

National Coordinating Committee on School Health and Safety

Minutes of the Fall Issues Meeting September 16, 2003

Loews L'Enfant Plaza Hotel
Washington, DC

Participants

Trina Anglin	<i>Maternal and Child Health Bureau Health Resources and Services Administration (HRSA)</i>
Catalina Boggio	<i>American Association of Colleges for Teacher Education</i>
Gayle Boyd	<i>National Institute on Alcohol Abuse and Alcoholism (NIAAA) National Institute of Health (NIH)</i>
Elaine Brainerd	<i>American Nurses Foundation, National Center for School Health Nursing, and American Nurses Association</i>
Stephanie Bryn	<i>Maternal and Child Health Bureau, (HRSA)</i>
Dana Carr	<i>Office of Safe and Drug-Free Schools Department of Education (DoEd)</i>
Joanne Cashman	<i>National Association of State Directors of Special Education</i>
Carla Curran	<i>Adolescent and School Health Project National Conference of State Legislatures</i>
Mary Dilworth	<i>American Association of Colleges for Teacher Education</i>
Michelle Edwards	<i>Substance Abuse and Mental Health Services Administration (SAMHSA)</i>
Annette Ferebee	<i>Center for Health and Health Care in Schools</i>
Evelyn Frankford	<i>School Health Infrastructure Project, Health and Human Development, Education Development Center, Inc.</i>
Kate Froeb	<i>Adolescent and School Health Association of State and Territorial Health Officials</i>
Kathi Grasso	<i>Office of Juvenile Justice and Delinquency Prevention (OJJDP) Department of Justice (DOJ)</i>
Amy Greene	<i>Adolescent and School Health</i>

	<i>Association of State and Territorial Health Officials</i>
Brenda Greene	<i>School Health Programs, National School Boards Association</i>
Joanne Guthrie	<i>Food Assistance and Nutrition Research Program U.S. Department of Agriculture (USDA)</i>
Rebecca Herman	<i>American Institute for Research</i>
J. Edward Hill	<i>American Medical Association</i>
Nora Howley	<i>Council of Chief State School Officers</i>
Theresa Lewallen	<i>Association for Supervision and Curriculum Development</i>
Barbara Lieb	<i>George Mason University College of Arts and Sciences and Independent Consultant</i>
Debra Little	<i>U.S. Department of Education (DoEd)</i>
Sue Martone	<i>Office of Disease Prevention and Health Promotion (ODPHP) Department of Health and Human Services (DHHS)</i>
Eva Marx	<i>School Health Consultant</i>
Donna Mazyck	<i>National Association of School Nurses Maryland State Department of Education</i>
Clare Miller	<i>Food and Nutrition Service, USDA</i>
Sally Miske	<i>Strategic Initiatives, National 4-H Council</i>
Alicia Moag-Stahlberg	<i>Action for Healthy Kids</i>
Cheryl Neverman	<i>National Highway and Traffic Safety Administration (NHTSA) Department of Transportation (DOT)</i>
Catherine Oleksiw	<i>Center for Behavioral and Evaluation Research Academy for Educational Development</i>
William Potts-Datema	<i>Partnerships for Children's Health Harvard School of Public Health</i>
Becky Powell	<i>American Institutes for Research</i>
Debra Price-Ellingstad	<i>Office of Special Education Programs, DoEd</i>
Alexander Ross	<i>Center for Health Services Financing and Managed Care, HRSA</i>

John Schlitt	<i>National Assembly on School-Based Health Care</i>
Becky Smith	<i>American Association for Health Education</i>
Howard Taras	<i>University of California, San Diego, and American Academy of Pediatrics</i>
Julie Tu	<i>National Heart, Lung, and Blood Institute (NHLBI) NIH</i>
Liza Veto	<i>Office of Safe and Drug-Free Schools, DoEd</i>
Martina Vogel-Taylor	<i>Office of Disease Prevention, Office of the Director, NIH</i>
Mary Wachacha	<i>Division of Clinical and Preventive Services Indian Health Services</i>
Jane Wargo	<i>President's Council on Physical Fitness and Sports, DHHS</i>
Susan Wooley	<i>American School Health Association</i>

Welcome and Introductions

Dr. Becky Smith, NCCSHS Chair, welcomed participants by recognizing the impressive number of attendees from a broad range of agencies and organizations.

