



# Transforming Public Health Practice to Address Educational Attainment

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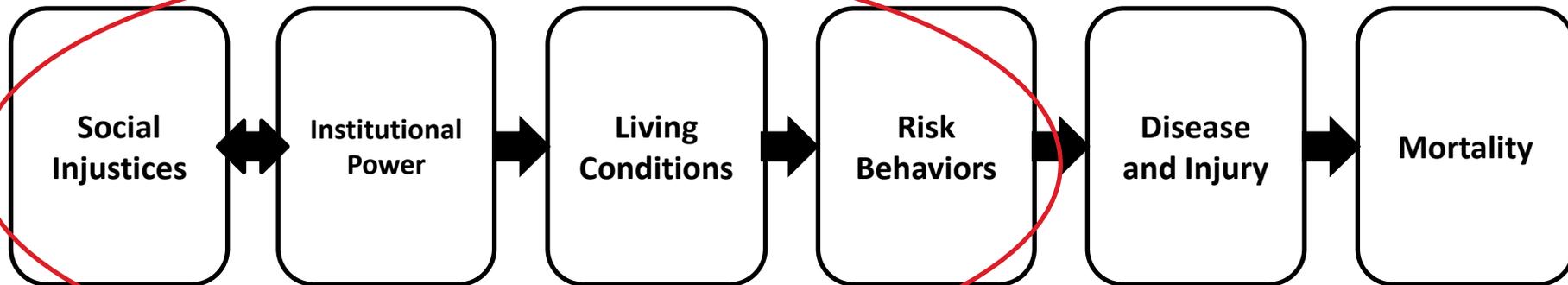
Bay Area Regional Health  
Inequities Initiative

## MISSION STATEMENT

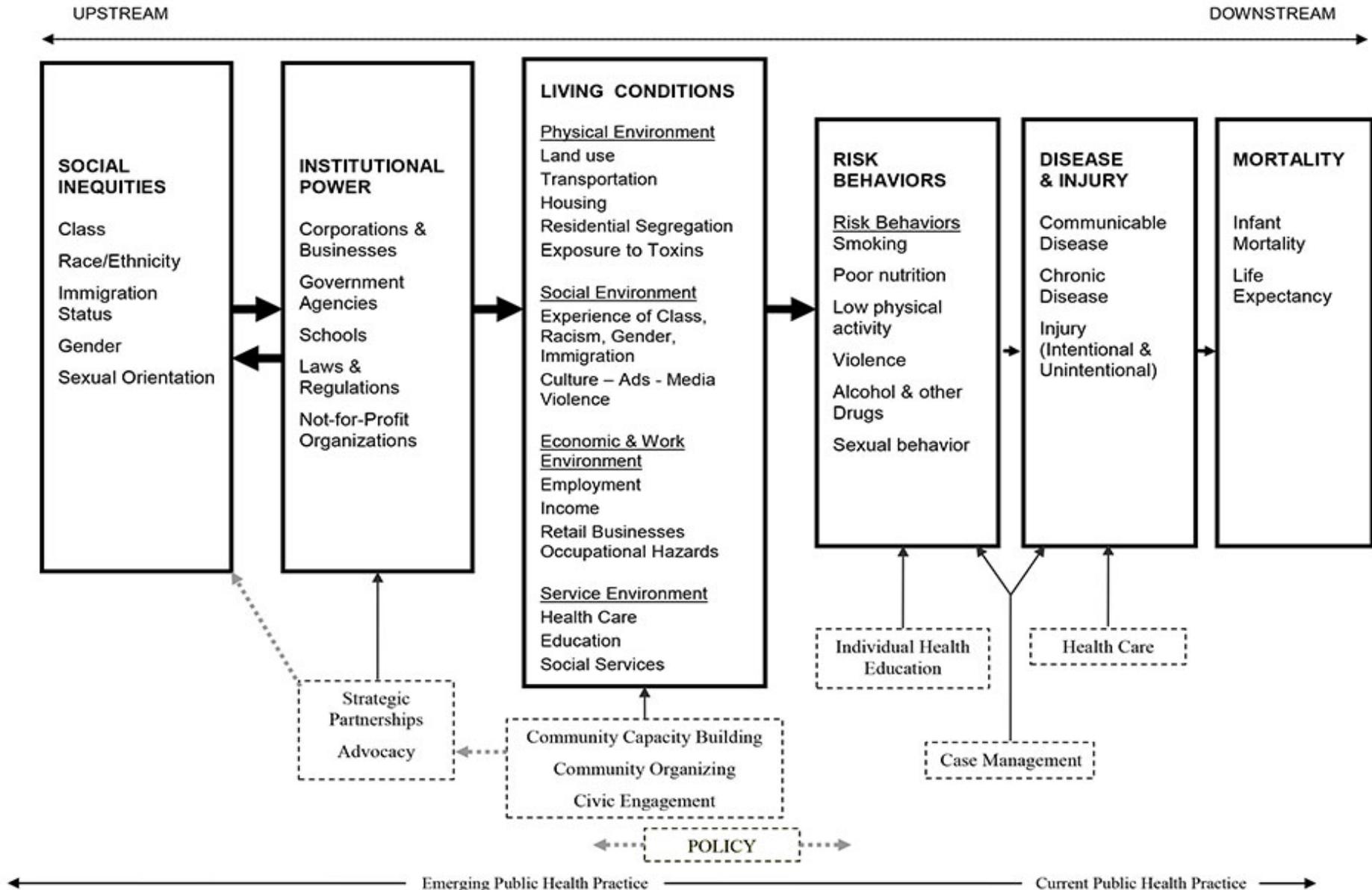
*To transform public health practice for the purpose of eliminating health inequities using a broad spectrum of approaches that create healthy communities.*



