HEALTHY SCHOOLS/
HEALTHY COMMUNITIES

A Presentation by Howard Jones, Ed.D.
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OSEDA
for the Annual MARE Conference
February 25, 2006
I grew up in Nevada, MO where I could:

- Know and be known
- Have the opportunity to participate
- Have influence
- Really matter
- Have a dog without a leash law
OSEDA Values:
As part of the University of Missouri-Columbia we honor the public trust placed in our institution and accept our responsibility to be effective stewards of that trust. We acknowledge our duty to acquire, create, transmit and preserve knowledge and to promote understanding. We embrace The University of Missouri’s values of Respect, Responsibility, Discovery and Excellence.
In particular, at OSEDA we foster:

**Accessibility:** Public data and information should be readily accessible.

**Collaboration:** Collaboration and engagement is essential for the construction of meaningful policy information.

**Trust:** Trustworthy relationships and information contribute to sound policy development and decision-making.

**Excellence:** Our users deserve excellence. Excellence is achieved through the diligent individual and collaborative efforts of a skilled and experienced team of faculty and staff.
OSEDA Vision:
Policy development and decision-making is more effective because of the collaborative application of social and economic information.

OSEDA Mission:
We sustain high quality data and data analysis capabilities in order to collaborate with partners in the analysis of social and economic data in ways that contribute to the development of improvements in the health, education and well-being of people and communities in Missouri and the world.
The Premise of My Comments:

Over time, the elements of visionary leadership, economic vitality, and a strong education system are inseparable. If one suffers, so will the other two. If not now, soon.
ECONOMIC VITALITY
New Economic Considerations

1. Globalization
2. Revolution in Telecommunications
3. Cost of Living
4. Quality of Life
Three 20th Century Eras of Social and Economic Change in the US

- Mass Society
- Community Control
- Global Information

Strength of Era

1900 1950 2000

- From 1980 to 1990 more than 65,000 moved away from Missouri than moved in
- From 1990-2000 more than 250,000 more people to Missouri than moved away
- A majority moving here during the 1990s came from the west coast
Percent Change in Total Population, 1980-1990
U.S. Counties

Source: USDC, Bureau of the Census, Census of Population and Housing [1990 SF3; 1980 STF1]
Prepared by: University Outreach and Extension, Office of Social and Economic Data Analysis - (O SEDA)
Map Generated on 4.04.03
Percent Change in Total Population, 1990-2000
U.S. Counties

Percent Change
- Declined/No Change
- 0 - 10
- 10 or More

U.S. = 11.1%

Source: USDC, Bureau of the Census, Census of Population and Housing [2000 SF1; 1990 STF1]
Prepared by: University Outreach and Extension, Office of Social and Economic Data Analysis - (OSEDA)
Map Generated on 9.11.02
Percent Change in Total Population
1990-2000

SOURCE: USDC, Bureau of the Census, Census of Population and Housing [2000 SF1; 1990 STF1]
Produced by: The Office of Social and Economic Data Analysis, (09/19/01)
Percent Change in Missouri Population, by County, 2000 - 2004

Source: USD, Census Bureau, Federal State Cooperative for Population Estimates
Prepared by: University of Missouri Extension, The Office of Social and Economic Data Analysis - (SEDA)
Map Generated on 09.15.2005
REGIONALIZATION

• WORK
• RETAIL TRADE
• HEALTH CARE
• IMPLICATIONS

Community
Public Finance
Population Change in Cities with a Population of Ten-Thousand or More for Missouri, 2000 to 2004

Prepared by: Office of Social and Economic Analysis (OSEDA)
Map Created: 7.21.2005
Workers Commuting Outside County of Residence 2000

Percent Workers
- 7 to 18
- 19 to 25
- 26 to 73

Missouri = 33.4

Source: USDC, Bureau of the Census, Census of Population and Housing [2000 SF3]
Prepared by: University Outreach and Extension, Office of Social and Economic Data Analysis - (OSEDAD)
Map Generated on 8.26.2002
Location of WAL-MART Stores in Missouri

* Not all city stores are included.

- Red: Super Center Wal-Mart stores
- Green: Wal-Mart stores

Source: Dr. Daryl Hobbs, University Outreach and Extension, Office of Social and Economic Data Analysis - (OSEDA)
Prepared by: University Outreach and Extension, Office of Social and Economic Data Analysis - (OSEDA)
Map Generated on 3.12.2003
Total Full-time and Part-time Employment by County, 2003

Source: USDOE, Bureau of Economic Analysis, Regional Economic Information System
Prepared by: University of Missouri Extension, The Office of Social and Economic Data Analysis (OSEDA)
Map Generated on 09.15.2005

Missouri = 3,479,817
Taxable Sales Per Capita, 2002

Taxable Sales Dollars
- Less than $6,000 (56)
- $6,000 - $10,000 (37)
- $10,000 or More (22)

Missouri = $11,462

Source: MO Dept. of Revenue; USDC, Bureau of the Census, Federal State Coe for Population Estimates
Prepared by: University Outreach and Extension, Office of Social and Economic Data Analysis - (SEDA)
Map Generated on 9.22.2003
CONSIDERATIONS REGARDING REGIONS

All Economies are Regional
Regional Centers are vital to regional viability:

- They are essential to growth but not necessarily the location of growth.
- The population of a place is not necessarily the determining factor in whether it is a regional center or not.
CONSIDERATIONS REGARDING REGIONS

**Missouri is one of the most economically, geographically and culturally diverse states in the U.S.**

- It would facilitate planning and delivery of services if regional boundaries were drawn so that counties within a region were relatively homogeneous while the differences between regions would be relatively great. That would facilitate more effective targeting of training and educational services.
- Ironically regional centers are more alike than the regions they serve.
CONSIDERATIONS REGARDING REGIONS

• Transportation routes are a consideration in establishing regional boundaries. A concern is accessibility and it is easier to get to some regional centers from one direction than another.
What we are measuring is becoming less important...

