

CENTER FOR ADVANCING
HEALTHY
COMMUNITIES



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

Supports to Advance Emotional Well-being in Schools

Spring PD Event

February 14, 2024
12:00 – 3:00PM ET

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



Introductions: NACDD and Partners

CENTER FOR ADVANCING
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NATIONAL ASSOCIATION OF
CHRONIC DISEASE DIRECTORS
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Child Trends®

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Mental Health America



Introductions: In the Chat...

Introduce yourself by sharing the following in the chat:

- 1) Name & Pronouns
- 2) Role
- 3) Organization
- 4) Anything else you want to share 😊

It's Valentine's Day! One way to practice self-love is through gratitude. What are 1-3 things you're grateful for today?





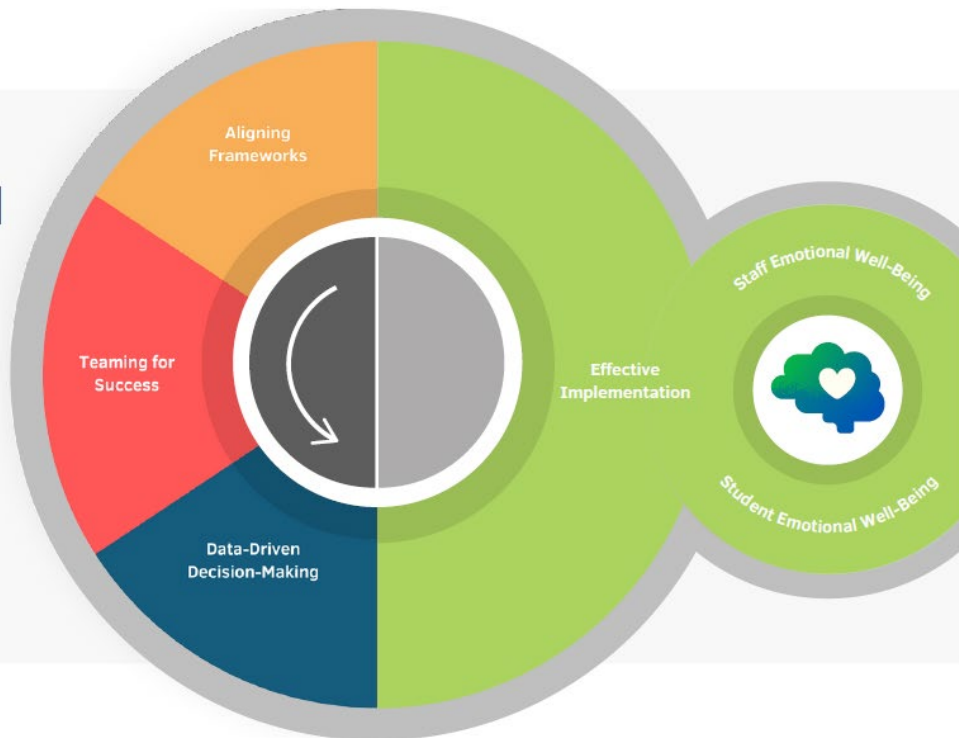
What's the Big Picture?

Supports to Advance Emotional Well-Being in Schools

Learning Collaborative Roadmap

Phase 1:
Establishing an
Infrastructure

Phase 2:
Implementation &
Continuous Quality
Improvement





Agenda

Welcome

Effective Implementation
101: Leveraging
Implementation Science for
Continuous Quality
Improvement

Effective Implementation:
Staff Well-Being: An
Evidence-Informed Step-by-
Step Approach to
Implementing Staff Well-
Being Initiatives

Effective Implementation:
Student Emotional Well-
Being: Centering Cultural
Competency and Authentic
Youth Engagement to
Support Student Emotional
Well-Being

Reflections

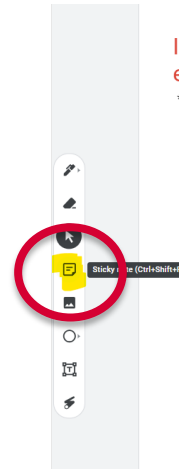
Wrap Up

Objectives

- **Describe at least one best practice** related to each of the following topics: Leveraging implementation science, steps for effective implementation of staff well-being initiatives, and cultural competency as it relates to student emotional well-being.
- **Explain the importance of** leveraging implementation science, effectively implementing staff well-being initiatives, and cultural competency as it relates to student emotional well-being.
- **Outline at least one next step** you will take related to leveraging implementation science, effective implementation of staff well-being initiatives, and/or cultural competency as it relates to student emotional well-being.