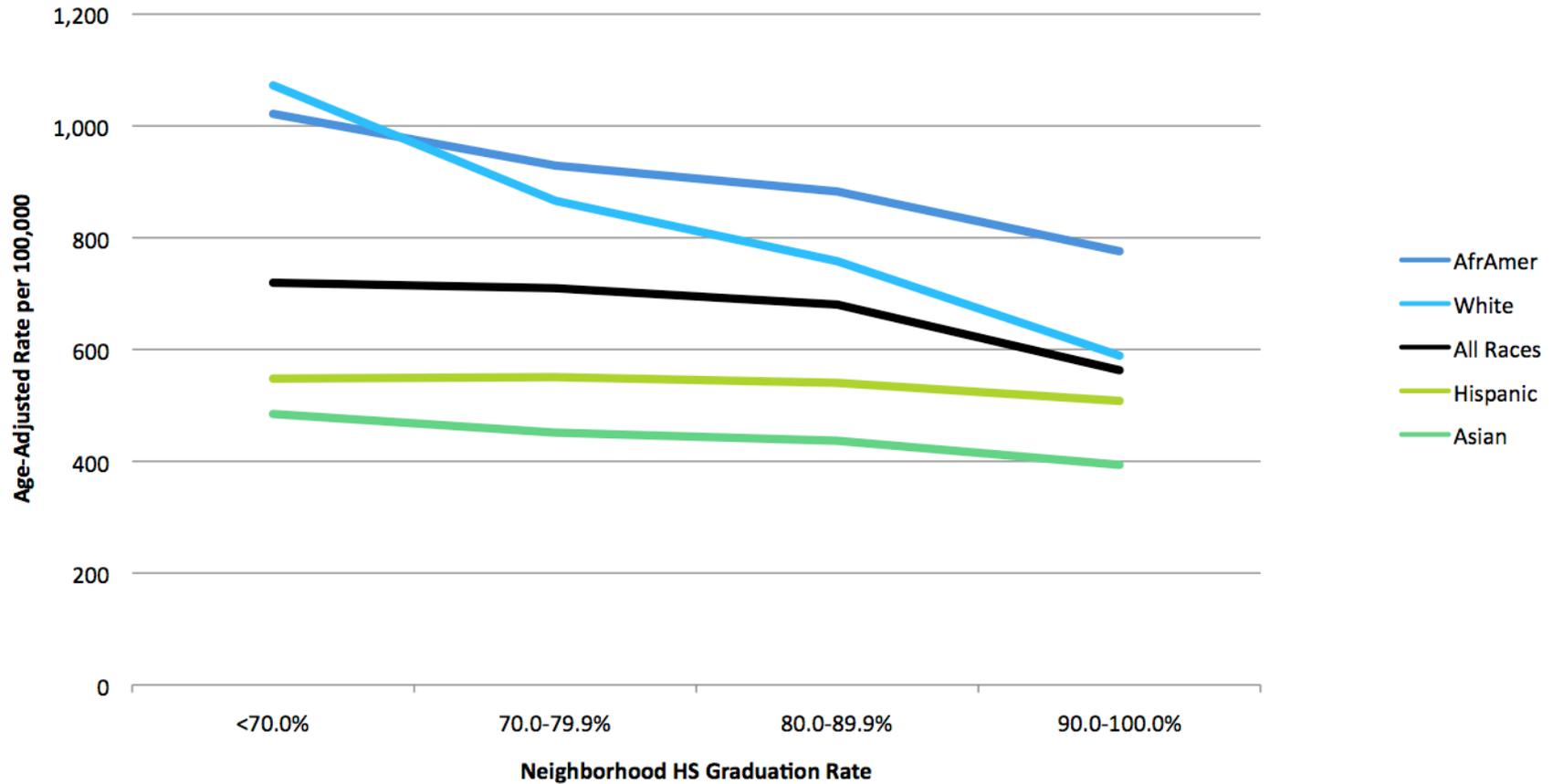
# BARHII Framework for Reducing Health Inequities



