

AIM

ASSESS

IDENTIFY

MAKE IT HAPPEN

DO IT YOURSELF GUIDE

**CENTER FOR RURAL
SCHOOL HEALTH & EDUCATION**



UNIVERSITY *of*
DENVER

Morgridge College of Education

ABOUT THIS GUIDE

This guide was created using the principles of Assess, Identify, Make It Happen (AIM), a strategic planning process that has been shown to result in changes to school environments to promote student health. The purpose of this handbook is to provide a resource for developing a comprehensive health and wellness plan in the spirit of the Whole School, Whole Community, Whole Child (WSCC) model. It includes outlines for each step in the AIM process and supplemental resources to support each step.

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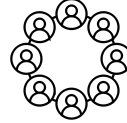
AIM

A planning process for school districts to engage in comprehensive health and wellness planning using the Whole School, Whole Community, Whole Child (WSCC) model.

WHO IS INVOLVED?



A Wellness Coordinator (WC) or meeting leader manages the effort at the district and leads task force meetings.



A district task force of teachers, students, community members, and other school stakeholders convenes to get the work done.

HOW DOES IT WORK?



Surveys are completed at schools to get a baseline assessment of student health and health promoting practices.



The task force convenes for three meetings to review information, discuss, and make key decisions together.



Outreach to the community helps ensure the plan is relevant to students and leverages available resources and partnerships. The WC and task force members lead this effort.



The process results in a community-informed, data-driven **Comprehensive Health & Wellness Plan**. The task force and WC create this plan in collaboration with key stakeholders.



Meeting 1: ASSESS

Review what surveys say about student health and evidence-based practices in the schools

STUDENT & COMMUNITY INPUT

Get input from students, parents, and school staff about student health problems and evidence-based practices in the schools

Meeting 2: IDENTIFY

Identify health promoting practices to put into place in the schools

INVENTORY OF COMMUNITY RESOURCES

Find resources and supports available in the community and schools to help implement the plan

Meeting 3: MAKE IT HAPPEN

Develop a comprehensive health and wellness plan and action plans for implementing new practices

IMPLEMENTATION

The district gets started on their 5-year plan to promote a WSCC approach to student health

WHAT THEN?



The district implements the plan, with key partners providing ongoing assistance to support implementation.

GUIDELINES FOR SUCCESS

Follow these guidelines to help AIM Do-It-Yourself work at your school

INVOLVE THE COMMUNITY

Keep the people in your school community informed about what's happening and ask for their input along the way. This is an important way to build support for your plan.

HIT ON EVERYTHING IN THIS GUIDE

By addressing each step you will end up with a data-driven, community supported plan that will have staying power for your school district.

USE AGENDAS TO GUIDE MEETINGS

Consider using the materials in this guide to create meeting agendas with your wellness committee or task force. Stick as closely as you can to your agenda to keep things running smoothly.

ATTEND MEETINGS AND COMPLETE FOLLOW UP ITEMS

Consistent attendance and active participation are key components to an effective process. Completing tasks between meetings will keep meetings focused and the plan moving forward.

CELEBRATE SUCCESSES

Take time to acknowledge efforts and enjoy the progress your team is making as you go through the process.

EVALUATE AND UPDATE

As you know, change is an ongoing process. Once you have created a comprehensive health and wellness plan (CHWP), continue to gather data and make adjustments to improve and sustain student health in your school.

THINGS TO DO BEFORE YOUR FIRST MEETING

ACCESS THE OPEN-SOURCE CHWP TEMPLATE

We have provided a comprehensive health and wellness plan template to document your planning process and to ensure your process results in a plan that has staying power in your school or district. Access the free template here:

<http://bit.ly/CHWPtemplate>



IDENTIFY A MEETING COORDINATOR

Identify a leader (e.g., wellness coordinator, facilitator) to build agendas, set up meeting logistics (i.e., materials, food, location, schedule), facilitate discussions, and/or take notes during meetings as necessary. Having someone in charge is key to creating a cohesive task force and ensuring the process keeps moving forward when challenges are encountered.



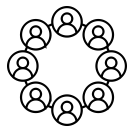
COLLECT BASELINE DATA & PRINT RESULTS

Having student and school-level data is critical to the process. We strongly recommend collecting and making available data on **student health** (e.g., Youth Risk Behavior Surveillance data or other district data reports) and **school health promoting practices** (e.g., School Health Index, Smart Source (Colorado)).