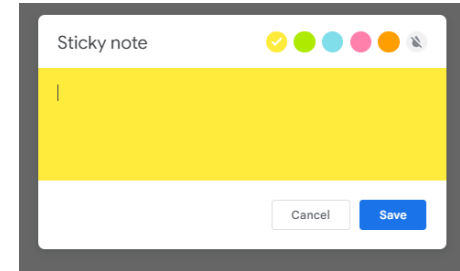
- We are recording and will share out slides + recording + resources
- Pop in and out today as needed
 - Complete the evaluation for relevant sessions
- Mute your microphone when not speaking
- Feel free to be on video if you can
- Be curious – Ask questions!
 - Use the Chat
- Share your insights/expertise/experience
 - Don't worry about being polished
- Use of Jamboard

- At the end of each session, spend a minute jotting down something you learned on the Jamboard link provided



In thinking about your takeaways from today, what is one thing you can do to enhance your emotional well-being work?*

*Add your name and we'll be your accountability partner! We will also facilitate connections with colleagues





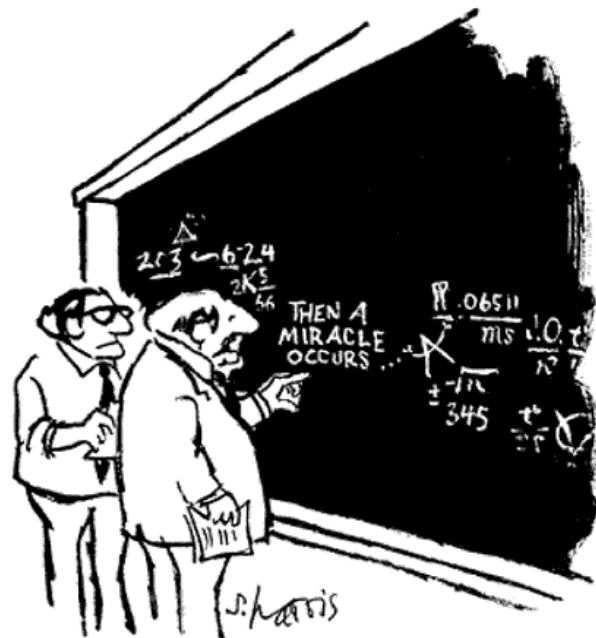
Effective Implementation 101: Leveraging Implementation Science for Continuous Quality Improvement

Heidi Milby, MPH
Associate Director, Center for Advancing Healthy Communities
National Association of Chronic Disease Directors



What is Implementation Science?

“The methods or techniques used to enhance the adoption, implementation, and sustainability” of a program or intervention.¹

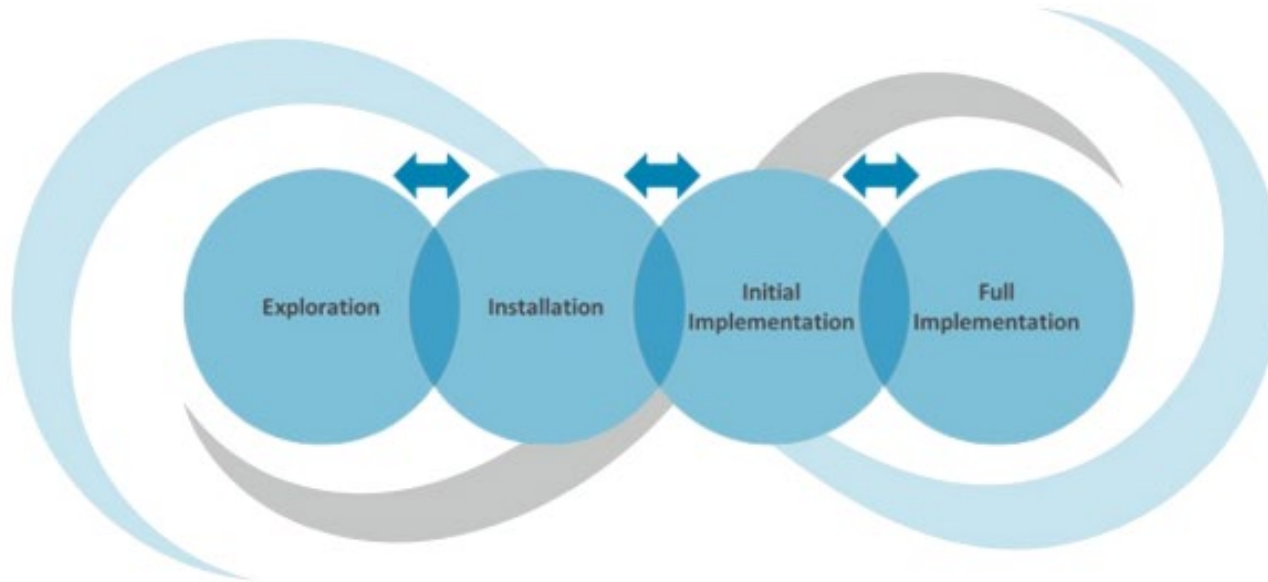


“I think you should be more explicit here in step two.”