## A PUBLIC HEALTH FRAMEWORK FOR REDUCING HEALTH INEQUITIES BAY AREA REGIONAL HEALTH INEQUITIES INITIATIVE

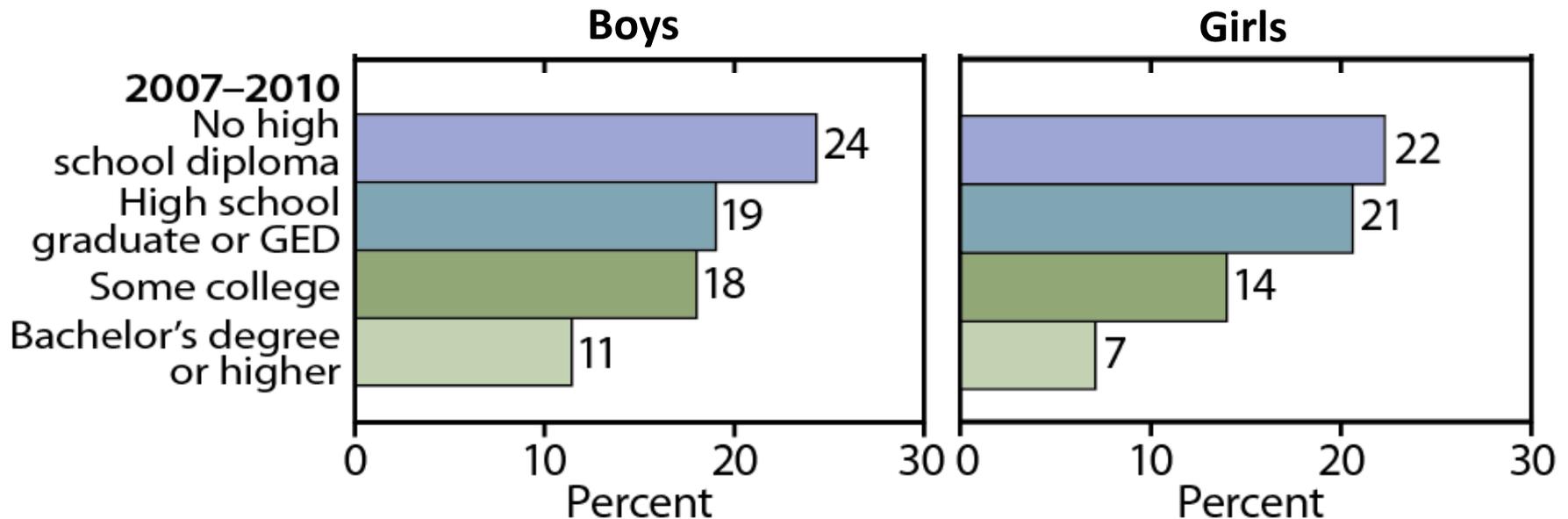


## California All-Cause Mortality Rate v. HS Grad Rate



# Fast Facts: Education and Health

## Obesity among children 2-19 years, by education level of household head



\*Estimates are considered unreliable. Data preceded by an asterisk have a relative standard error (RSE) of 20%–30%. Data not shown have an RSE of greater than 30%.

NOTES: GED is General Educational Development high school equivalency diploma. Obesity is body mass index at or above the sex- and age-specific 95th percentile from the 2000 CDC Growth Charts.

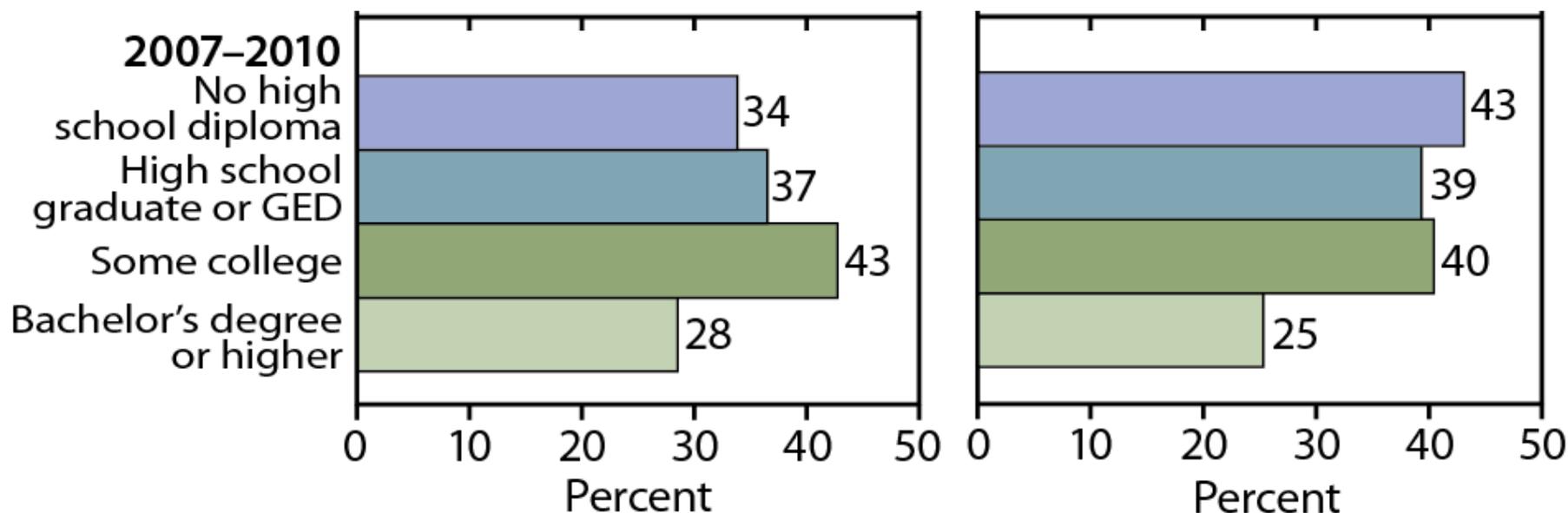
SOURCE: CDC/NCHS, *Health, United States, 2011*, Figure 25. Data from the National Health and Nutrition Examination Survey.