RECRUIT A TASK FORCE

Consider including representatives from multiple stakeholder groups (e.g., students, administrators, school staff, and community partners) and a broad range of WSCC expertise on your task force. See the *Task Force Recruitment Guide* (p. 5) to create a recruitment plan.

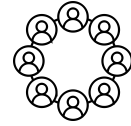


SCHEDULE MEETINGS

AIM DIY is organized into three steps: Assess, Identify, and Make It Happen. You may choose to complete each step in a single meeting, or spread one step out across several meetings. We recommend scheduling at least one month between each step to allow task force members to complete tasks related to the process and reach out to the community.



TASK FORCE RECRUITMENT GUIDE



▶ **Include expertise across the WSCC Model**

Having task force members who are knowledgeable about the different components of the WSCC is helpful to the planning process. Consider recruiting a task force that could attend to these different components.

▶ **Represent the student population**

Consider the different subgroups of students in your district (LGBTQ, race/ethnicity, special needs, etc.,) and ensure these populations are represented on the task force.

▶ **Include community partners**

Convening a task force can be an opportunity to develop new partnerships or strengthen existing ones. Consider including key partners on the task force.

▶ **Ensure various roles are represented**

Students, parents, teachers, support staff, administrators, and others contribute important perspectives to the planning process. Diverse roles on your task force will help ensure your plan resonates with different groups across the school.

▶ **Stay organized, and consider using a guide like the one below**

Below are the 10 health components of the WSCC model. Write names and role (e.g., student, parent) of potential task force members and indicate the component areas they represent to plan a balanced task force with diverse roles and expertise.

NES	PEPA	HS	SEC	CPSS	PEN	EW	FE	CI	HE
Nutrition Environment & Services	Physical Education & Physical Activity	Health Services	Social & Emotional Climate	Counseling, Psychology, and Social Services	Physical Environment	Employee Wellness	Family Engagement	Community Involvement	Health Education

Name		Role		WSCC Components										
				NES	PEPA	HS	SEC	CPSS	PEN	EW	FE	CI	HE	
1														
2														
3														
4														
5														
6														
7														

STEP 1: ASSESS

Review what surveys say about student health and health promoting practices in the schools

1) Introduce the AIM Process and Set a Goal

Explain the steps in AIM and what the task force will be doing. Introduce the WSCC model and set a goal for your planning process: What do you hope to accomplish as a result of implementing your Comprehensive Health and Wellness Plan? Consider referencing the center of the WSCC model in your discussion of goals—children who are safe, engaged, supported, challenged, and healthy.

2) Review Student Health Data and Discuss Student Health Problems

Review survey reports to assess student health behaviors and health problems in your school based on the data you have access to. We recommend considering student health broadly, inclusive of social, physical, and mental dimensions (e.g., Alcohol, tobacco, and other drug use; Bullying and violence; Disconnection from school; High risk sexual behavior; Physical inactivity; Poor mental health; Unhealthy eating). Which concerns appear to be most pressing to students in your district?

3) Review the Status of Health Promoting Practices in the School

Review survey reports about health promoting practices to learn the extent to which your school is promoting student health through its practices and policies. Acknowledge and celebrate the good things already happening while also looking for opportunities to make positive change.

4) Prepare for Community Outreach: Student & Community Input

Review the guidance on gathering student and community input (see next page) and develop a plan for incorporating the perspectives of others into your plan.

STUDENT & COMMUNITY INPUT



Get input from students, parents, and school staff about student health problems and health promoting practices in the schools. Consider using surveys and/or listening sessions to get this input.

ACCESS FREE GUIDE FOR SURVEYS AND LISTENING SESSIONS

Survey and Listening Session Guide is available here: <http://bit.ly/SLsguide>

SURVEYS

Surveys offer a way to get the quick opinions of many people in your community, and can offer results that are easy to interpret (e.g., a rank ordering of health problems for students in the school). Select digital or paper formats based on what will give you the highest response rate in your context.

LISTENING SESSIONS

Listening sessions are meetings of small groups of people for the purposes of discussing a particular topic in depth. These sessions offer you a chance to hear what students and others in the community have to say about student health and health promoting practices. Whereas surveys allow for a higher number of responses, listening sessions allow for explanation or exploration of nuance from a smaller number of individuals.