¹Proctor, E.K., Powell, B.J. & McMillen, J.C. Implementation strategies: recommendations for specifying and reporting. *Implementation Sci* 8, 139 (2013). <https://doi.org/10.1186/1748-5908-8-139>



Implementation Stages





A Formula for Success



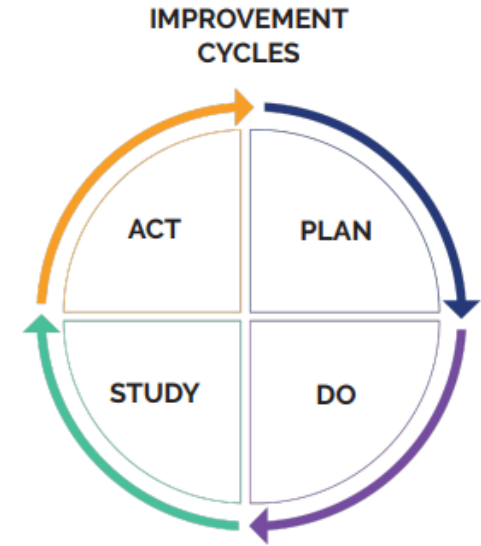
Fixsen, Blase, Metz, & Van Dyke (2015)

Why is Implementation Science Important?

- It helps us...
 - Bridge the gap between programs/practices and expected outcomes
 - Understand why something is or isn't working
 - Address equity by adapting programs for certain groups
 - Scale programs/practices
 - More effectively spend our time and funding

Systems change is complex!

- Used to quickly identify problems and solutions
- Create an opportunity to test and study innovative approaches
- Process for making small, incremental improvements
- Example: Plan-Do-Study-Act (PDSA)

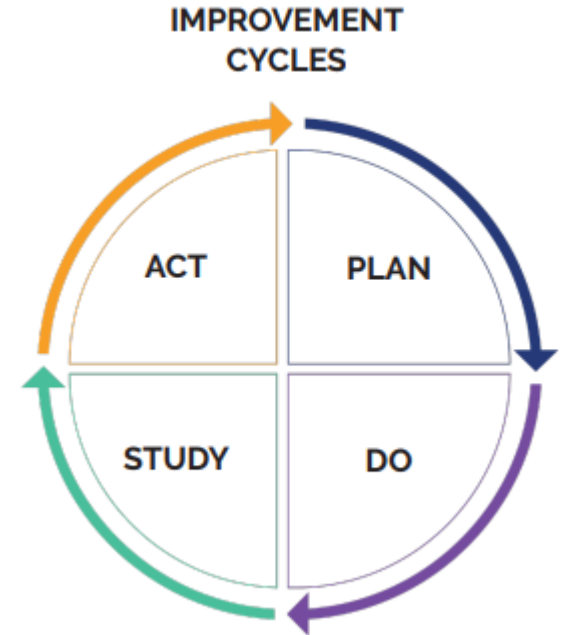




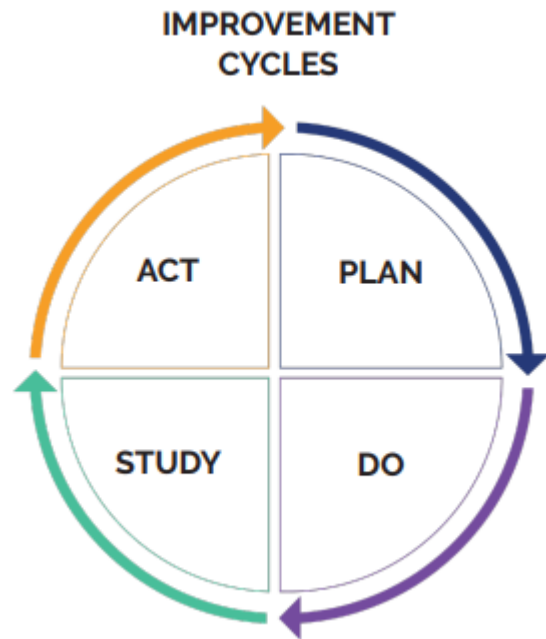
What is PDSA?

- PDSA is an iterative, four-stage problem-solving model used for improving a process or carrying out change.
- The goal is to answer a few questions:
 - What are we trying to accomplish?
 - How will we know that something has improved?
 - What changes can we make to see an improvement?

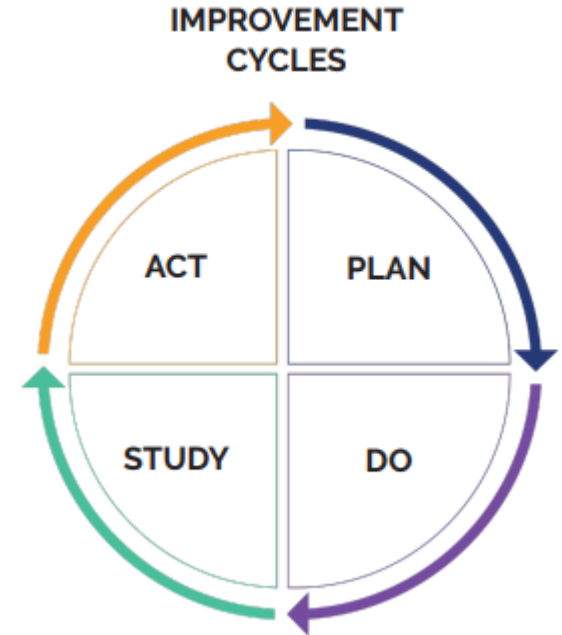
- Make a plan
 - What change do you want to test?
 - What do you predict will happen?
 - Who will be involved? When and where will it happen?
 - What data needs to be collected?