...what is becoming more important, we aren’t measuring
What are we measuring? What should we be measuring?

- Number of doctors per 1,000 health
- Standardized test scores or an ability to learn how to learn
- Number of jobs created or improvement in income
- Number of meetings held or problems solved
The Economy of Small Towns

- There are growing problems of linking work with community in the new global economy. Jobs imported from the outside may reside in the community but often fail to become a part of the community. Economic development is not merely job growth.
The Economy of Small Towns

• Rural community development faces a tall order in helping to generate employment that is both financially rewarding (because it is productive) and valued by the community.
The Economy of Small Towns

• That is more likely to occur if community economic development becomes a goal shared by a broader range of local interests, e.g., schools, government, business, voluntary organizations, and especially workers themselves. It is everyone’s business
VISIONARY LEADERSHIP
A PLAN FOR EFFECTIVE SCHOOL (COMMUNITY) LEADERSHIP

• Develop a strong leadership team
• Distribute responsibilities throughout the team
• Select the right work
• Identify the order of magnitude of change
• Match management style to the magnitude of change

Marzano/Waters/McNulty
Marzano indicates that leaders create a purposeful community—
“One with the collective efficacy and capacity to develop and use assets to accomplish goals that matter to all community members through agreed-upon processes.”
Not just for school, but the entire community enterprise
The Work of Sustaining Community

- It has been observed by Brendtro, et. al., that as young people are increasingly being viewed as consumers, they, at the same time, have had fewer opportunities to be producers of goods and services for others. They suggest that many young people may have difficulty learning values without an opportunity to be of value to others.
The Work of Sustaining Community

- The work of building social capital must help bring the pieces of community into effective collaboration. I believe the Superintendent must be at the center of this collaboration.
The Agenda...

1. We can’t create something we don’t imagine first. So part of the community of the new century should be envisioning how the values of community, fairness, work and choice can become more operational.

2. That vision should build on a foundation of greater connectedness and integration. A connectedness that links the public with the private; work with worth; the ideal with the real.
3. That vision should be created from the informed discussion and experimentation of the participants.

4. As Dr. Hobbs’ personal guru of community development has observed: “The foundation of rural community development is a more informed local citizenry.”
~Glen Pulver
Futuring is very challenging and hard work!
It is the process of scenario building--planning and thinking--which forms the foundation for futuring and differentiates futuring from strategic planning.
The end result of futuring is not development of an accurate picture of tomorrow but creating the conditions for better decisions about the future.
There is no “right way” to do futuring; it’s an ongoing process of discovery, testing, raising questions and co-learning.
Features of Futuring and Scenario Building Teams

• Members should be given time in their daily professional schedule to devote to scenario building as needed
• Teams represent different disciplines and interests
• Futuring teams should include members from totally outside the school community
• Composition of the futuring team should change as the problem/issue/assets being “futured” changes
Training as Co-Learning

• An important product of co-learning has been described as “sensemaking” a product more concerned with plausibility than accuracy

• Co-learning involves acquisition of an ability to become a deliberative practitioner.

• Being a deliberative practitioner rather than an expert requires an attitude of open-mindedness, acceptance of uncertainty, lack of control and willingness to move beyond familiar categories to come to know the decision environment in process
THE QUALITY OF EDUCATION
A SCHOOL
Lee E. Yunker

WHO IS THE PUPIL?
A child of God, not a tool of the state.

WHAT IS THE TEACHER?
A guide, not a guard.

WHAT IS THE FACULTY?
A community of scholars, not a union of mechanics.
WHAT IS THE PRINCIPAL?
A master of teaching, not a master of teachers.

WHAT IS LEARNING?
A journey, not a destination.

WHAT IS DISCOVERY?
Questioning the answers, not answering the questions.
WHAT IS THE PROCESS?
Discovering the ideas, not covering the content.

WHAT IS THE GOAL?
Opened minds, not closed issues.

WHAT IS THE TEST?
Being and becoming, not remembering and reviewing.
WHAT IS THE SCHOOL?

Whatever we choose to make it!
If I fall in the dryer, please please please
WHAT I LIKE

I like
I like a lot of things, a whole lot of things
Like
Florida with Sunset Sam waiting for his fans
Catching crabs in a net waiting to be free
Clearwater Marine Center waiting to be free of the public
I like Clearwater Marine – Tampa
and
I like the way fish swim, how I wish I could swim like them
I like sharks so fearsome and their powerful jaws make them scarier
I like to find new things about them
I like the sharks
and
I like dogs so playful and hyper
So amusing and weird
So pretty are their coats of hair
How I like their coats of hair
and
I like experiments
How I like the sizzles and the explosions from the experiments
I like the admiration of the scientists
I like the money in the job
How I like the money in the job
and
I like to explore new places
I like the danger in the job
I like how it interests me with its excitement
I like to find old things
How I like to find old things
But I like a lot of things, a whole lot of things
and Honey
I like you too.
Are we willing to engage in cultivating, planting, watering, and weeding to harvest excellence for our kids and our community? It’s up to us!