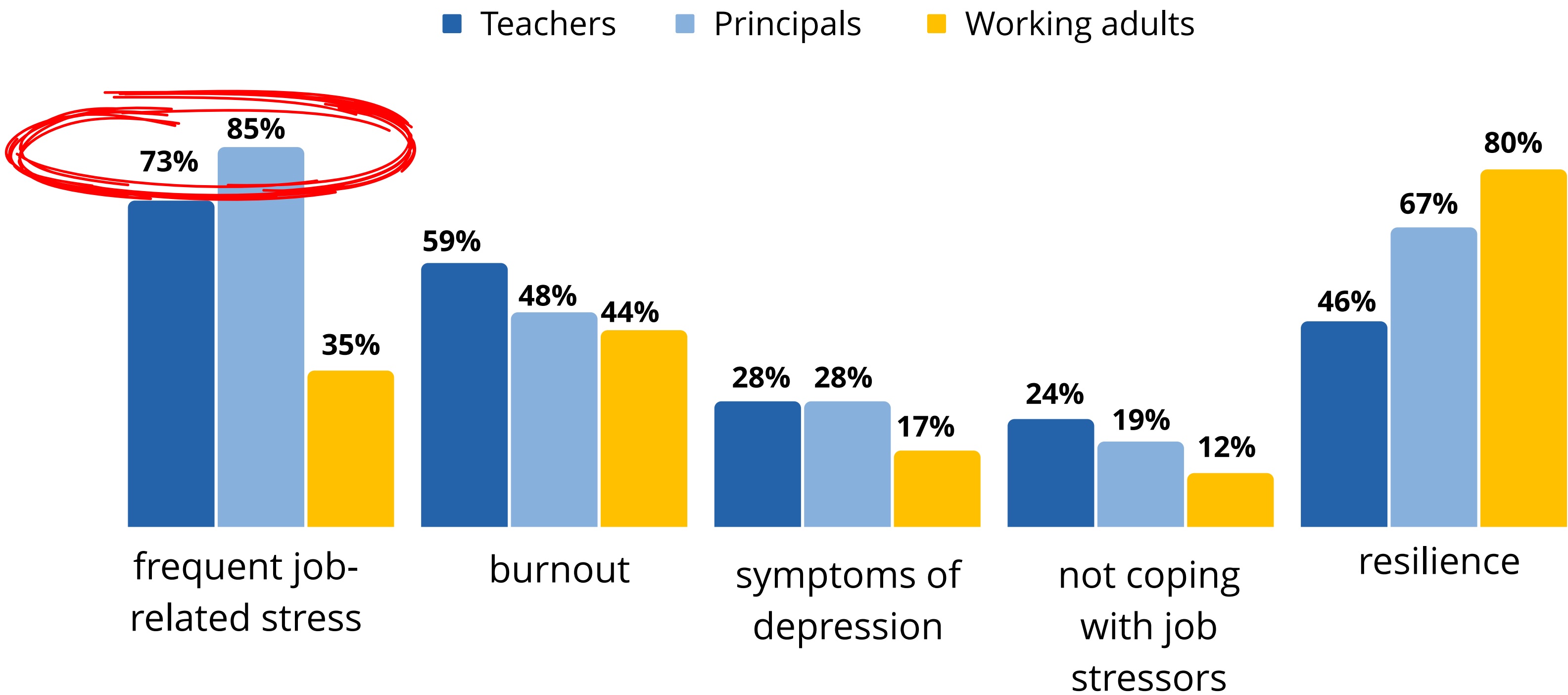
**1 out of 2** school leaders say their stress level is so high they are considering a career change or retirement.

Child Trends.



# School employees face high levels of stress.

## Well-being of Teachers, Principals, and Working Adults (January 2022)



Source: Steiner, Elizabeth D., Sy Doan, Ashley Woo, Allyson D. Gittens, Rebecca Ann Lawrence, Lisa Berdie, Rebecca L. Wolfe, Lucas Greer, and Heather L. Schwartz, Restoring Teacher and Principal Well-Being Is an Essential Step for Rebuilding Schools: Findings from the State of the American Teacher and State of the American Principal Surveys. Santa Monica, CA: RAND Corporation, 2022. [https://www.rand.org/pubs/research\\_reports/RA1108-4.html](https://www.rand.org/pubs/research_reports/RA1108-4.html).

**Research tells us that the way  
employee wellness efforts are  
implemented matters.**

# Why corporate well-being initiatives aren't doing so well—and what companies can do about it

Employee well-being programs are a good start, but work processes and management practices might need to change too, according to two Deloitte workforce professionals



Georgetown University  
Health Policy Institute  
CENTER FOR CHILDREN  
AND FAMILIES

TopicsBlogMapsState Data HubResearchProjects

[Say Ahhh!](#)

## Workplace Wellness Programs Have Overlooked Health Equity



Knowledge at Wharton Podcast

Why Employee Wellness Programs Don't Work

March 7, 2022 • 9 min listen

Company wellness programs are well intended, but they don't result in cost savings because they aren't tailored to help the most vulnerable employees, Wharton's Iwan Barankay explains.