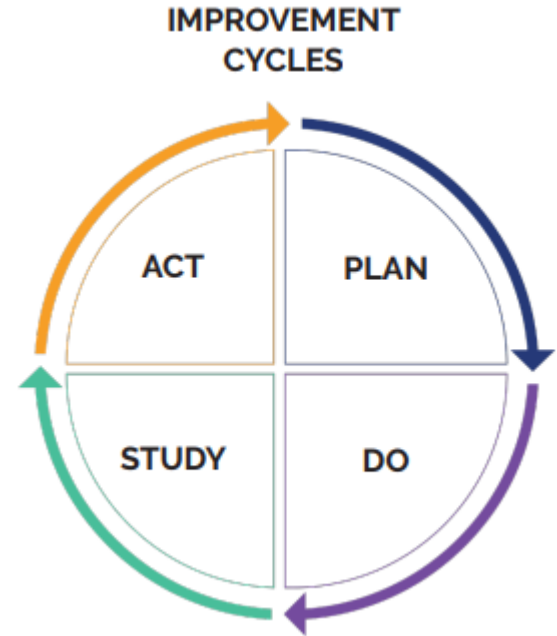
- Implement the plan
 - What actually happened?
 - What data did you collect?



- Evaluate how effective implementation was
 - How did your results compare to your prediction?
 - What went well? What could be improved?
 - Why do you think what happened, happened?



- Make more plans based on how well you did
 - What will you do next?
 - Adopt – Abandon – Adapt





PDSA Case Study

PLAN

Who, What,
Where, How
and Data
Collection:

Challenge: Behavior issues, particularly after transitions

Change being tested: Doing a mindful moment after transitioning back to the classroom after recess.

Where: Start with 3rd grade teachers at Paul Hollywood Elementary School

How:

1. Train 3rd grade teachers during a grade-level planning meeting on mindfulness, review mindfulness activity examples, share additional mindfulness resources.
2. Model doing a mindful moment for each classroom.
3. Ask teachers to do a mindful moment everyday after recess for 2 weeks. Provide a template form for teachers to document what they noticed changed.

Data Collection:

1. Ask each teacher to report back on how things went and any changes they noticed in students.
2. Ask 3-5 students in each classroom how they felt before, during and after the mindful moment.

Prediction: There will be less behavior-related incidences after recess. Students will report feeling more calm and focused. Teachers will report a calmer classroom environment.

DO

Carry out
the change
or test and
collect data.

2 of the 3 teachers did a mindful moment everyday after recess (1 teacher only did it for the first week).

8 out of the 10 students that shared their feedback reported feeling more focused after the mindful moment.

There were 50% less behavior-related incidences after recess.

STUDY

Analyze and
summarize
data
(quantitative
and
qualitative).

Results aligned with our prediction!

What could be improved? Teachers reported needing more "plug and play" mindfulness resources to sustain daily mindfulness. One teacher reported also doing it after transitioning back from physical education and saw similar effects.

ACT

Document
what was
learned and
plan next
cycle.

Initial Next Steps:

- Conduct school-wide training on mindfulness at Paul Hollywood Elementary School to roll out mindfulness beyond 3rd grade. Ask 3rd grade teachers and students to be part of the training.
- Provide mindfulness training for all schools within the district at back-to-school district-wide professional development.
- Apply for funding from local foundation to provide additional mindfulness resources.



Brief Reflection

- How could you better utilize Improvement Cycles in your work?
- What area of PDSA can you support?

PDSA Skill Set		Best Describes Me	Least Describes Me
Plan	I am good at identifying barriers and challenges. I use data whenever possible. I enjoy analyzing processes and creating steps and plans for improvement.		
Do	I am most comfortable using an existing plan. I enjoy documenting work and recording data. I enjoy doing direct service work (i.e., deliver the program or practice to a student or client).		

PDSA Skill Set		Best Describes Me	Least Describes Me
Study	I mostly enjoy analyzing data and evaluating performance. I am most comfortable using measures identified during the planning phase to assess and track program progress.		
Act	I enjoy analyzing study results and making recommendations for new courses of action.		

Key Takeaways

- Implementation science helps us bridge the gap between strategies and outcomes
- No matter how effective your practices are, they won't be effective if not implemented effectively in a conducive environment
- Improvement cycles (PDSA) can help us incrementally make changes to enhance our work and impact
- Jamboard: https://jamboard.google.com/d/1-fXOOkgRmofFYg4TzazDLKHk_oVLQRPeHK5hOuf_moI/edit?usp=sharing

- Implementation Science
 - [An Overview of the Active Implementation Frameworks](#)
 - [Equitable Implementation Guide](#) (Collaborative for Implementation Practice)
 - [Implementation Science 101 Fact Sheet](#)
- Plan-Do-Study-Act (PDSA)
 - [Successful PDSA Cycles One-Pager](#) (National Implementation Research Network)
 - [PDSA Planning Template](#) (National Implementation Research Network)
 - [Example Completed Template](#)
 - [PDSA: Who Am I?](#) (National Implementation Research Network)



Effective Implementation: Staff Well-Being: An Evidence-Informed Step-by-Step Approach to Implementing Staff Well-Being Initiatives

Brandon Stratford, PhD, MSW
Deputy Program Area Director, Education Research
Child Trends

A photograph of two women in a school hallway. The woman on the right, with dark hair and glasses, is smiling and holding a smartphone. The woman on the left, with reddish hair, is looking at the phone. The background shows a typical school hallway with lockers, a bulletin board, and a fire extinguisher.

