



Health Determinants for Student Success

Panelists:

- Carolyn Lyons, Director, Special Initiatives, Campaign for Grade Level Reading
- Tracey Schear, Director, Center for Healthy Schools and Communities

Moderator:

- Lyndsay Pinkus, Lead Data Consultant – By All Means Initiative, Education Redesign Lab

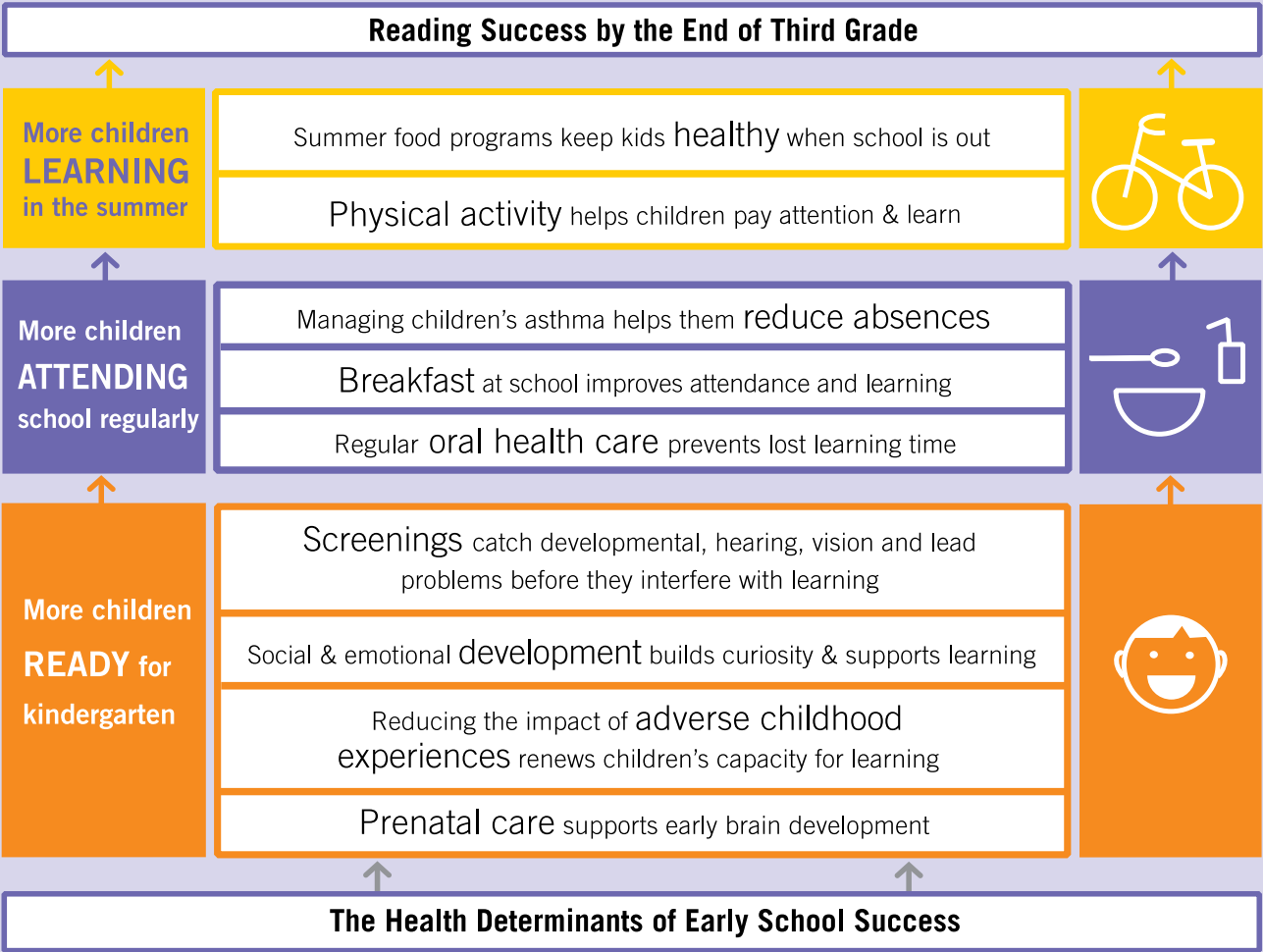


MOVING TOWARD MORE HOPEFUL FUTURES

	Readiness	Attendance	Summer
PARENTS			
HEALTH			
TECHNOLOGY			
PUBLIC HOUSING			

Four Pillars to Healthy Child Development

- Universal Child Health Insurance
- A Medical Home for Every Child
- Early Warning and Response Systems Built Around Surveillance, Screening and Follow-Up
- Civic Action and Advocacy



Campaign Strategies

- Raise up the Health Determinants of Early School Success
- Partner with More Hopeful Futures road-test cohort of funders to focus on alignment at the local and state levels
- Build capacity of local funders for long-term impact
- Focus on sustainable financing strategies

Resilient Systems Model – Theory of Change

THEORY OF CHANGE

All youth graduate high school healthy and ready for college and career.

SYSTEM SUPPORTS

Transformative Leadership

Stakeholder Engagement

Community Partnerships

Resources & Infrastructure

Multi-Tiered System of Supports

Equity Lens

Coaching & Professional Development

Schools and youth centers emphasize: **unconditional belonging** rather than pushing out, **equity** rather than everyone gets the same, **healing-informed** rather than symptom-focused, **trusting relationships** rather than professional distance, **youth voice** rather than adult voice, **cultural humility** rather than a melting pot, **systems change** rather than changing individuals, and **reflective practice** rather than reproducing the same.

RESULTS

Youth:

Feel nurtured, celebrated, and inspired
Feel they have space to learn from their mistakes
Feel safe and supported at their school
Have at least one caring adult at home, in school
Connect and engage in their learning (academic, social-emotional, extracurricular)

Staff:

Understand the impact of trauma and the importance of social emotional support
Feel supported by the system in their effort to make impact
Implement differentiated response through a whole child lens
Implement practices for social-emotional support and restorative discipline
Treat parents/caregivers as positive partners

Families / Caregivers:

Feel appreciated by staff and other members of the school community
Know where to go to get help for their kids
Have positive communication with administration and staff
Work with the school to resolve issues experienced by their youth

The System Has:

Positive relationships between and among stakeholders
Increasing social-emotional intelligence among all stakeholders
Involvement at all stakeholder levels (administration, staff, families, youth)
Coordinated care to connect youth with supports
An organized structure for meeting the needs of the whole child

CORE PRACTICES

Trauma Awareness

Engaged Classrooms

Health & Wellness Supports

Relational Trust

Family Partnerships

Restorative Discipline

System-Wide Policies & Practices

Resilient Systems Model