BUSINESS | JOURNAL REPORTS: LEADERSHIP

## The Problem With Employee Wellness Programs

They are popular with managers and some workers, but overall they achieve little



Where wellness programs look good, it may be because employees who participate in them are healthier in the first place.

ILLUSTRATION: JOSIE NORTON



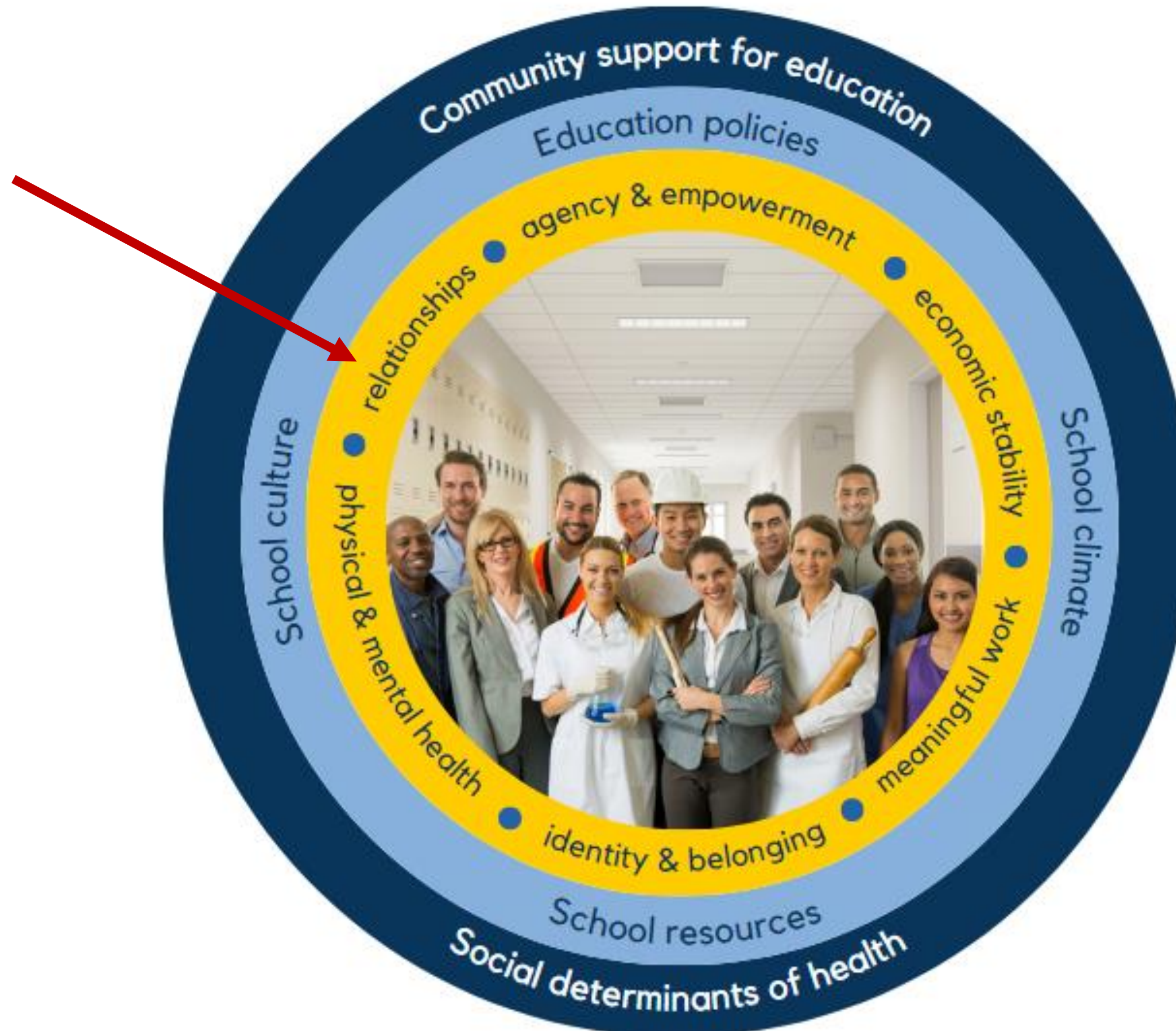
**That's why school districts need to take  
a comprehensive approach that focuses  
on equity.**

# Advancing Equitable School Employee Wellness





# Advancing Equitable School Employee Wellness



# Descriptions and examples of wellness domains



## Physical & mental wellness

Physical and mental wellness refers to the optimal functioning of the body and mind.

## Meaningful work

Meaningful work refers to being involved in activities that align with a person's interests, goals, and values, and that provide them with opportunities to become the professional they aspire to be.



## Positive relationships

Positive relationships refer to social connections that are fulfilling. For school staff, these relationships may include colleagues, students, and families.



## Economic stability

Economic stability refers to having sufficient resources to comfortably address the needs of daily living including: safe and comfortable housing, adequate nutrition, and high-quality medical care.



## Agency & empowerment

Agency & empowerment refers to having the authority to make decisions for oneself and a sense of confidence in one's ability to act on those decisions.