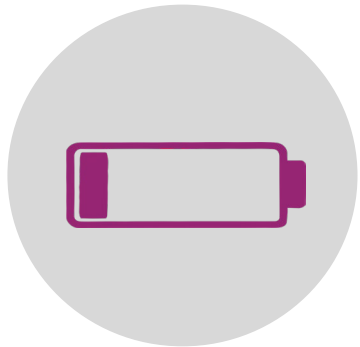
A Toolkit for School Systems to Advance Comprehensive School Employee Wellness

Acknowledgements

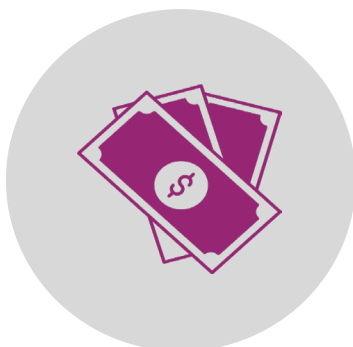
We are grateful for the insights that were offered by the following organizations and school districts during the development of the toolkit that is described in this webinar.



Development of the toolkit was supported by cooperative agreement CDC-RFA-PS18-1807 with the Centers for Disease Control and Prevention. The opinions, findings, and conclusions do not necessarily represent the views or official position of the U.S. Department of Health and Human Services or the Centers for Disease Control and Prevention.



**reduce burnout &
improve health**



**reduce hiring
costs**



**avoid staffing
shortages**



**return on
investment**

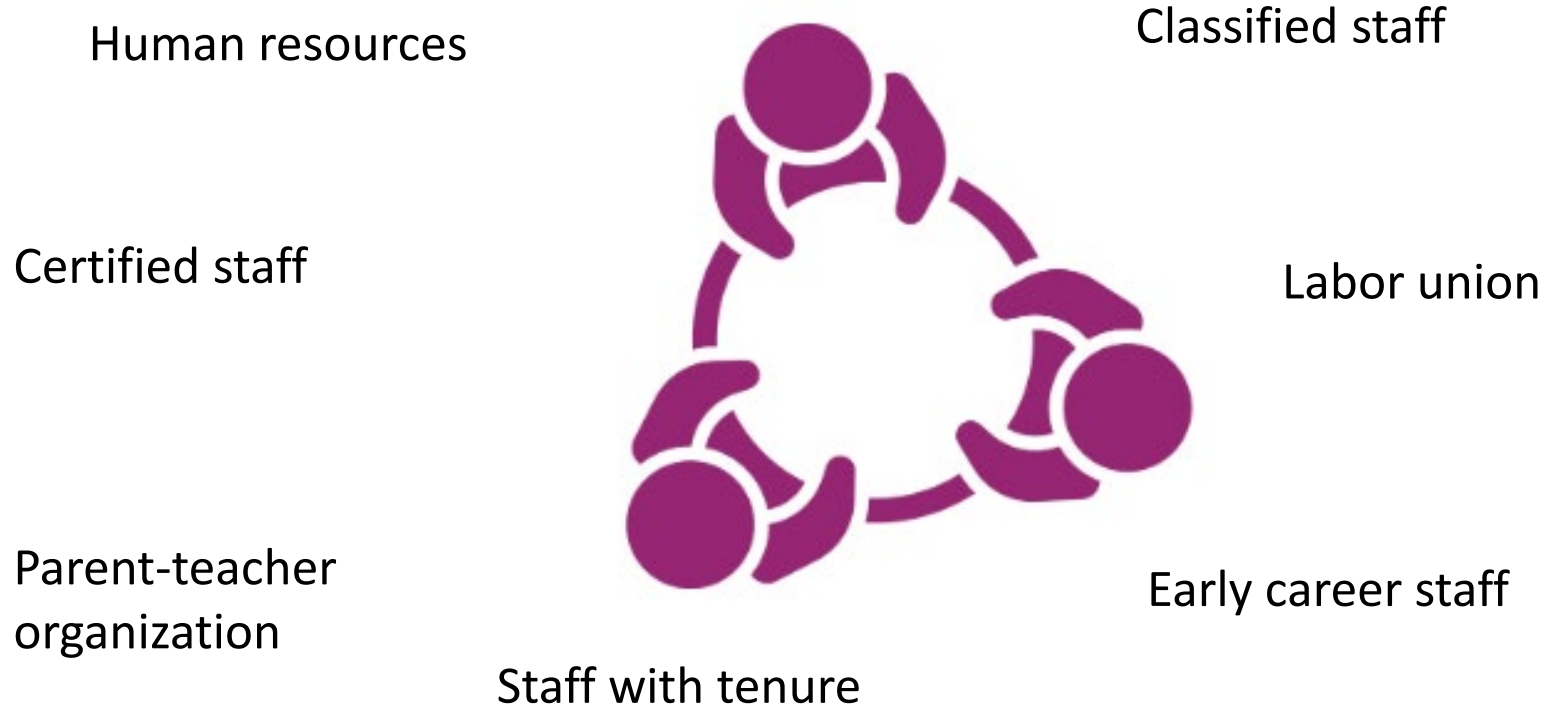


**better school
climate**

The Advancing Comprehensive School Employee Wellness toolkit focuses on 6 key domains of wellness.