# Fast Facts: Education and Health

## Obesity among adults 25 years and over

Men

Women

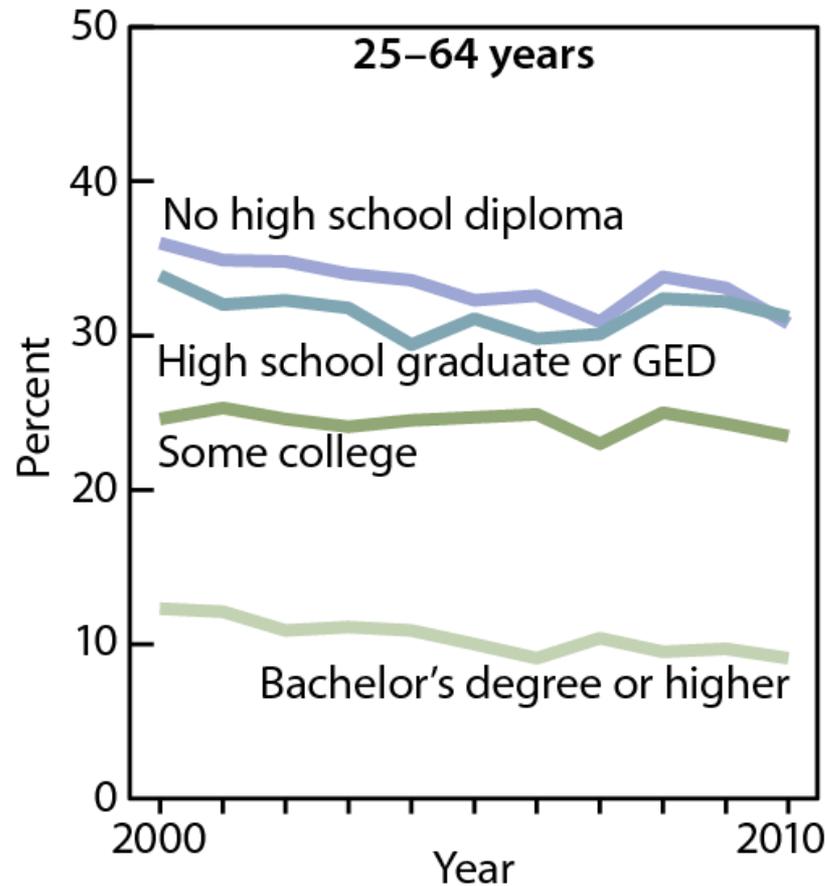


NOTE: GED is General Educational Development high school equivalency diploma.

SOURCE: CDC/NCHS, *Health, United States, 2011*, Figure 37. Data from the National Health and Nutrition Examination Survey.

# Fast Facts: Education and Health

## Current cigarette smoking



NOTE: GED is General Educational Development high school equivalency diploma.

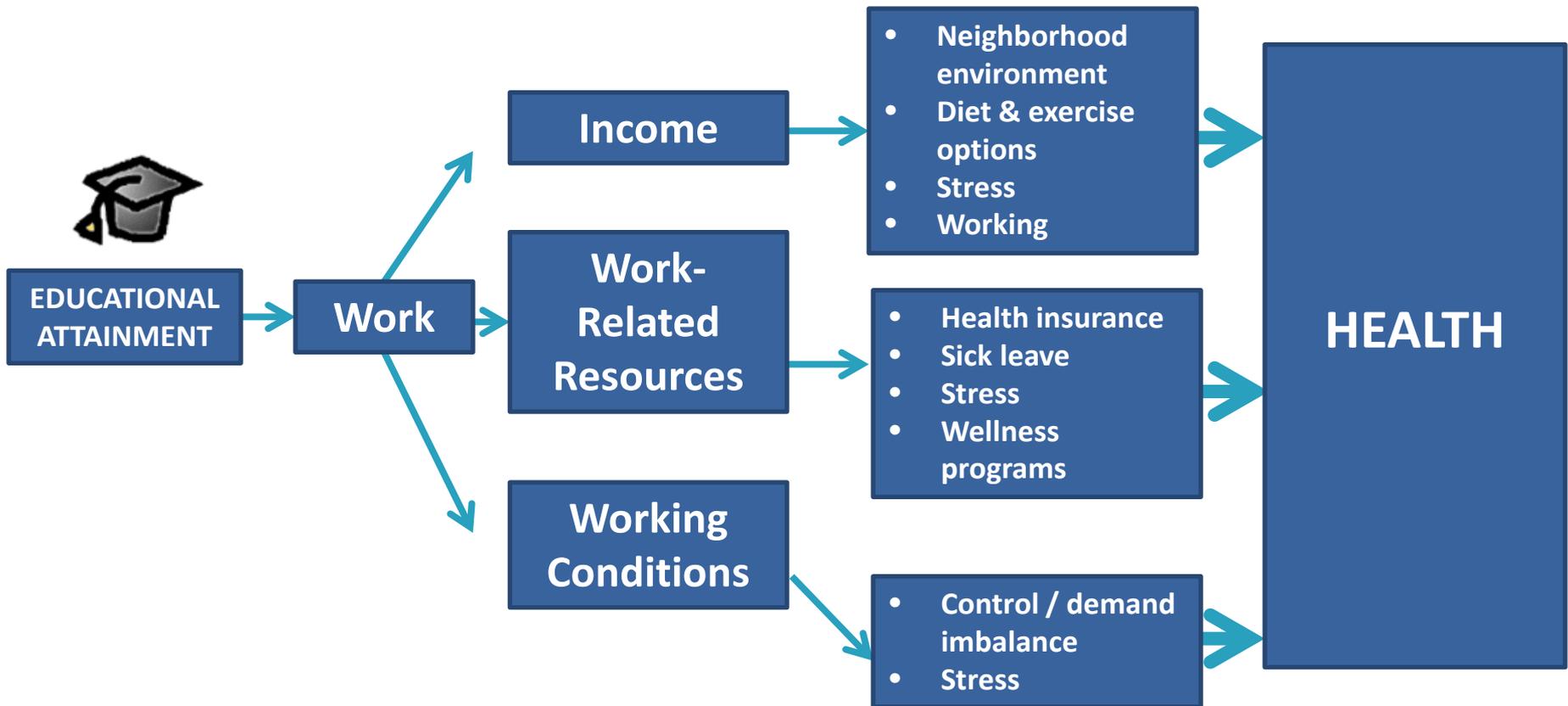
SOURCE: CDC/NCHS, *Health, United States, 2011*, Figure 38. Data from the National Health Interview Survey.