Dr. Smith and Bill Potts-Datema, Consultant to NCCSHS, began the day by sharing news about NCCSHS. Dr. Smith updated members on the results of the recent ballot sent to nongovernmental organization (NGO) representative members. The NGO members voted on two items that would result in three major decisions.

The first ballot item called for changes to the operating principles, which included a motion to change the name of the National Coordinating Committee on School Health to the National Coordinating Committee on School Health *and Safety*. (The revised Operating Principles are included as an appendix.) The vote to change the operating principles was nearly unanimous, with 24 people voting in favor and one person opposed, Dr. Smith reported.

The second ballot item was the election of the new Chair of the NCCSHS for the 2004-2005 two-year term. Theresa Lewallen was elected as the next NCCSHS Chair. Dr. Smith thanked the nominees for their long-standing dedication to the NCCSHS, noting the impressive qualifications of the candidates.

Mr. Potts-Datema followed with a report on Editorial Review Subcommittee activities. During the past year, the subcommittee has been working to finalize the new NCCSHS Web site, Mr. Potts-Datema reported. The Web site can be viewed at www.healthy-

students.org . The Editorial Review Subcommittee also wrote and reviewed 11 articles on school health and safety. These articles are currently in the review and clearance process at Health Resources and Services Administration (HRSA). On behalf of NCCSHS, Mr. Potts-Datema expressed his gratitude and appreciation to all those who contributed to the process.

Mr. Potts-Datema announced that the editorial review subcommittee has identified 20 new school health and education article topics and volunteer authors for this year. He also announced the need for a new chairperson of the subcommittee, a key position within NCCSHS that requires a minimum time commitment, including approximately two conference calls and several conversations with Mr. Potts-Datema over the course of a year. The chair also reviews articles and makes additions or modifications to the NCCSHS Web site. Anyone interested in the position should contact Mr. Potts-Datema at wpottsda@hsph.harvard.edu.

What Works Clearinghouse (WWC)

Rebecca Herman, the Project Director for the What Works Clearinghouse (WWC), a project of the American Institute for Research (AIR), and Becky Powell, the Communications Specialist for the WWC, provided an informative presentation about the WWC.

The What Works Clearinghouse was established by the U.S. Department of Education's new Institute of Education Sciences to provide educators, policymakers, and the public with a central, independent, and trusted source of scientific evidence of what works in education.

Through a set of easily accessible Web-based databases, the WWC will provide information on high-quality scientific research to help decisionmakers address issues in education. The WWC will develop standards for reviewing and synthesizing educational research and will provide its findings in several searchable, user-friendly databases that are free of charge. These databases will include:

- reviews for potentially replicable interventions (programs, products, and practices) that are intended to enhance student outcomes,
- information about the evaluation studies on which intervention reviews have been based,
- scientifically rigorous reviews to test instruments used to assess educational effectiveness, and
- outcome evaluators (individuals and organizations) willing to conduct evaluations of educational interventions.

The clearinghouse was created in response to the demand for educational improvements that are the result of evidence-based research and the drive for increased accountability. "People are being called upon to demonstrate that their programs are showing results,"

said Dr. Herman. The WWC, she noted, is helping sort out the evidence for educators and administrators with increased demands on their time.

Dr. Herman expressed the clearinghouse's commitment to research standards. Through a high-quality review process that is system-wide, the WWC will provide users with reports on studies, interventions, and whole topic areas. The WWC will host a registry of outcome evaluators who can be helpful to schools and school districts, and a Randomized Control Trial (RCT) registry of all studies that have been or will be reviewed.