Teamwork makes the dream work!





diversity



belonging



accessibility



equity



inclusivity

Advancing comprehensive school employee wellness



Advancing comprehensive school employee wellness



Advancing comprehensive school employee wellness





**community
support**



**social
determinants
of health**



**safe & healthy
buildings**



**inclusive student
loan repayment
programs**



**professional
development is relevant
for all staff**



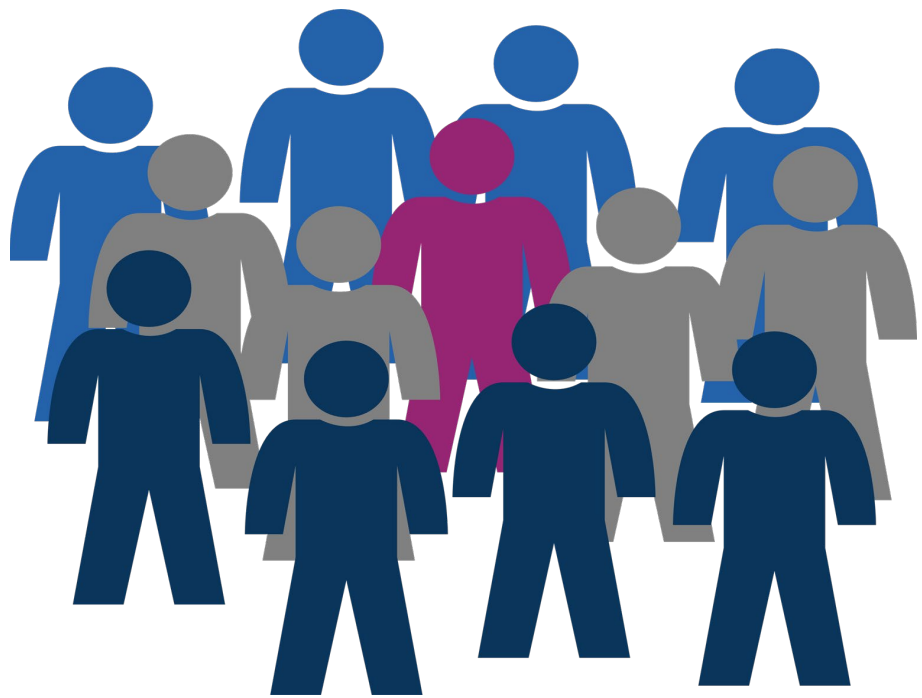
**leadership
opportunities for staff
across diverse roles**



**recruitment
strategies promote
diversity**



**investment in
family
engagement**



Using data to make decisions

- Employee benefits utilization
- Harassment complaints
- Labor agreements
- Leadership training
- Local wellness policies
- Master facilities plan and budget
- Professional development
- Reviews of workplace culture/employee satisfaction
- Safety and emergency management
- School health and mental health programs
- Staff absenteeism
- Staff absenteeism
- Staff advancement/ workplace mobility
- Staff benefits
- Staff evaluation surveys
- Staff exit surveys
- Staff recruitment plans
- Staff retention
- Staff retention plans
- Staff salary
- Staff usage of school services
- Staffing ratios

Seven steps to advancing school employee wellness



- Establish a diverse and inclusive team
- Assess readiness to make and sustain change
- Collect data to assess needs and assets
- Use data to set priorities
- Develop a plan
- Implement, improve, and sustain efforts
- Communicate early and often to keep people invested

An Assessment of School System Readiness to Advance Comprehensive School Employee Wellness

Efforts to implement organizational change are often unsuccessful when planning teams do not assess the level of readiness for change within their organization. Readiness assessment efforts should engage individuals who reflect school system employees with respect to positions, tenure, and sociodemographic characteristics (including individuals who are not on the formal planning team) to most effectively identify potential challenges and creative solutions. See the Centering Equity in

This readiness assessment can guide an examination of a school system's current readiness to advance equitable school employee wellness. It allows for reflection on readiness in three areas that will shape actions carried out at the school and school system levels: (1) school district context, (2) senior leader support for employee wellness, and (3) capacity to advance employee wellness. The assessment also includes worksheets to facilitate discussion and help teams prioritize growth areas to focus on in order to position themselves for success.



Reflect

School district context

This School district context section is general conditions within a school system that could influence implementation of new initiatives. This section is not intended to be a diagnostic tool. It is intended to be a general assessment of school district context. It is intended to be a general assessment of school district context. It is intended to be a general assessment of school district context.