# Education's Impact on Health: 3 Main Pathways

Education can shape health by determining :

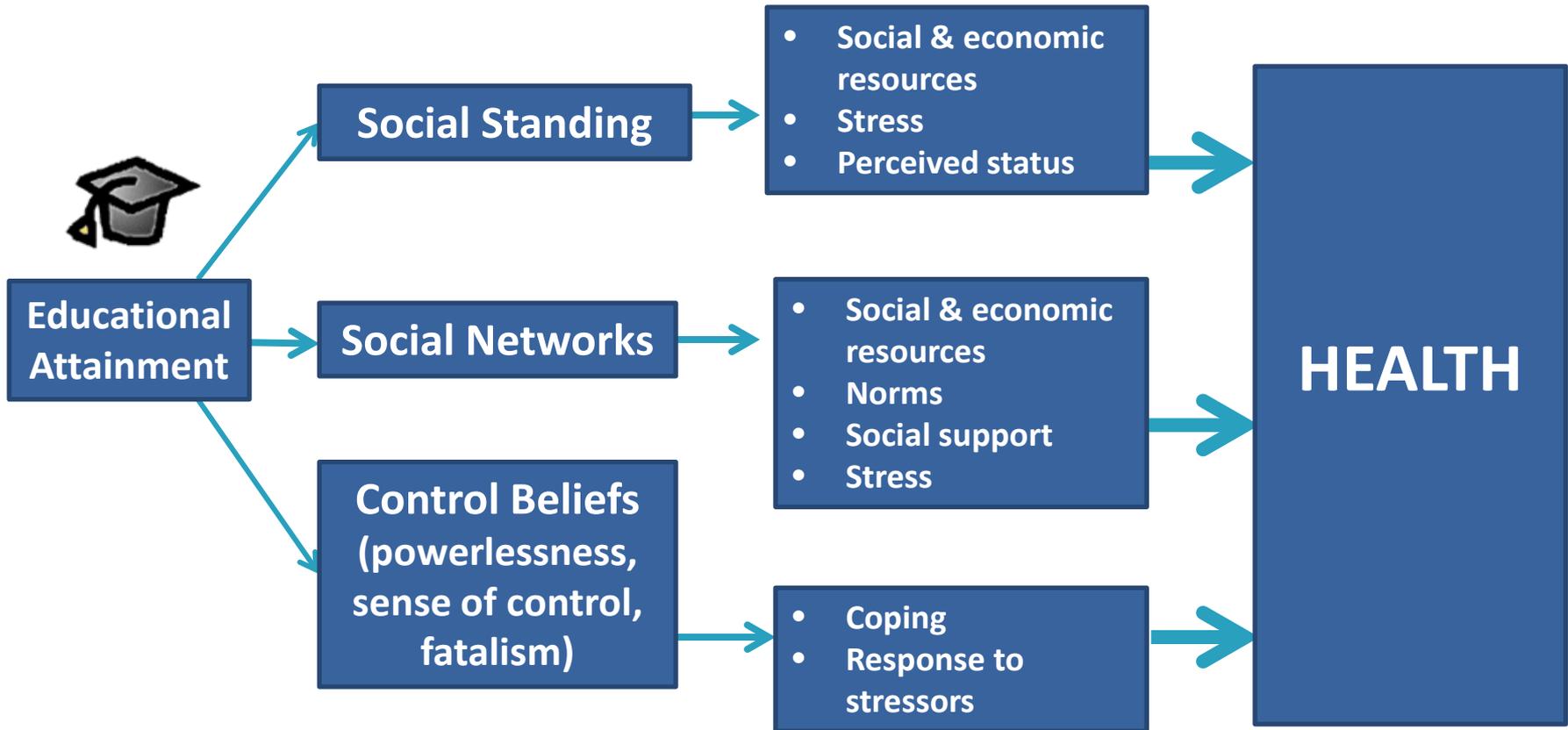
- 1) Work and income 
- 2) Psychosocial pathways 
- 3) Knowledge and skills 

# Education's Pathways To Health



Source: RWJF Commission to Build a Healthier America. (2011). Issue Brief Series: Exploring the Social Determinants of Health: Education Matters for Health.