The WWC principles place a premium on scientific excellence, she noted. The WWC staff receive expert guidance from a Technical Advisory Group (TAG), whose members are nationally known experts in fields specific to the key topic areas of the WWC. The TAG helped develop the standards of high quality for all the WWC reviews. Current standards the WWC employs are the *Study Design and Implementation Assessment Device (DIAD)*, which is a consistent framework for reviewing characteristics of individual effectiveness studies and verifying RCTs. Another standard device used by the WWC is the *Cumulative Research Evidence Assessment Device (CREAD)*, which is a procedure for synthesizing information from reviews and assessing the strength of conclusions that may be drawn.

The TAG is also involved in creating the evidence reports; it is their job to make sure that methodological issues are sound. A large portion of the studies reviewed by the TAG are based on RCTs. After reviewing the evidence reports, the TAG recommends those for public posting.

WWC – TAG members are:

- Larry V. Hedges
- Betsy Jane Becker
- Jesse A. Berlin
- Douglass Carnine
- Thomas D. Cook
- David J. Francis
- Edward H. Hartel
- Robert L. Lim
- Mark W. Lipsey
- David Myers
- Andrew C. Porter
- David Rindskopf
- Cecilia E. Rouse
- William R. Shadish

The WWC has independence in scientific decisions and engages in collaborations with a network of educators and evaluators. The WWC strives for transparency in their processes and standards by participating in ongoing communication and review.

Dr. Herman added the disclaimer that the WWC does not endorse particular educational programs, nor does it conduct field studies on the effects of programs. Clearinghouse users are responsible for determining what information fits their particular needs.

Primary contractors to the clearinghouse are the American Institute for Research (AIR) and Campbell Collaborations. The subcontractors are Aspen Systems, Caliber Associates,

Duke University and the University of Pennsylvania. The educational institutions largely support the analyses conducted at Campbell.

The proposed topic areas for WWC will bring together common types of interventions, focused on populations of interest, with similar outcomes. The seven initial topic areas include:

- Interventions for Beginning Reading
- Curriculum-Based Interventions for Increasing K-12 Math Achievement
- Preventing High School Dropout
- Programs for Increasing Adult Literacy
- Peer-Assisted Learning in Elementary Schools: Reading, Mathematics, and Science Gains
- Interventions to Reduce Delinquent, Disorderly, and Violent Behavior in Middle and High Schools
- Interventions for Elementary English Language Learners: Increasing English Language Acquisition and Academic Achievement

For each topic, WWC will look at different ages (K-12 and older), and populations as well as academic and non-academic areas.

Dr. Herman stated that the public is invited and encouraged to provide feedback about WWC research and topic areas. Ms. Powell added that the WWC staff provide presentations to raise awareness about the WWC and that they have conducted focus groups and meetings on the topic areas. The WWC plans to release research findings through press releases. Ms. Powell stated that the best way to get information on current WWC activities is to sign up for the WWC newsletter on the WWC web site. (Go to www.w-w-c.org for more information.)

In order to improve its content and focus, the staff at AIR and their subcontractors are open to communication and hope to hear from educators, administrators, and policymakers. (Please send comments to wwcinfo@w-w-c.org.)

Questions for Dr. Herman and Ms. Powell

A NCCSHS member inquired about the role of intermediate variables in topic areas identified by the WWC, such as with the topic of school drop out. Could a program that reduced pregnancy be listed in this topic area, she asked, given the link between high school dropout rates and pregnancy? Dr. Herman said that WWC identifies interventions that affect outcomes (i.e. pregnancy and/or dropout rates) and works back up the causal chain. Dr. Herman added that the WWC are identifying the variables of certain outcomes and that each topic area has a nationally known advisor to look at key mediating variables.

Another member asked if interventions had to be school-based in order to be included in the WWC. Dr. Herman answered by saying that programs need not take place in schools as long as they are within a formal setting.

Another commented on the fact that evidence suggests younger children (elementary school age) are showing violent behavior. Would the WWC be looking at whether behaviors exhibited in elementary schools produced behavioral outcomes in middle school? Dr. Herman said that although the WWC is focusing on interventions at the middle and high school level, they are considering looking at elementary school programs that have long-term effects.