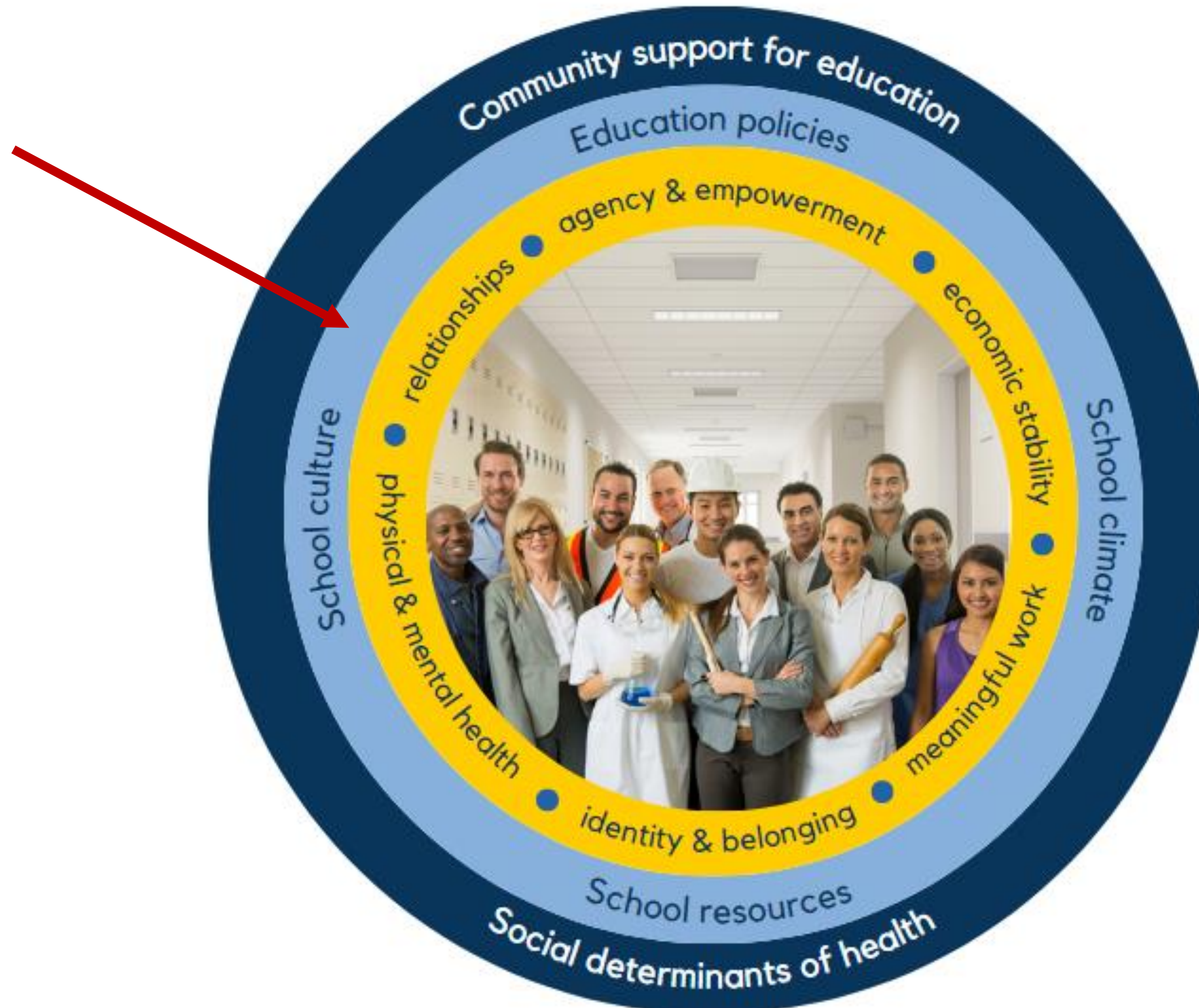
## Sense of identity & belonging

Sense of identity and belonging refers to how a person sees themselves and how welcome and included they feel at work.