STUDENT AND COMMUNITY INPUT REPORT

Consider drafting a brief report of what you learned through your listening sessions and/or surveys so that others on the task force can quickly understand the takeaways from your efforts and this information can easily inform your plan. We have offered a template for this report at the same link above, following the guidance for surveys and listening sessions.

STEP 2: IDENTIFY

Identify health promoting practices to put into place in the schools

1) Determine Where to Focus the CHWP

Review student and community input, using a summary report of this information if available. Use this input along with survey data from Assess to determine the following:

- ▶ What are the top 3-5 health problems affecting students in your district?
- ▶ Which WSCC health components are most in need of improvement?

2) Make a List of Practices to Implement

Select health promoting practices to address the student health problems you identified. Consider all WSCC component areas, paying special attention to the areas identified as those most in need of improvement. To increase your chances for success, select practices that are evidence-based, accessible to many or all students, and available on most or all days of the school year. (We use Smart Source, a school health evaluation tool available in Colorado, as our primary resource for identifying health-promoting WSCC practices. The School Health Index, available from the CDC, can also be used for this purpose.)

3) Identify Potential Obstacles to Implementation

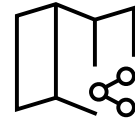
Review your list of health promoting practices and discuss the following questions. Make note of any key issues to track during implementation:

- ▶ Do any of these practices lack **support** from others in the community? Will the district need to invest energy into building support in order to implement these practices?
- ▶ Will the practices require significant **resources** in order to put them into place? Are there material costs? Will they require additional staff, staff trainings, or demand significant time to implement?

4) Prepare for Community Outreach: Inventory of Community Resources

Review the guidance on conducting an inventory of community resources (see next page), including online guides for listening sessions and surveys, and develop a plan for completing the inventory to ensure your plan accounts for funding, partnerships, and implementers.

INVENTORY OF COMMUNITY RESOURCES



Find resources and supports available in the community and schools to help implement the plan

We recommend considering three major groups of people to help ensure your plan has the support it needs to get practices put into place in the schools: implementers, partners, and funders. Consider dividing the task force into three teams and assigning each team to learn more about one of these groups of people.

Implementers

Who will implement the practices? Are they excited about making any necessary changes? If not, what will it take to get them on board? Will they need materials, training, or support to implement new practices?

Conduct surveys, listening sessions, or informal interviews to find out.

Partners

What partnerships and assets are available in the school and community that you could leverage to implement practices? What resources or services might they have available related to your practices? Could new partnerships be forged or might existing partnerships be strengthened to help with the implementation of your plan?

Reach out to key organizations and partners in your community to find out.

Funders

How much will it cost to implement these practices? What funds are available in your school district to support them? What external funding opportunities are available? What do you need to do to pursue this funding, and who could help you pursue it?

Take an inventory of funds in your district, and reach out to funders and people in your community who can help establish connections with funding streams.

STEP 3: MAKE IT HAPPEN

Develop a comprehensive health and wellness plan and action plans for implementing new practices

1) Choose Champions

Having at least one person to oversee implementation of each practice will help ensure success and spread out the work of putting the practices in place. Ask for volunteers to champion the selected practices. Consider organizing practices into groups to make action planning more efficient. This may be a good time to bring in new members to join your task force.

2) Plan for Implementation

Discuss the findings from your Inventory of Community Resources and make a plan for how you will leverage existing supports and build on current structures to implement your practices. Read through the *Implementation Checklist* (pp.12-13) and determine which items will help you put your practices in place. Use the checklist to build out more detailed action plans that include who will do each task and by when.

3) Create a Timeline

Create an implementation timeline that includes all practices and due dates. Once you create your timeline, review it as a group to identify potential problems or concerns and ensure the workload is doable.

4) Make a Plan for Your CHWP

Determine who will draft, revise, and finalize your CHWP, and set deadlines for each stage. Then determine how you will share your CHWP with the community (e.g., share it during parent nights, present it during staff or community meetings, send copies home with students, post it on your district website). The more venues that you distribute the plan to, the greater your reach, and the better positioned you will be for success.

5) Determine How You Will Follow Up

Discuss what it will take to ensure the plan is successful and what the task force will do. Consider an initial schedule for follow up meetings (we recommend the task force reconvene annually to check in and update the plan accordingly); a plan for evaluating progress (such as continuing to administer surveys used in this process); and designating a person to coordinate this effort.