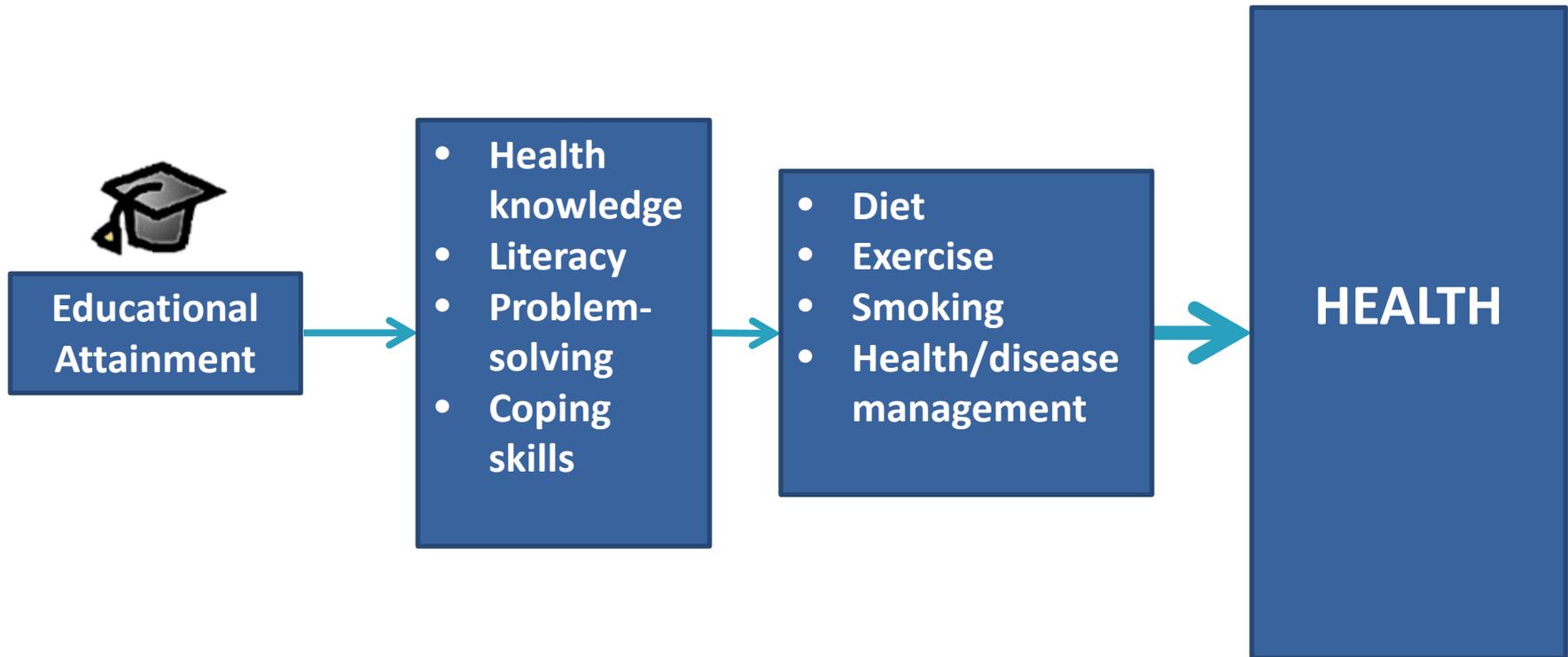
# Education's Pathways To Health



Source: RWJF Commission to Build a Healthier America. (2011). Issue Brief Series: Exploring the Social Determinants of Health: Education Matters for Health.

# Education's Pathways To Health

## Knowledge and Skills



# Regional Educational Attainment Initiative

## Local Health Departments:

- Develop program-specific strategies to address increasing educational attainment in communities that have pronounced health inequities
- Senior staff provide necessary leadership to their staff to ensure success

## BARHII:

- Organizes convenings to build a learning community
- Provides ongoing support and information
- Coordinates policy and advocacy activities

# Rationale

- Create a learning community of practice to address health inequities
- “Big” but doable
  - Collectively address a large SDoH area
  - Builds on pre-existing relationships of PHDs with clients and schools
  - Everyone contributes what they can to the larger effort
- Identifies clear advocacy opportunities for BARHII to undertake in supporting transformation of categorical program work
- Can lead to opportunities for joint ventures between counties

# **Where can Public Health Make an Impact?**

# Current and Planned Initiatives

Case management and BIH programs:

- Universal child development screening using ASQ
- Referrals and resources
- Parental engagement
- Conferences for clients across all programs

WIC:

- Use waiting area and sessions to engage clients

Immigrant health services:

- Referrals and resources



# Current and Planned Initiatives

## Assessment

- Add EA and literacy questions
- Overall departmental assessment of EA integration opportunities

## Youth development

- EA focused programming with at risk youth
- Internships
- Tutoring/mentoring
- Career prep
- Providing homework and after school space



# Current and Planned Initiatives

Convene and collaborate

- Community planning to improve educational outcomes
- Local Control Funding Formula (LCFF)

Policy

- Support of LGBTQ youth
- LCFF
- School discipline

**BARHII**  
Bay Area Regional Health  
Inequities Initiative

## INCREASING EQUITY IN SCHOOL FINANCE

How to get involved in local implementation of the LCFF

The Local Control Funding Formula (LCFF) transforms the way that California's public schools are funded, increasing funding overall and giving districts more money to increase or improve services for high need students. This can have profound implications for improving health equity. People who receive quality education tend to have better jobs, higher income and live longer, healthier lives than those with less education. Completion of formal education (e.g., high school) is a key pathway to employment and access to healthier and higher paying jobs that can provide food, housing, transportation, health insurance, and other basic necessities for a healthy life. LCFF recognizes that students with additional academic needs – low-income, English language learner, and foster youth students – need additional financial resources to support their education.

Public health departments, community agencies, parents, guardians and others interested in improving equal educational opportunities for all students can get involved to ensure that local education agencies (LEAs) – such as county offices of education, districts, and charter schools – use the LCFF funds appropriately.

### What is the LCFF?

Governor Brown signed the LCFF into law on July 1, 2013. This formula will increase per-pupil funding for more districts in California. **No districts will receive less money than they would have under the old funding formula.** In total, the LCFF will add \$2.1 billion in funding for the 2013-14 school year.