# Advancing Equitable School Employee Wellness





# Policies and practices that expand beyond physical and mental health:



sufficient  
collaboration  
time



leadership  
training



investment in  
family  
engagement



decisions  
communicated  
transparently



trauma-informed  
training for all  
staff



diverse staff  
involved in  
decision making



adequate  
salaries &  
benefits



mortgage  
assistance  
programs



inclusive student  
loan repayment  
programs



contributions of  
staff in diverse roles  
recognized



staff rarely asked to  
spend time on tasks not  
aligned with career goals





professional  
development is  
relevant for all staff



recruitment  
strategies promote  
diversity



advancement and  
recognition  
opportunities are fair

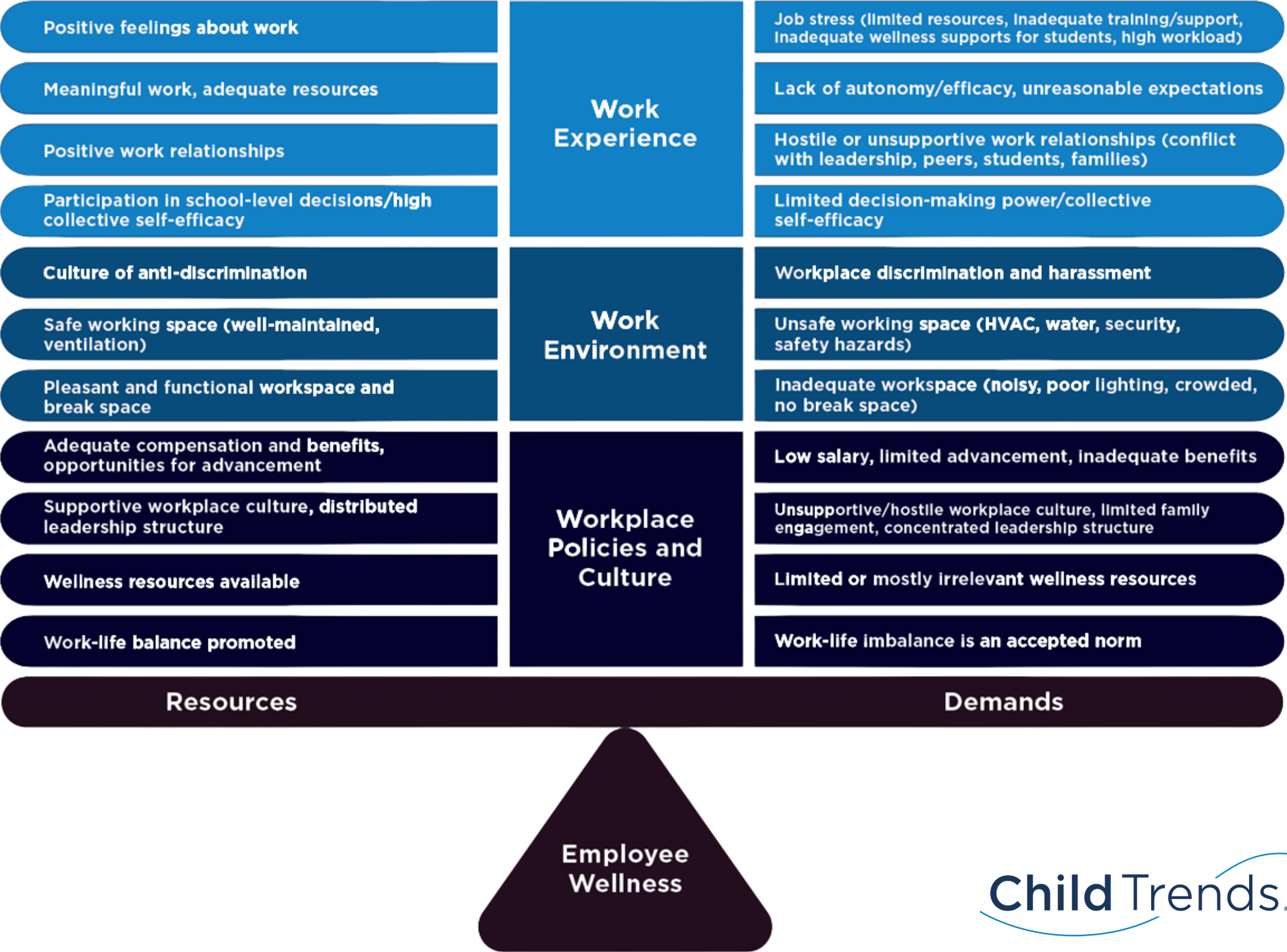


# **What is something your school system does well to support school employee wellness?**



# Reconcile resources and demands to achieve a balance.

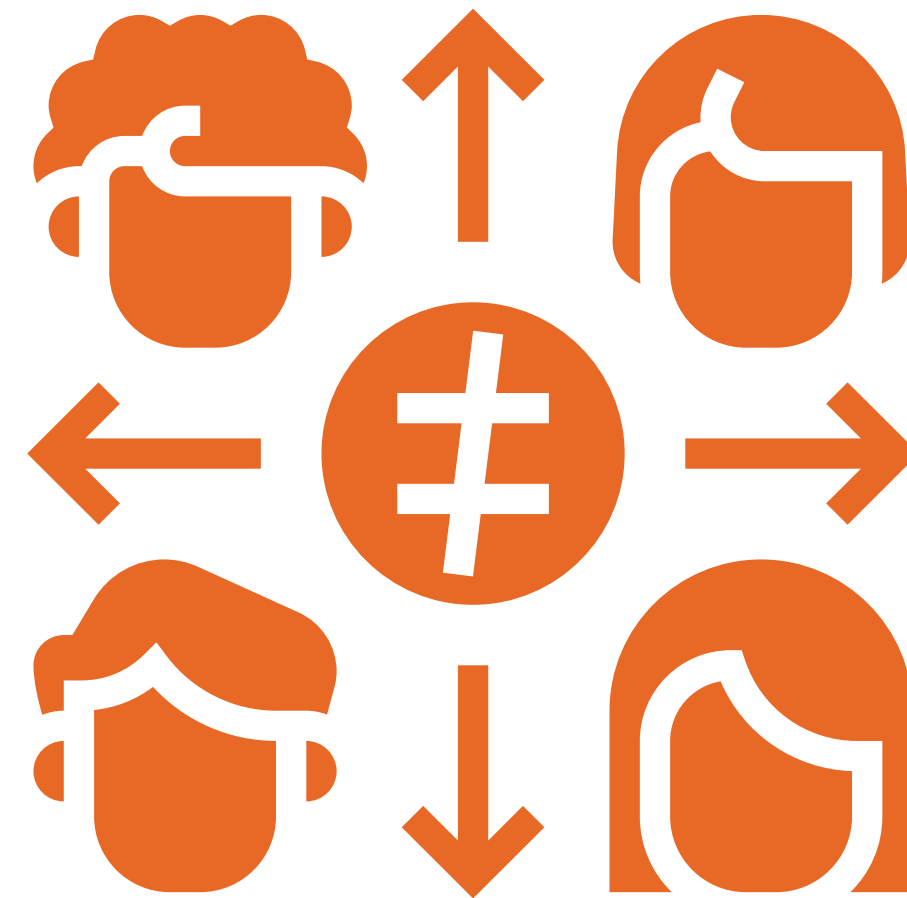
Employees tend to experience wellness when policies and practices reconcile resources with demands to achieve a balance. Sometimes, the best intervention is to remove a demand!