AFTER MAKE IT HAPPEN

1) Finish Your Comprehensive Health and Wellness Plan

Use the template to complete your Comprehensive Health and Wellness Plan (CHWP). Consider circulating drafts to key stakeholders to get their feedback and to get them involved.

2) Share your CHWP with the Community

When you have produced a final version, share your CHWP widely in your community. By communicating who was involved, the process followed, the practices selected, and why, others will understand the source of proposed changes, and what they can do to help move things forward. This increases support for your changes and improves sustainability and accountability. A template to create a simple flyer for this purpose is available here:

<http://bit.ly/CHWPflyer>

3) Complete Tasks

Follow the steps outlined in your action plans to put new practices in place. Keep the community informed throughout the process, and support each other along the way.

4) Evaluate Progress

Check in periodically with your team as implementation gets underway. Set a meeting schedule to report about progress, share feedback from the community, and adjust plans as needed. Consider administering the Smart Source Survey (Colorado) or School Health Index every 2 years to document and review your school's progress.

5) Celebrate Your Accomplishments

You've worked hard and made your school a healthier place for years to come. Take time to share successes and celebrate!

IMPLEMENTATION CHECKLIST



Champions can use this checklist to identify action items for implementing practices. Tasks are organized into four sections: get ready, get set, go, and keep it going. Each represents a stage of the implementation process. Not all tasks will be important for every practice, but understanding the role of each stage can help you identify tasks important to the success and sustainability of your change.

GET READY		
<input type="checkbox"/>	Organize Your Team	<ul style="list-style-type: none"> ▶ Designate a champion ▶ Recruit a support team ▶ Establish partnerships
<input type="checkbox"/>	Build Support	<ul style="list-style-type: none"> ▶ Describe the practice in writing ▶ Research the benefits of the practice ▶ Find or create materials to inform key stakeholders ▶ Communicate the practice to students, staff, parents, etc. ▶ Get input on how to implement the practice from students, staff, parents, etc.
<input type="checkbox"/>	Set Groundwork	<ul style="list-style-type: none"> ▶ Confirm approval from district leadership ▶ Research resources, curricula, or other materials ▶ Assess existing structures (spaces, schedules, etc.) in the school and plan to incorporate the practice into these structures ▶ Create a plan to address inequities ▶ Create a staffing plan ▶ Estimate a budget and research potential funding sources ▶ Pursue external funding
GET SET		
<input type="checkbox"/>	Organize Logistics	<ul style="list-style-type: none"> ▶ Use stakeholder input to finalize implementation plan ▶ Finalize staffing plan ▶ Select and purchase materials or equipment ▶ Modify structures in the school environment (spaces, schedules, etc.) to accommodate the practice

<input type="checkbox"/>	Pilot the Practice	<ul style="list-style-type: none"> ▶ Recruit and train a pilot group of implementers ▶ Pilot the practice on a small scale ▶ Evaluate implementation by pilot group and revise strategy accordingly
GO!		
<input type="checkbox"/>	Spread the Word	<ul style="list-style-type: none"> ▶ Communicate what the practice is and why it is important to students, parents, staff, and other stakeholders ▶ Advertise the new practice through the district website, social media, staff meetings, and/or newsletters
<input type="checkbox"/>	Launch Practice	<ul style="list-style-type: none"> ▶ Provide initial training for staff ▶ Put accountability measures in place ▶ Begin implementation
<input type="checkbox"/>	Gather Feedback	<ul style="list-style-type: none"> ▶ Gather feedback about implementation ▶ Revise strategy based on feedback
<input type="checkbox"/>	Celebrate	<ul style="list-style-type: none"> ▶ Celebrate the implementation (e.g., school-wide kickoff event, contest, assembly) ▶ Thank the people who made it happen
KEEP IT GOING		
<input type="checkbox"/>	Put it in Writing	<ul style="list-style-type: none"> ▶ Add the practice to wellness policies ▶ Add practice-related responsibilities to job descriptions
<input type="checkbox"/>	Provide Ongoing Support	<ul style="list-style-type: none"> ▶ Provide ongoing training for staff ▶ Replenish or update supplies and materials ▶ Communicate with key partners ▶ Celebrate accomplishments
<input type="checkbox"/>	Evaluate Effectiveness	<ul style="list-style-type: none"> ▶ Track the implementation of the practice annually ▶ Track outcomes for students over time ▶ Gather ongoing feedback from students, parents, and staff ▶ Revise and update practice based on feedback and evaluation