Federal programs will be funded the same as before, including special education.

Under the previous funding model, districts received state money through **categorical funds** that could only be spent on specific programs. Now schools can use these funds for what is most needed locally – for educational instruction, school maintenance and/or categorical programs.

The end of the money, called the **revenue limit**, was given out using a complicated and outdated formula, which did not take the needs of students into account. Districts could use these funds at their discretion.

The LCFF brings **equity to school finance** in that everyone gets an equal amount per student in the "base grant", according to grade level.

Districts receive an additional 20% above the "base grant" for each high need student they serve in the supplemental grant. "High need" students fit into one or more of the following categories:

- Low income
- English learners
- Foster youth

And, for LEAs with more than 55% high need students, an additional 50% is given for every student served over that threshold in the concentration grant.

Students only get counted once. For example, districts cannot receive more than an additional 20% over the base grant for students who meet the criteria for more than one "high need" category.

Student Count	Revenue Limit
4-8	\$4,648
9-6	\$4,647
7-6	\$7,054
8-12	\$4,899

**PUBLIC ADVOCATES** Adapted from LCFF fact sheets from Public Advocates and the ACLU of California. **ACLU**

\* Brian Wood Johnson Foundation, Health Policy Studies, Public Health and Prevention, Policy Brief December 2013, "Why Does Education Matter So Much to Health?" [http://www.org/central/health/healthpolicybrief\\_03d22013100402764](http://www.org/central/health/healthpolicybrief_03d22013100402764)

# BARHII's Support

- Regional convening
- Webinars
  - Key indicators
  - Chronic absenteeism
  - Local control funding formula (LCFF)
- Resources
  - "What we Know's"
  - EA topics for engaging clients
  - LCFF fact and action sheet
- Ongoing TA and support to LHDs
- Sharing of lessons learned
- Identification of collaborative opportunities

# Challenges

- Steep learning curve
- Few model practices
- No dedicated time for development of new initiatives
- Lack of local champions
- Difficulty of establishing cross-sectoral partnerships

# Alameda County

- Evolution of LHD work to address Educational Attainment
- Share policy, programmatic, and community capacity building examples
  - WIC
  - Asthma Truancy project
  - Care Coaching

# Compared to a White child in the affluent Oakland Hills, an African American child born in West Oakland is...

**1.5 times** more likely  
to be born premature  
or low birth weight

**2.5 times** more likely  
to be behind in  
vaccinations

**5 times** more likely  
to be hospitalized  
for diabetes

**7 times** more likely to  
be born into poverty

**4 times** less likely to  
read at grade level

**2 times** more likely  
to die of heart  
disease

INFANT

CHILD

ADULT

**Cumulative impact:**  
**15 year difference in life expectancy**

# Why Does Place Matter for Health?



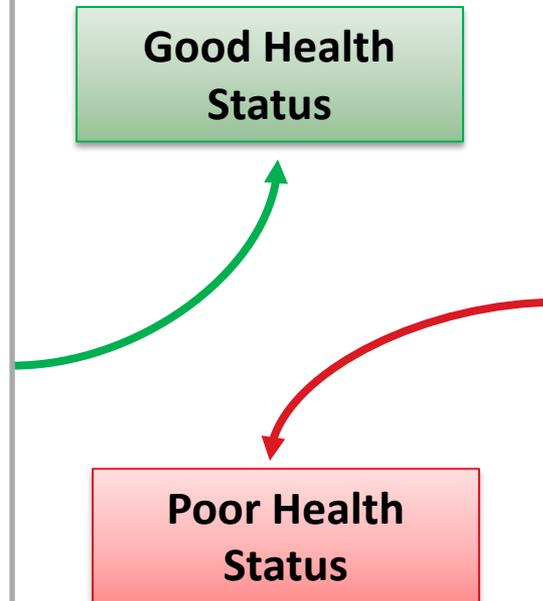
## Communities of Opportunity

- Parks
- Safe/Walkable Streets
- Grocery Stores and Healthy Foods
- Good Schools
- Clean Air
- Quality Housing
- Public Transportation
- Good Jobs
- Strong Local Businesses
- Financial Institutions



## Disinvested Communities

- Limited/Unsafe Parks
- Crime
- Fast Food Restaurants
- Liquor Stores
- Poor Performing Schools
- Pollution and Toxic Exposures
- Transportation Barriers
- Absence of High Quality Financial Institutions
- Predatory Lenders



# CA State Law on Health Equity

## § 1276. Basic Services.

The health department **shall offer** at least the following **basic services** to the health jurisdiction which it serves:

... (i) **Services directed to the social factors affecting health**, and which may include community planning, counseling, consultation, education, and special studies.

# WIC

- Conduct early developmental screenings and offer linkages
- Encourage and facilitate clients' children enrollment in pre-school
- Provide messaging around importance of school attendance

# CARE Coaching Model

- One-on-one intervention to support youth with academic achievement and social emotional
  - Project New Start Experience (Free tattoo removal program for youth)
  - Youth Leadership and Capacity Building Pilot program for East Oakland youth
  - Sobrante Park Youth Action (SPY Action) Team
  - Care Coaching 4 Education (2013-2014)

# Place Matters Initiative

The Alameda County Place Matters team promotes health equity through community-centered local policy and systems change focused on education, economics, criminal justice, housing, land use, and transportation.