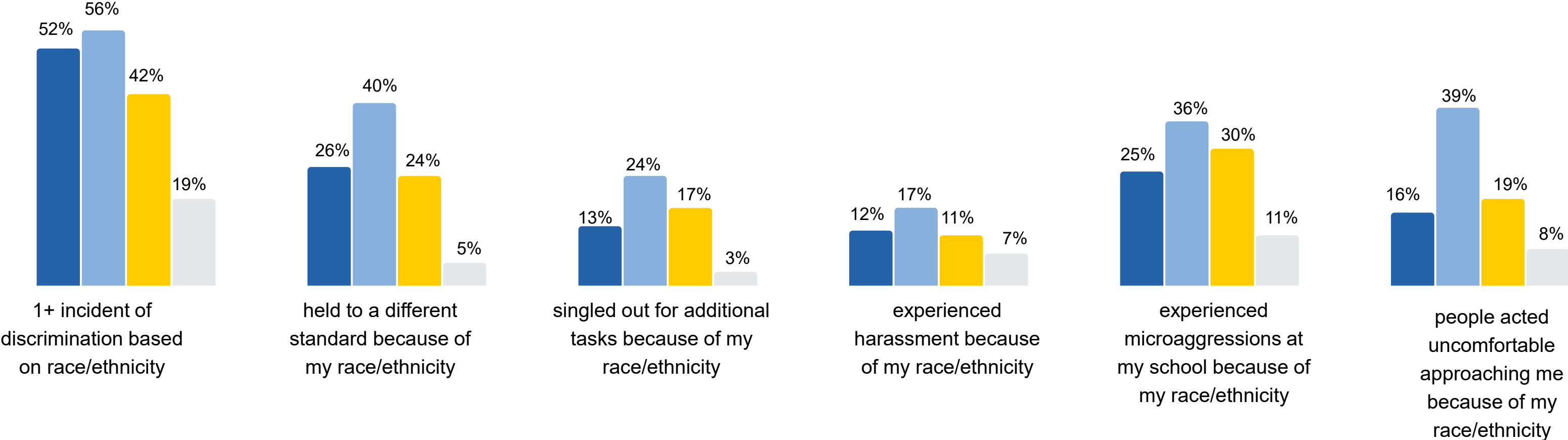
# Identify and address institutional racism and discrimination to promote equitable employee wellness.

Inequities in employee wellness are often driven by [institutional racism](#) and discrimination. School system policies should be reviewed to identify and address discriminatory policies and practices.



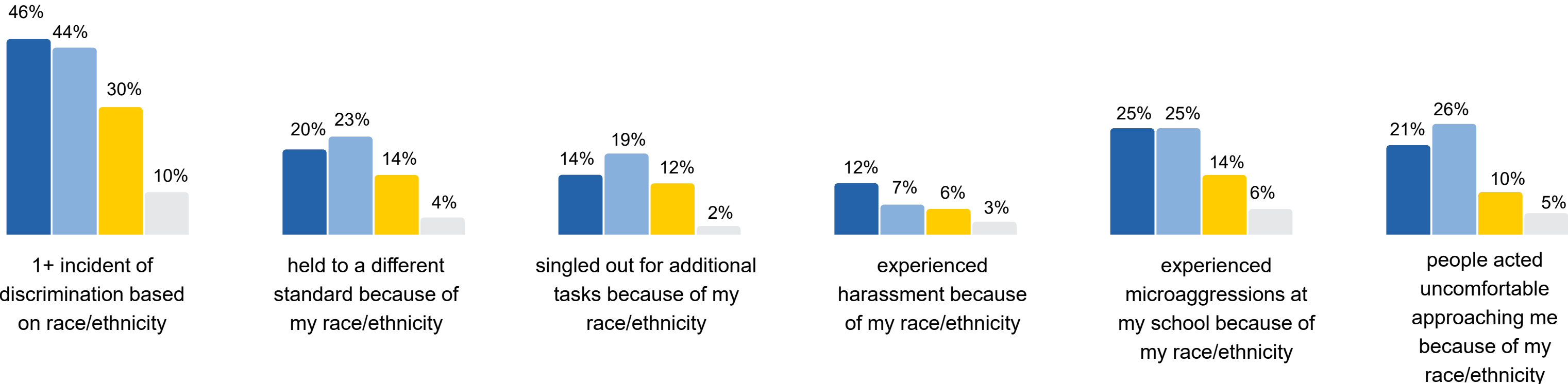
# Principals' Experiences with Discrimination Based on Race/Ethnicity in Day-to-Day School Experiences