For each item, mark the column that best describes your assessment of your school system's readiness to lead this.	Strongly Agree	Agree	Disagree	Strongly Disagree
1. In our district, there is a shared vision for a common purpose.				
2. In our district, there is a shared vision for a common purpose.				
3. In our district, there is a shared vision for a common purpose.				
4. In our district, there is a shared vision for a common purpose.				
5. In our district, there is a shared vision for a common purpose.				
6. In our district, there is a shared vision for a common purpose.				
7. In our district, there is a shared vision for a common purpose.				
8. In our district, there is a shared vision for a common purpose.				
9. In our district, there is a shared vision for a common purpose.				
10. In our district, there is a shared vision for a common purpose.				
11. In our district, there is a shared vision for a common purpose.				
12. In our district, there is a shared vision for a common purpose.				
13. In our district, there is a shared vision for a common purpose.				
14. In our district, there is a shared vision for a common purpose.				
15. In our district, there is a shared vision for a common purpose.				
16. In our district, there is a shared vision for a common purpose.				
17. In our district, there is a shared vision for a common purpose.				
18. In our district, there is a shared vision for a common purpose.				
19. In our district, there is a shared vision for a common purpose.				
20. In our district, there is a shared vision for a common purpose.				

Advancing Comprehensive School Employee Wellness: A Toolkit for School Systems



Discuss

School District Context Priority Setting

Did any members of your team mark one or more items in the Senior Leader Support section as "Strongly Agree" or "Disagree"?

YES NO

Step 1: Review

In the box below, list up to three items that your team prioritized for discussion. (You may list more than three items if you wish.)

Step 2: Discuss

In the box below, list up to three items that your team prioritized for discussion. (You may list more than three items if you wish.)

Next, complete "Senior Leader Support for Employee Wellness" on the following page.



Prioritize

Our Readiness Priorities

The tables below and on the next page reflect the readiness growth areas that your team prioritized on the preceding pages. Continue using a discussion-based approach to help your team work through next steps for how to address each one.

Senior Leader Support for Employee Wellness

For each prioritized growth area, your team will develop a plan to address it. This plan should include a timeline for implementation, a list of responsible parties, and a list of resources needed. Your team should also consider how to measure progress and how to communicate progress to the rest of the organization.

Top priority (one page only)	Other steps toward building support
1.	1.
2.	2.
3.	3.

School District Context

Consider how each prioritized growth area has impacted your school district. Consider what is often and what is not often needed to support this impact. Consider how these needs impact implementation strategies for employee wellness efforts going forward. For example, if a growth area is "Senior Leader Support for Employee Wellness," consider how this growth area impacts implementation strategies for employee wellness efforts. Consider how this growth area impacts implementation strategies for employee wellness efforts. Consider how this growth area impacts implementation strategies for employee wellness efforts.

Top priority (one page only)	Other steps toward building support
1.	1.
2.	2.
3.	3.

School district context

School district context refers to general conditions within a school system that could influence implementation of new initiatives. This section includes several items related to how the school system has engaged in creating and sustaining change in the past. Weaknesses in this area have the potential to negatively influence efforts to advance school employee wellness.

For each item, mark the column that best describes your assessment of your school system in relation to that item.	Strength	Growth Area
1. In our district, there is minimal turnover in senior leadership positions.		
2. In our district, there is minimal turnover in school leadership positions.		
3. District-level staff routinely collaborate to achieve shared goals, including shared ownership of initiatives.		
4. In our district, we collect and use data to set priorities and monitor progress.		
5. In our district, data are rarely used in a punitive way.		
6. Our district has a track record of discontinuing or modifying ineffective policies, processes, and/or programs.		
7. When our district tries something new, school staff, families, students, and community partners are involved in the decision-making process.		
8. 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.		
9. 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).		
10. 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.		
11. When our district tries something new, senior leaders take a learning-oriented approach rather than a compliance-oriented approach to monitoring progress.		
12. Our district generally limits the number of new initiatives to avoid "initiative fatigue."		
13. 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.		

Senior leader support for employee wellness

Leadership support is critical for achieving large-scale, sustainable improvements in an organization or system. Senior leader support for employee wellness refers to senior leaders' buy-in and motivation to support comprehensive and equity-focused efforts to advance employee wellness.

For each item, mark the column that best describes your assessment of your school system in relation to that item.	Describes us well	Describes us somewhat	Does <u>not</u> describe us	What is your evidence? Provide examples that support your choice.
1. In our district, senior leaders are committed to advancing employee wellness, generally.				
2. In our district, senior leaders are committed to making long-term investments in employee wellness and understand that there is no "quick fix."				
3. In our district, senior leaders are committed to reducing wellness disparities experienced by school employees based on characteristics like role, tenure, race, ethnicity, gender, and sexual orientation.				
4. In our district, senior leaders are committed to taking a comprehensive approach to advancing employee wellness (e.g., going beyond physical and/or mental wellness to include things like economic stability, agency, and work that feels meaningful).				
5. In our district, senior leaders are committed to increasing resources and supports , as needed, to advance employee wellness.				
6. In our district, senior leaders are committed to reducing job stressors (i.e., job-related challenges such as insufficient resources, unrealistic expectations, etc.), as needed, to advance employee wellness.				