In response to a question as to whether the WWC would be releasing their findings in journals, Dr. Herman said that in addition to journals, the WWC was planning to use avenues such as the *Washington Post*.

A Federal staff member made the comment that, in her experience, there often are not sufficient number of studies that meet rigorous standards or criteria. Dr. Herman agreed, saying that the issue presented the greatest challenge to WWC over the year. If the WWC wants to provide the best evidence when there may not be enough studies available to support that evidence, the WWC may have to respond that there are no studies that meet the criteria. Dr. Herman noted that the WWC is exploring the issue, and she encouraged NCCSHS (and other interested entities) to provide input.

Another Federal partner suggested that it would be useful to review what has been done in this area within HHS, particularly in light of the fact that the Centers for Disease Control and Prevention (CDC) have already completed reviews in physical activity and health. Dr. Herman supported the suggestion.

A NCCSHS member expanded on the topic, adding that in the Division of Adolescence and School Health at CDC, there are a lot of credible evidence-based studies.

Another member asked about WWC's role in helping the education research community enhance research. Dr. Herman said that the evaluator registry is expected to provide that service by connecting schools, districts, and programs with evaluators who can provide assistance. Drawing the analogy of a dating service, she noted the registry is expected to match program needs with evaluator's services. Although the WWC does not review evaluators, all evaluators are expected to adhere to WWC standards, she said.

A member raised questions relating to implications of the No Child Left Behind Act (NCLB) and the process for tracking the outcomes of students from minority backgrounds and students with disabilities. Dr. Herman said that the WWC is looking at studies and synthesizing the information in a way that will break out the data for these populations. She noted that the WWC has heard from representatives from special education. Dr. Herman said that the WWC could benefit from NCCSHS input in this area.

In response to a question about how people from NCCSHS can get information about peer-review studies to the staff at WWC, Dr. Herman said that information could be collected at the meeting or that people could call or e-mail the WWC directly.

A Federal partner inquired about what the WWC was going to do to address the gaps in information. Dr. Herman responded that the WWC was focusing on identifying available resources and that exploring the gaps may have to be left to other organizations for now.

A Federal partner shared her experience on a collaboration project with Health Resources and Services Administration, the Department of Justice, and CDC on behavioral health. She then asked how broad WWC's mandate is on behavioral health. Dr. Herman said that the current priority is to look at student outcomes, but that they are not limited to looking only at educational outcomes.

A NCCSH member raised concerns about the quality of education-based research studies which may be driven by requirements of the NCLB Act. Dr. Herman said that the WWC is reporting on studies that make it through a rigorous review and that it is not likely a study could be "cooked" and still make it through their review process. She also said that the WWC is, as much as possible, consistent with the content in NCLB, and that they know that people need that information immediately. She added that the WWC is dedicated to finding high quality research.

A member asked if the WWC has plans to work on interventions for youth who are not in traditional settings, such as those who are incarcerated or receiving home schooling. Dr. Herman said that the WWC *Delinquency Report* will address issues for youth who are incarcerated.

Another member said that teachers, schools, administrators, and States need the type of research the WWC is doing to advance the education field. She stated that the education community has to respect the need for research and she hopes it continues.

The Educational Resources Information Center (ERIC)

Dr. Mary Dilworth, Vice President of Research and Information Services, and Ms. Catalina Boggio, Associate Director of Research and Information Services, American Association of Colleges for Teacher Education (AACTE), gave a presentation on ERIC which included an overview along with a discussion of upcoming changes. ERIC, a program of the U.S. Department of Education, is administered by the National Library of Education. Oversight for ERIC rests with the Office of Educational Research and Improvement (OERI).

ERIC has been in existence for more than 30 years, Dr. Dilworth said, with some of its earlier files only available on microfiche. (Newer resources in the databases are accessible online). Dr. Dilworth discussed the "Ask ERIC" service, which allows users

to get quick responses to their questions. Dr. Dilworth reported on major changes planned for ERIC, which will include dismantling the system and streamlining the current structure of 16 databases into one. Dr. Dilworth reassured the meeting participants that the new structure, which is now in the beginning transition phase, will continue to include the NCCSHS relevant areas of “Health, Recreation, Physical Education, and Dance,” adding that those areas are responsible for 20 percent of ERIC’s activities.