■ AANHPI ■ Black ■ Hispanic ■ White



# Teachers' Experiences with Discrimination Based on Race/Ethnicity in Day-to-Day School Experiences

■ AANHPI ■ Black ■ Hispanic ■ White



Source: Steiner, Elizabeth D., Sy Doan, Ashley Woo, Allyson D. Gittens, Rebecca Ann Lawrence, Lisa Berdie, Rebecca L. Wolfe, Lucas Greer, and Heather L. Schwartz, Restoring Teacher and Principal Well-Being Is an Essential Step for Rebuilding Schools: Findings from the State of the American Teacher and State of the American Principal Surveys. Santa Monica, CA: RAND Corporation, 2022. [https://www.rand.org/pubs/research\\_reports/RRA1108-4.html](https://www.rand.org/pubs/research_reports/RRA1108-4.html)

# Identify and address institutional racism and discrimination to promote equitable employee wellness.

**Policy & practice example:** The state of Arkansas recently passed a law requiring that every school district submit a 3-year Administrator and Teacher Recruitment Plan. Plans must be based on an analysis of data, disaggregated by race/ethnicity. The guidance includes links to relevant data sources.

<https://docs.google.com/document/d/1bnITapArIHZZ1yn8DyfoKLAaulmkN4xIE3nMbbhf-Lg/edit>

Focus Area: Recruiting a diverse, representative educator workforce that meets the needs of all students

If multiple goals are created, copy and paste the template for each goal.