Capacity to advance employee wellness

Capacity to advance employee wellness refers to financial and human capital, as well as data and other infrastructure, that can be leveraged for comprehensive and equity-focused efforts to advance employee wellness. Resources may come from the school system or the broader community. Understanding the currently available resources can help to inform planning and implementation efforts.

For each item, mark the column that best describes your assessment of your school system in relation to that item.	Strength	Growth Area
1. Our district has <u>senior</u> leaders who are seen as wellness champions.		
2. Our district has <u>school</u> leaders who are seen as wellness champions.		
3. Our district has adequate financial resources to invest in employee wellness.		
4. In our district, staff in a variety of district- and school-level roles have time to play a decision-making role in advancing wellness for all school employees (e.g., help establish our district's vision for employee wellness, identify goals that align with our vision, and develop a plan for how to achieve our goals).		
5. Our district collects data that can be used to identify wellness needs and monitor progress.		
6. Our district collects data that can be used to identify differences in employee wellness needs across different groups of employees (e.g., race, ethnicity, gender, job title, etc.).		
7. Our district has staff with the skills needed to effectively use data, including identifying relevant data sources, understanding the limitations of available data (i.e., what it can/cannot tell us), and being able to transform raw data into meaningful information and insights (i.e., cleaning, analyzing, interpreting, and explaining data to others).		
8. Our district has staff with the skills needed to coordinate new data collection, if needed.		
9. Our district has effective communication systems in place for sharing information with the school community (including staff, families, and community partners) about new initiatives.		
10. Our district has effective systems in place to support training and professional development that may be needed for the implementation of new initiatives.		
11. In our district, there are parent organizations with capacity to support employee wellness.		
12. In our district, there are collective bargaining organizations (i.e., unions) with capacity to support employee wellness.		
13. Our district has existing partnerships with community organizations that can support efforts to promote employee wellness.		
14. In our district, there are community organizations that schools can potentially partner with to promote employee wellness.		

Advancing Comprehensive School Employee Wellness: A toolkit for school systems

Check out the full toolkit here!



www.childtrends.org/publications/a-toolkit-for-school-systems-to-advance-comprehensive-school-employee-wellness

This project 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.

LEA Panel Discussion

Chelsea Davenport
Wellness Coordinator
Neosho School District
Neosho, Missouri



Alex Severs
District Wellness Coordinator
Monett R-1 School District
Monett, Missouri



Holly Budge
Director of Human Resources
Kelso School District
Kelso, Washington



1. Please briefly describe your district's school employee **wellness efforts**, which of the **six domains** of employee wellness you address, and how your efforts advance **equitable outcomes** for all employees.
2. What does your school employee **wellness team** look like and how does it function?
3. What was it like **getting buy-in** for school employee wellness in your school district?
4. What has been the **role of data** in identifying the needs, selecting appropriate strategies to meet those needs, and monitoring whether your efforts are making a difference?
5. What are **your hopes** for your school employee wellness efforts for next school year?



What's one thing you're taking away from this session?

<https://jamboard.google.com/d/1YRvy4g25QpDUqASgg3Pniu9HDkvBEn5LZzTr5vD7e1w/viewer>



Break

Please return at 1:40PM ET



Mindful Moment

Ashley Krombach
Public Health Consultant
National Association of Chronic Disease Directors



Effective Implementation: Student Emotional Well-Being: Centering Cultural Competency and Authentic Youth Engagement to Support Student Emotional Well-Being

Jackie Zimmerman
Manager of Public Education Partnerships and E-Learning
Mental Health America

What's one thing you're taking away from this session?

<https://jamboard.google.com/d/1H9ynY-rLCmNVoaDAIzchnyK8IzVwyFSukBH8Perw41s/edit?usp=sharing>



Reflections

In thinking about your takeaways from today, what is one next step you can take to enhance your emotional well-being work?

<https://jamboard.google.com/d/1quR0t4cGDrT4oWw2TVWdMkSKOi7Api2TnzmBjOm6zd8/edit?usp=sharing>



Wrap Up

Upcoming Professional Development

New CDC Resource:
Promoting Mental
Health and Well-
Being in Schools - An
Action Guide for
School and District
Leaders

Wednesday, April 10, 2024

9-10AM PT
10-11AM MT
11AM-12PM CT
2-1PM ET

Registration Link:

[https://chronicdisease.zoom.us/
webinar/register/WN_Raashy0
RTLGo0FeZT4_x8g#/registrati
on](https://chronicdisease.zoom.us/webinar/register/WN_Raashy0RTLGo0FeZT4_x8g#/registration)

Please take a few minutes to complete a brief evaluation for this call:

https://chronicdisease.zoom.us/survey/_amFu1B3Cx7rqY37jl9teRSZ5GjFqGV1Ibx5ul9nUsRxOKT5eaU.gpa-dZRH0uuLG175/view?id=L8GCbhCuS8iSoahJRrFBNA#/sharePreview

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