Currently, ERIC offers information through 16 clearinghouses, which include the following federally mandated topics:

- Adult, career, and vocational education
- Assessment and evaluation
- Community colleges
- Counseling and student services
- Education management
- Elementary and early childhood education
- Higher education
- Information and technology
- Languages and linguistics
- Reading, English, and communication
- Rural education and small schools
- Social studies/social science education
- Teacher and teacher education
- Urban education

Each clearinghouse actually acts as one database. The ERIC processing and referencing facility, ERIC accessing, and ERIC document and reproduction services support the entire ERIC system.

The database is the “heart of ERIC,” Ms. Boggio said. It contains more than 1 million journal articles, research reports, books, teaching guides, and other types of education literature. The database divides the information into journal and non-journal articles, many of which are available in complete text. There are more than 600,000 journal articles and more than 400,000 abstracts of research papers, books, conference presentations, curriculum guides, and more.

Seven examples of the many health-related journals found in ERIC’s databases are *Journal of School Health*; *Journal of Physical Education, Recreation, and Dance*; *American Journal of Public Health*; *American Journal of Health Education*; *Physical Educator*; *Journal of Teaching in Physical Education*, and *AIDS Education and Prevention*.

In addition to the databases, ERIC features *ERIC Digests*, two-page summaries on more than 2,000 education topics, and “Ask ERIC,” an e-mail service that provides responses within two working days.

Each ERIC clearinghouse has a toll-free number staffed by an information specialist. Information specialists are available to help search through the ERIC database, send free

and low-cost ERIC publications, and suggest other Web sites and resources on a specific topic of interest. ERIC offers more than 1,400 ERIC-produced publications, including books, monographs, and journals. Each ERIC Web site features sample lesson plans, a list serve, and conference calendar.

Ms. Boggio next discussed the changes to the ERIC system. On November 5, 2002, President Bush signed the Education Sciences Reform Act, creating the Institute of Education Sciences (IES). Ms. Boggio added that this change reflects a stronger focus on evidence-based education research.

The information from the clearinghouses that feed the current ERIC database will be retained. The focus for the new ERIC is on improving the speed and efficiency of the database and its ability to provide full-text documents whenever possible.

The topic areas under the older system will carry over to the new system; however, subtopics, such as Health, Recreation, Physical Education, and Dance, are not explicitly part of the new contract. Ms. Boggio said it is unclear at this point whether all journal titles will remain in the system and whether ERIC will continue to solicit documents from the current base of organizations.

Individual ERIC clearinghouses will be eliminated and contracts terminated on December 31, 2003. Contracts for ERIC's three support components will be terminated on June 30, 2004. In their place, one ERIC contract will be awarded to provide some, but not all, of the current ERIC functions. Discontinued services include the user services component (however, the new contractor will have an 800 number and a communications plan), new ERIC products (such as digests, books, monographs), Ask ERIC, and topic-specific Web sites.

Proposals for the new ERIC contract were due on August 18, 2003, and a decision on the contractor is expected soon.

Questions for Dr. Dilworth and Ms. Boggio

A NCCSHS member asked about the plans for ERIC's archival material. Dr. Dilworth's response was that all information currently in the electronic system will continue to be stored there. Anything data dated before 1980 will be kept; anything older than 1980 may not be kept.

A Federal partner asked to what extent organizations have been informed about the forthcoming changes and how they can express their interest in remaining in the ERIC database. Dr. Dilworth said the new contractor will be responsible for the solicitation process and that there is no formal process of which she is aware. She also said that the new contractor is responsible for having a steering committee, which can be an excellent opportunity to have voices heard.

A NCCSHS member asked for elaboration as to what qualities were being sought in a contractor. Ms. Boggio said that there was a very strong emphasis on their technological capabilities.