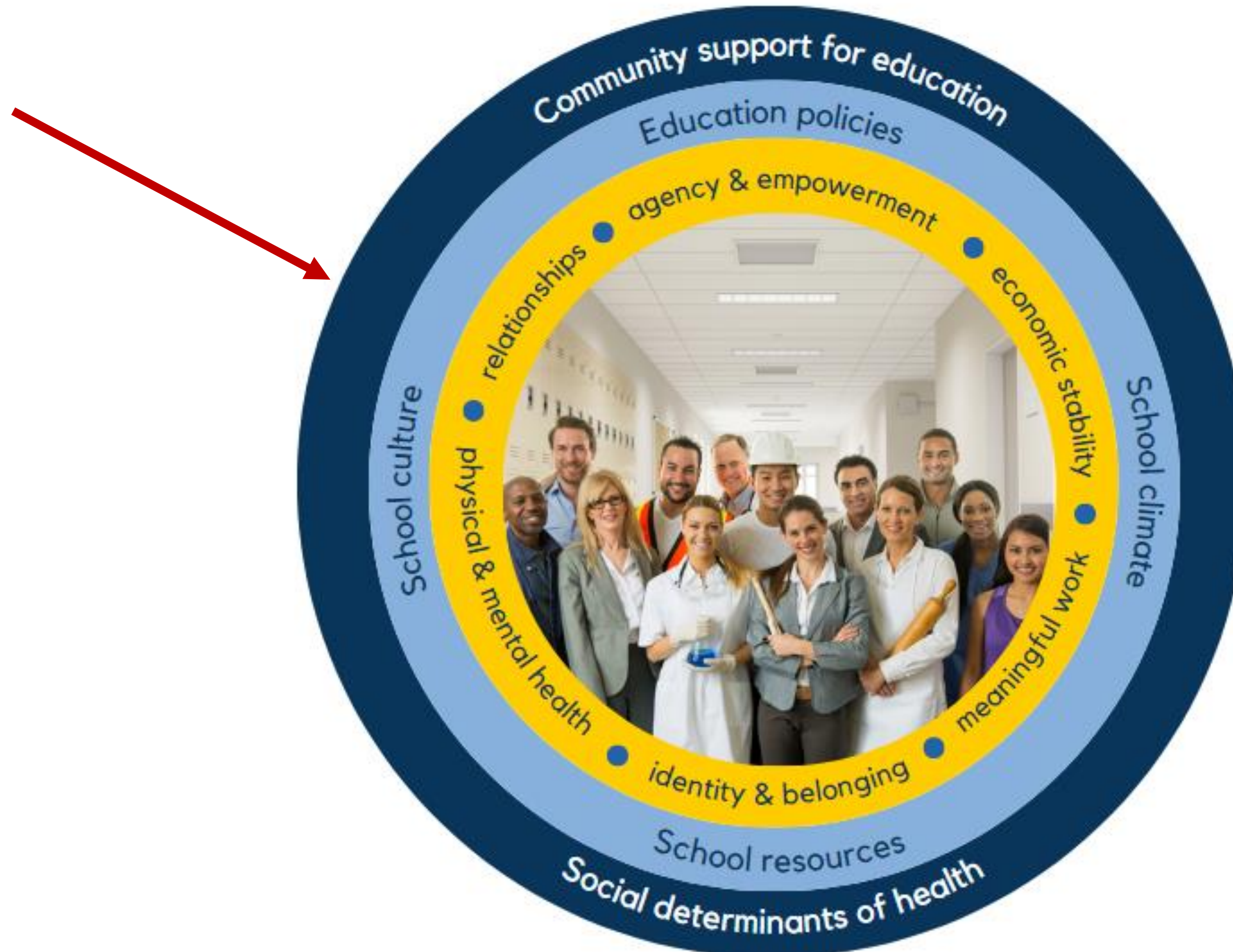
Recruitment Goal	
------------------	--

Which of the following best describes the recruitment goal?	
<input type="checkbox"/>	New Goal
<input type="checkbox"/>	Extension of a goal from previous year

Action Plan			
Describe the steps your district will take over the next three years to meet the recruitment goal. (Lines can be added for additional Action Steps)			
	Description	Person(s) Responsible	Target Date
Action Step			
Action Step			
Action Step			

What evidence will be used to determine if the recruitment goal is met? (Include baseline data and expected outcome)

# Advancing Equitable School Employee Wellness





# Reimagine the role of schools in addressing social determinants of health.

School employee wellness is influenced by [social determinants of health](#), such as housing, community safety, and healthcare. Policies should recognize employees with marginalized identities may experience more risk factors due to experiences of discrimination.



# Reimagine the role of schools in addressing social determinants of health.

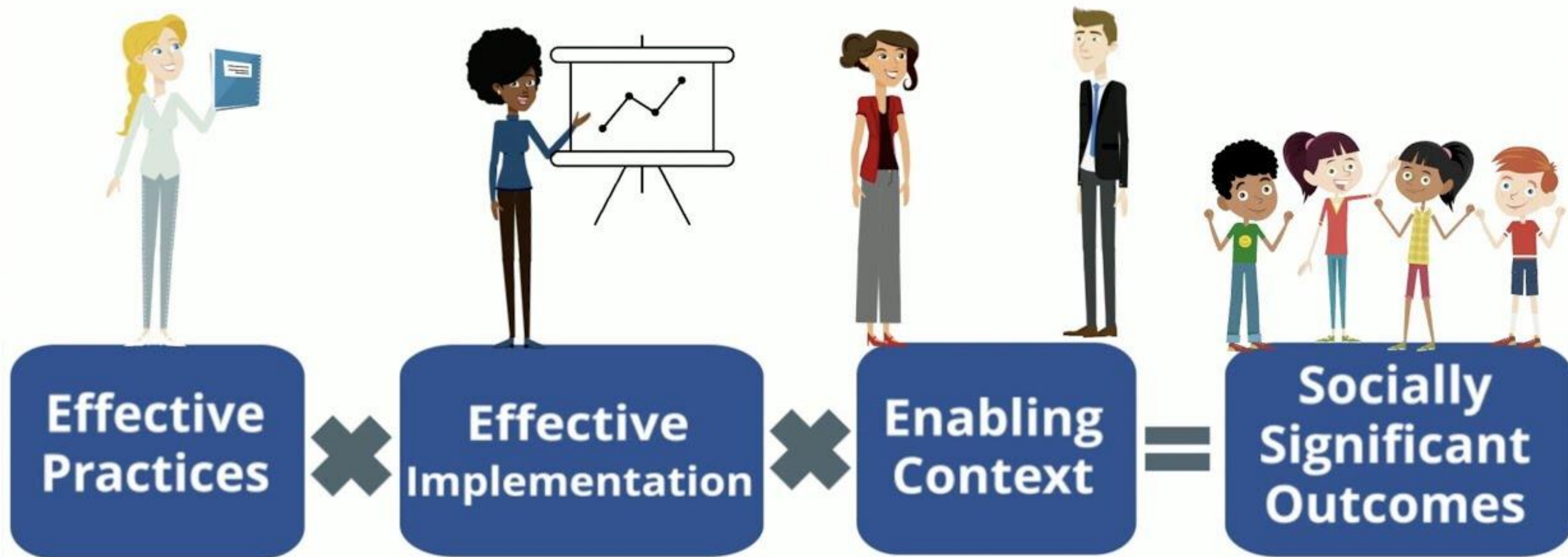
**Policy & practice example:** Access to fresh produce and healthy foods is a social determinant of health. Some schools partner with farmers markets to make it easier for students and employees to access healthy foods.



Safe and stable housing is a social determinant of health. Some school districts offer mortgage programs for teachers. In California, the program is not restricted to teachers.