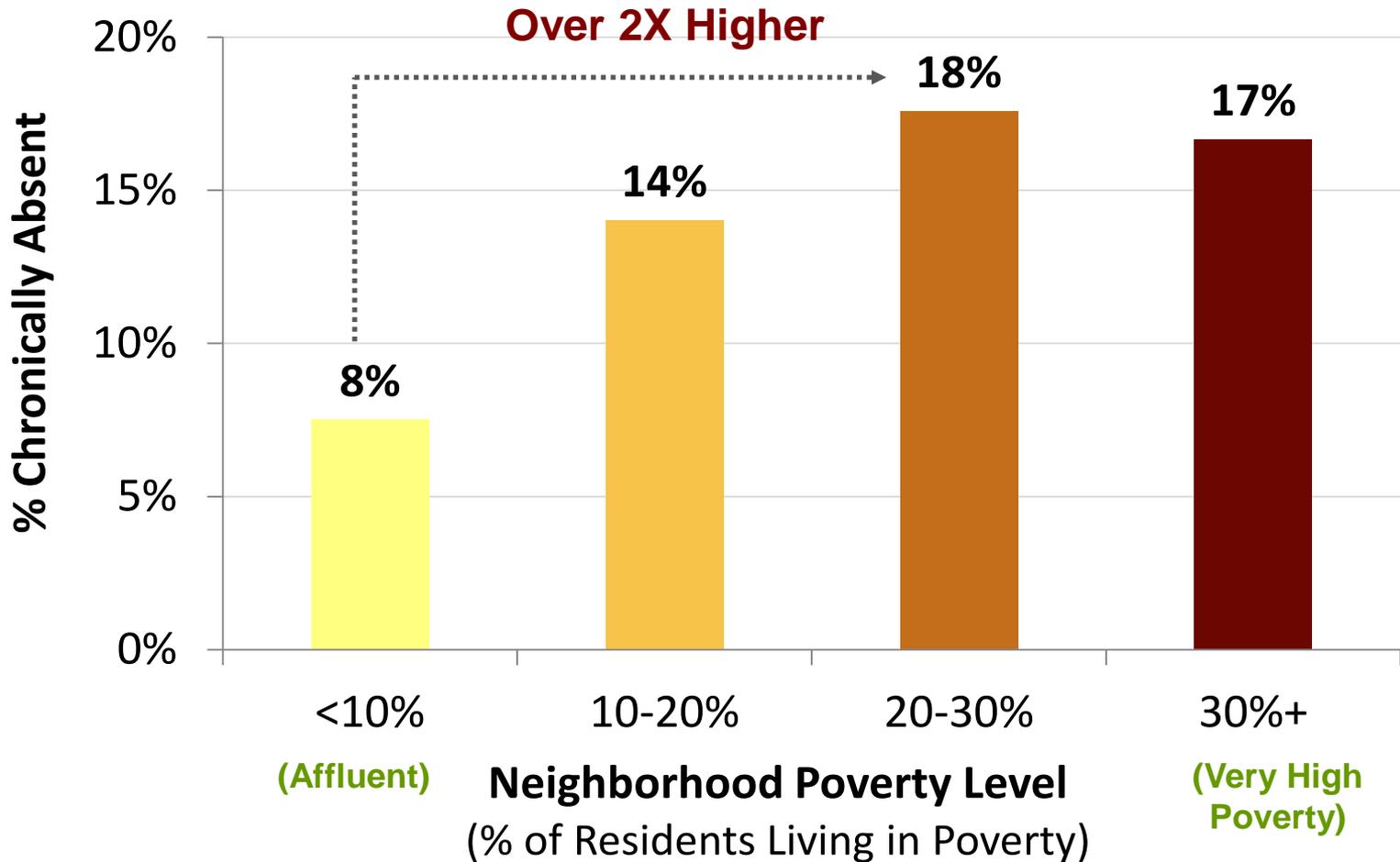
*Alameda County Place Matters is a part of the Joint Center for Political and Economic Studies Place Matters Initiative (funded by Kellogg Foundation) and is sponsored by Alameda County Supervisor Keith Carson.*

place matters

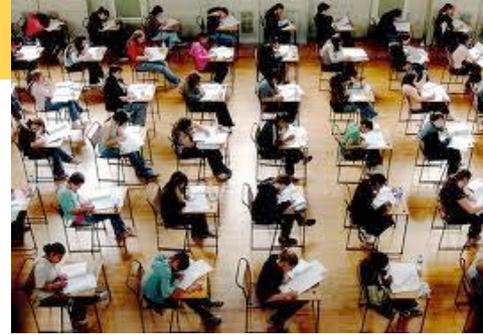


community engagement | criminal justice | economics | education | housing | land use + transportation

# Chronic Absenteeism Rate (% of Students Absent for 10%+ of Enrolled School Days) by Neighborhood Poverty Level



# Place Matters Education Workgroup: Chronic Disease and Absenteeism Project



- Referral program with the Alameda County District Attorney for the Truancy Court to our Asthma Start Program for students who have issues with asthma, diabetes and obesity
- Pilot Project (late 2013) with Hayward Unified School District
  - To improve school attendance tracking systems to identify chronic absenteeism due to chronic disease and connect students to appropriate County health services

# **Place Matters Education Workgroup: Equity-Based School Budgeting Health Impact Assessment (HIA)**

- Health impacts of modifying current budgeting practices in Oakland Unified School District to more funding towards high needs students
- Monitoring and using the HIA to inform Local Control Funding Formula implementation and working with BARHII on this issue



# Additional Information

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