Another member asked if the new contractor will be required to address all 16 of the topic areas and also whether the contractor will be required to be technologically advanced. Ms. Boggio said that the new contract does not require the subcontractor to have subject matter expertise. She added that the contract did allow for subcontracting, which could be an avenue to partner with other organizations for additional expertise.

Another asked if something could be done to elevate the status of issues that are not so explicitly indicated, yet are important issues nonetheless. Dr. Dilworth asked participants to continue to rely on the process and trust the system. She added that, in general, there is not a system for public comment on the issues and that she didn't know if there would be opportunities for public comment.

The same member added that ERIC has historically played an important role, and that ERIC is needed among teacher candidates across the nation who look to ERIC for a measure of our nation's most immediate needs. She noted that the selection of journals for the ERIC database is a significant issue. If we do not get journal articles abstracted, future students will not have important research accessible to them, she said. Dr. Dilworth agreed with this point, and added that it is also important to look at the quality of research. She said that she has seen recent articles that are quite good but do not comply with the quality of the new research criteria and are, therefore, not going to appear in the database.

Another member asked for a point of contact on ERIC issues. Ms. Boggio suggested contacting Grover "Russ" Whitehurst, formerly the assistant secretary of the OERI, and now the current director of IES at U.S. Department of Education, 400 Maryland Avenue, SW, Room FB6, Washington, DC 20202.

Becky Smith asked NCCSHS participants if NCCSHS, as a group, would like to write a letter or respond in some other way to these issues. (A decision from the NCCSHS meeting participants was not made at this time.) Dr. Dilworth pointed out that in the past, entities have collaborated in matters pertaining to ERIC. She offered the example of the American Library Association and the American Research Association, two organizations that partnered to make sure their interests in quality research were addressed.

Appreciation to Past NCCSHS Chairs

Dr. Anglin presented framed certificates of appreciation to Howard Taras, who served as the Chair of NCCSHS during 2000 and 2001, and to Becky Smith, current Chair since 2001. Dr. Smith will step down at the end of this year.

Opportunities in the Education Agenda for Promoting School Health

Dr. Barbara Lieb, an independent researcher and consultant in the areas of education policy and interpersonal and organizational communications, spoke on emerging opportunities for promoting school health. Dr. Lieb is also an adjunct professor at George Mason University, Fairfax, VA, and she worked at the Department of Education's Office of Educational Research and Improvement for 23 years.

Dr. Lieb focused her presentation on providing information about the current education structure and Federal education agenda. Dr. Lieb discussed how the current Federal education agenda intersects with NCCSHS priority issues. She expressed interest in collaborating with the NCCSHS and sharing her knowledge of No Child Left Behind (NCLB), the new Institute for Education Sciences, and issues relating to K-16 reforms.

Dr. Lieb noted that NCLB has changed and refocused in several areas. The four principles of NCLB have received a lot of attention. The principles include:

- Stronger accountability for results,
- Increased flexibility and local control,
- Expanded options for parents, and
- Focusing on what works.

Dr. Lieb shared two popular governmental programs addressing student and school health. The first is the 21st Century Community Learning Centers (21st CCLC) program. The 21st CCLC is a key component of President Bush's NCLB initiative. It is an opportunity for students and their families to continue to learn new skills and discover new abilities after the school day has ended. Congress has appropriated \$993.5 million for after-school programs in fiscal year 2003. "Congress loves this program," Dr. Lieb said, noting that it deals with child safety (after hours) and focuses on expanding schools beyond academic purposes.

Dr. Lieb also discussed the Safe and Drug Free School Act. In July 2003, the Department of Education announced the award of 13 grants totaling nearly \$2 million to help colleges and universities prevent high-risk drinking and violent behavior. This is notable because the population addressed has expanded beyond K-12 and includes students at colleges and universities.

Dr. Lieb provided an overview of the research structure at the former Office of Education Research and Improvement (OERI), which is now the Institute for Education Sciences (IES).