# Active Implementation Formula



[Source: nirn.fpg.unc.edu/module-1/rationale](http://nirn.fpg.unc.edu/module-1/rationale)



**How would you assess the enabling context in your school system?**

⚠ When survey is active, respond at [pollev.com/brandonstratford495](https://pollev.com/brandonstratford495)

# School Employee Wellness School District Readiness Assessment

**0 done**

 **0 underway**

Start the presentation to see live content. For screen share software, share the entire screen. Get help at [pollev.com/app](https://pollev.com/app)

# **In our district, there is minimal turnover in school leadership positions.**

Strength

Growth area



**In our district, there is minimal turnover in senior leadership positions.**

Strength

Growth area

# **District-level staff routinely collaborate to achieve shared goals, including shared ownership of initiatives.**

Strength

Growth area

# **In our district, we collect and use data to set priorities and monitor progress.**

Strength

Growth area



# In our district, data are rarely used in a punitive way.

Strength

Growth area

**Our district has a track record of discontinuing or modifying ineffective policies, processes, and/or programs.**

Strength

Growth area

**When our district tries something new, school staff, families, students, and community partners are involved in the decision-making process.**

Strength

Growth area



**When our district tries something new, a diverse group of school staff (e.g., role, tenure, race, ethnicity, gender, sexual orientation) are involved in the decision-making process.**

Strength

Growth area

**When our district tries something new, senior leaders generally stick with it long enough to determine whether it works (i.e., there is not a revolving door of new initiatives).**

Strength

Growth area

**When our district tries something new, senior leaders generally allocate the resources necessary to do it, including providing school staff with the time necessary to implement the new initiative.**

Strength

Growth area



**When our district tries something new, senior leaders take a learning-oriented approach rather than a compliance-oriented approach to monitoring progress.**

Strength

Growth area

# **Our district generally limits the number of new initiatives to avoid "initiative fatigue."**

Strength

Growth area

**Our district does not currently have high-profile or resource-intensive initiatives that may compete with or otherwise negatively impact implementation of a new employee wellness initiative.**

Strength

Growth area



# Resources

## More about multi-dimensional well-being

- CDC Well-being concepts. <https://www.cdc.gov/hrqol/wellbeing.htm>
- US Surgeon General's Framework for Workplace Mental Health & Well-Being. <https://www.hhs.gov/surgeongeneral/priorities/workplace-well-being/index.html>
- Video Introducing the Surgeon General's Framework for Workplace Mental Health & Well-Being. [https://www.youtube.com/watch?v=2\\_iftFuTGDk](https://www.youtube.com/watch?v=2_iftFuTGDk)

## Social determinants of health

- CDC Health Equity Video Series <https://www.cdc.gov/healthequity/whatis/videos/index.html>
- Pathways to Health Equity. <https://webassets.nationalacademies.org/healthequity/>
- Community Schools Playbook. <https://communityschools.futureforlearning.org/>

## Resources related to policies

- Ensuring Equitable Funding (Aspen Institute). [https://assets.aspeninstitute.org/wp-content/uploads/2018/04/ESSA-EnsuringEquitableFunding.pdf?\\_ga=2.111028037.1560190211.1680471787-1004035840.1680471787](https://assets.aspeninstitute.org/wp-content/uploads/2018/04/ESSA-EnsuringEquitableFunding.pdf?_ga=2.111028037.1560190211.1680471787-1004035840.1680471787)
- The Education Combination: 10 Dimensions of Education Resource Equity to Unlock Opportunities for Every Student. (Alliance for Resource Equity). <https://www.educationresourceequity.org/toolkit/education-combination>
- Putting Local School Wellness Policies into Action: Stories from School Districts and Schools. (CDC) <https://www.cdc.gov/healthyschools/npao/pdf/schoolwellnessinaction.pdf>
- Recruit and Retain Educators. (NEA). <https://www.nea.org/student-success/recruit-and-retain-educators>
- Model Local Wellness Policy Guidance from the Alliance for a Healthier Generation <https://api.healthiergeneration.org/resource/2>

# Resources

## Focusing on equity in your team

- The [Diversity Toolkit: A Guide to Discussing Identity, Power, and Privilege](#) from the University of Southern California provides detailed activity plans that can be used to facilitate further group discussion.
- Data Equity Walk Toolkit <https://west.edtrust.org/data-equity-walk-toolkit/>

## Resources related to planning

- NACCD's School Employee Wellness toolkit. <https://chronicdisease.org/healthy-school-staff-students-a-guide-to-improving-school-employee-wellness/>
- The [Diversity Toolkit: A Guide to Discussing Identity, Power, and Privilege](#) from the University of Southern California provides detailed activity plans that can be used to facilitate further group discussion.
- This toolkit outlines opportunities for employees, labor unions, and management to partner to improve school employee wellness. [https://thrivingschools.kaiserpermanente.org/wp-content/uploads/2021/06/Wellbeing-Guides-Part-1-and-2\\_School\\_Employee\\_June-2021.pdf](https://thrivingschools.kaiserpermanente.org/wp-content/uploads/2021/06/Wellbeing-Guides-Part-1-and-2_School_Employee_June-2021.pdf)
- The Community Toolbox describes a SWOT analysis in more detail <https://ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources/swot-analysis/main>
- The Community Toolbox describes a root cause analysis, including worksheets and some helpful videos <https://ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources/swot-analysis/main>

# Contact us!

Brandon Stratford

bstratford@childtrends.org

<https://www.childtrends.org/staff/brandon-stratford>