There are three major centers at the new IES. They are the National Center for Education Research (NCER), which primarily has research priorities; the National Center for Education Evaluation and Regional Assistance (NCEERA), which will provide evaluation and technical assistance to States and has 10 comprehensive assistance centers

across the country; and the National Center for Education Statistics (NCES), which is responsible for collecting, analyzing, and reporting education information and statistics.

Dr. Lieb elaborated more fully on the objectives of NCER, including:

- Supporting rigorous research that contributes to the solution of significant education problems in the United States;
- Ensuring that all children have access to quality education;
- Improving academic achievement;
- Closing the achievement gap; and
- Improving access to postsecondary education.

Dr. Lieb noted the absence in the objectives of health-related issues.

Congressionally-mandated topics for the national education research centers include:

- Adult literacy;
- Assessment, standards, and accountability;
- Early childhood development and education;
- English language learners;
- Improving low-achieving schools;
- State and local policy;
- Innovation in education reform;
- Postsecondary education and training;
- Rural education;
- Teacher quality; and
- Reading and literacy.

Dr. Lieb noted that while health is not explicitly stated in these topics, she believed that it is “involved in most of these categories.”

The objectives of the NCEERA include:

- Providing technical assistance and dissemination of research;
- Providing evaluations of Title 1 programs;
- Establishing regional labs (training on research);
- Establishing comprehensive regional assistance centers (in-service training, communication, dissemination); and
- Providing regional advisory committees.

Dr. Lieb discussed the possible linkages for the NCCSHS with the work of the three centers at IES. As a starting point, she suggested the NCCSHS find ways to have input over emerging research and dissemination centers, and to collaborate with labs and comprehensive centers to assess local knowledge needs. Dr. Lieb stated that NCCSHS

could take the initiative to synthesize knowledge on health issues that might restrict the success of NCLB. She encouraged the participants to get together and talk to people to create a comprehensive list of what is missing from the NCLB and get that message out to the public.

Dr. Lieb discussed catalysts for reform in education: symbiosis of school reform and community building, efforts to build cohesive Pre-K-16 education systems, necessity for postsecondary reform, and value of contextual teaching and learning.

She added that many people fail to include schools in the definition of “community.” Yet, research is converging to demonstrate that community reform cannot take place without school reform and vice versa. In particular, she noted a study by the U.S. Department of Housing and Urban Development (HUD).

With regard to the necessity for postsecondary reform, Dr. Lieb said that minority students often isolate themselves into groups or drop out of school completely. We need learning and an education system that hooks students to the real world, she said, adding that providing support beyond academic issues to students has been found to indirectly improve academic achievement. Dr. Lieb cited the findings of Vincent Tinto of “what works” as instrumental to the success of postsecondary reform. Other instrumental factors include the need to help nontraditional students achieve and the emphasis on citizenship and service learning.

School, community, and university partnerships are among the most successful programs, she noted, giving as an example the University of Pennsylvania, which engages elementary schools students in work with college students. Students are learning “amazing methods of inquiry,” she said, and the program now includes many student and community fitness programs.

Dr. Lieb asked participants, “What health related policies and practices are needed?”

A NCCSHS member responded that most of the people she knows in education are concerned about how to address the demand for science-based research. She noted the importance of helping educators learn the “language for science” in order to join the discussion over the topic. Dr. Lieb commented on the demand for randomized clinical trials, but added that this is a step researchers typically take at the end of their research. She asked NCCSHS members to explore the questions related to randomized designs and also noted that not all studies need to fit this category in order to help educators get the data they need now.

Another member thanked Dr. Lieb for saying that a connection still needs to be made between the NCCSHS agenda and the Federal education agenda. She expressed appreciation for Dr. Lieb’s acknowledgement of NCCSHS and its contributions.

A Federal partner commented on the importance of forming partnerships to look at family well-being and health.

A NCCSHS member agreed with the need to form collaborations, but said that collaborative studies will contradict study design requirements. Collaborative studies probably require the use of regression analyses and other longitudinal studies; therefore, this type of research needs to be acceptable. Dr. Lieb said that longitudinal and other statistical studies are still going on and are still respected at the IES.

A Federal partner said that NCCSHS might try to use the high cost of poor diets as a way to solicit interest from other organizations and in order to quantify health effects and provide a new perspective on the cost effects, as well. Dr. Lieb agreed that focusing on economic outcomes might be a worthwhile investment.

Another NCCSHS member stated that one of our challenges is to find a way to make an impact and address these issues. She said another challenge is finding ways to bring the resources (findings) to the people who need it at the Department of Education. She made the point that secondary school curriculums often allocate only about 10 weeks in one semester to health education.

Another member said that reaching State and National leaders is important. Leaders already know how much health contributes to academic performance, he said, citing as proof the fact that schools offer free breakfasts during testing time.

Another member suggested that one of the ways the NCCSHS can have a good deal of influence and can communicate its messages is to increase NCCSHS presence on task forces and advisory committees.

What can NCCSHS Do To Effect Change?

Mr. Potts-Datema and Dr. Smith asked meeting participants to share additional thoughts on helping NCCSHS be an effective participant in the debate over school and health issues. Suggestions fell into the three categories below.

Actions the NCCSHS Should Already Be Taking

- Use influential people to make the case with agency heads;
- “Walk Our Talk” examples of successful programs;
- Include the NCCSHS message in member newsletters and other publications.

Actions the NCCSHS Can Take for the Next NCCSHS Meeting

- Place NCCSHS members on Advisory and Executive Branch Committees (it was noted that this can only be done on an individual basis, and that the NCCSHS

- needs to look to its members to do this or perhaps recommend or encourage people from specific organizations).
- Ask decisionmakers to speak at events.
 - Synthesize research that is of interest to the NCCSHS.
 - Develop a key or core NCCSHS message for policymakers and share this message with education organizations.
 - Develop a “landmark” report and hold press conferences.
 - Identify key NCCSHS messages that have cost data and get the information to major media outlets.
 - Connect with the Surgeon General’s initiative on Health Literacy. (Organization executives have asked for input in this high visibility project because it is still in its formative stages.)

Actions the Incoming Chair Should Address

- Make personal calls and visits, especially to policymakers, with a strategic and targeted message.

Other Action Items for Brainstorming Session

- Draft sign-on letters for the What Works Clearinghouse and ERIC.
- Encourage member organizations or NCCSHS to develop policy statements.
- Get together with American Education Research Association and the American Library Association and possible other partners.
- Connect our constituents to policymakers.
- Work through National Governors Association and the National Conference of State Legislatures.
- Speak as a group working through member organizations (develop a working statement with the NCCSHS).
- Invite other organizations to present at NCCSHS meetings.
- Connect with the Healthier U.S. Initiative.
- Get our message to political candidates. (Mr. Potts-Datema indicated that this is specifically something the Friends of School Health should do.)
- Encourage K-12 revisions to be Pre-K-16.
- Develop multi-layered and mixed approaches.

Dr. Smith and Mr. Potts-Datema noted that some of the above actions would be more appropriate for other groups. Dr. Anglin reminded participants of the need to abide by all Federal restrictions pertaining to use of Federal funds for projects.

Dr. Anglin commented on the suggestion that NCCSHS write a landmark report. One possibility would be for the NCCSHS to hire a writer to research and prepare the report, which would then be disseminated to a number of audiences. It should include, among other things, a detailed cost-benefit analysis of the theory that health is a precursor to

academic achievement. She also added that the NCCSHS would need to find a private partner to disseminate the report. Dr. Lieb agreed with the concept of showing people the impact and cost-savings of adequate child health and academic performance. She suggested including key stakeholders in the process to increase interest.

Drs. Smith and Anglin asked the meeting participants to name dates that are suitable for the next steering committee meeting and the NCCSHS annual meeting. The potential dates for the next steering committee meeting are January 13, 14, 15, 27, 29, and the potential dates for the annual NCCSHS meeting are May 11, 12, 13, or June 2, 3, 2004.