



HEALTHY SCHOOLS/ HEALTHY COMMUNITIES

A Presentation by Howard Jones, Ed.D.

Coordinator of Project SUCCESS

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.



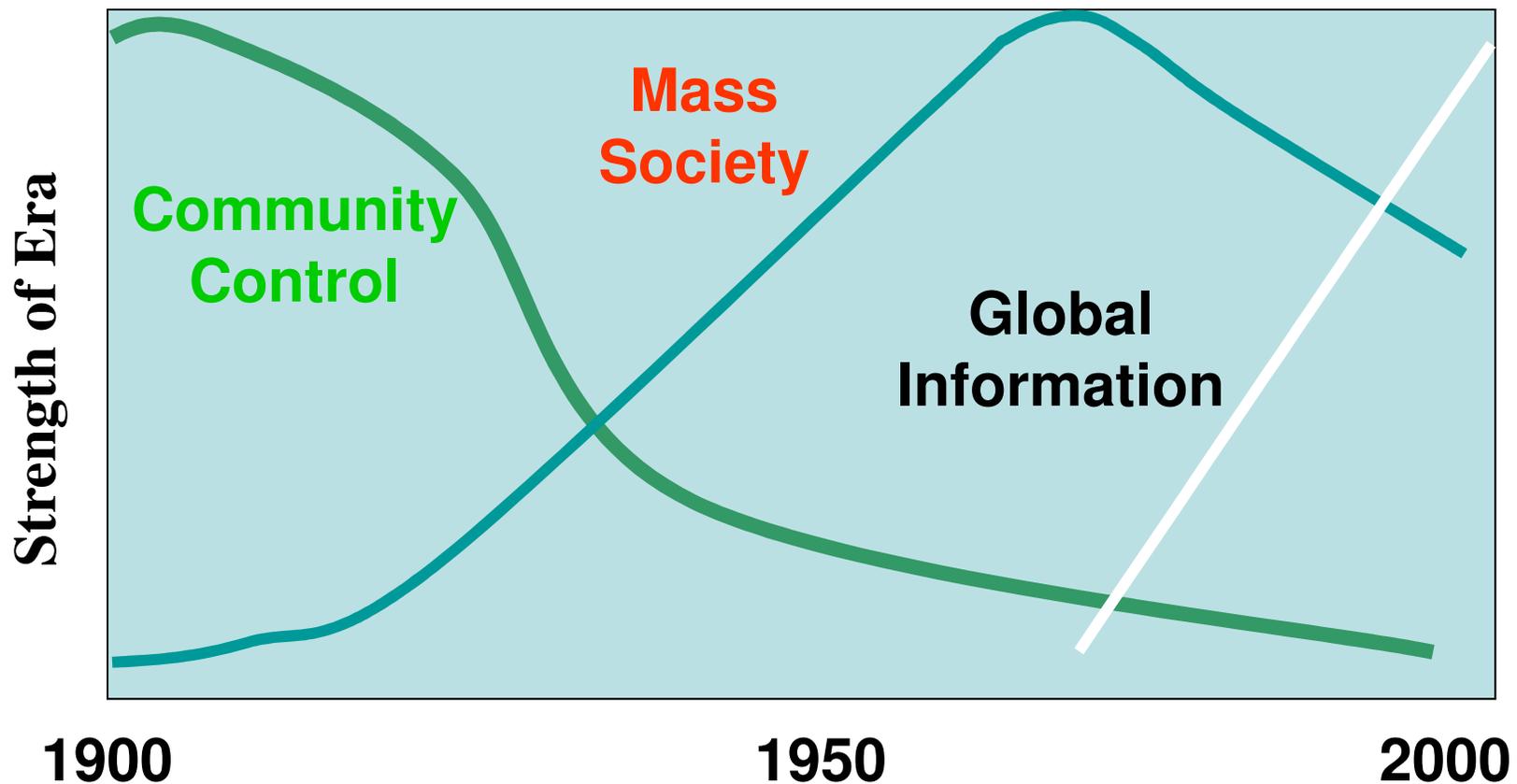
ECONOMIC VITALITY



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

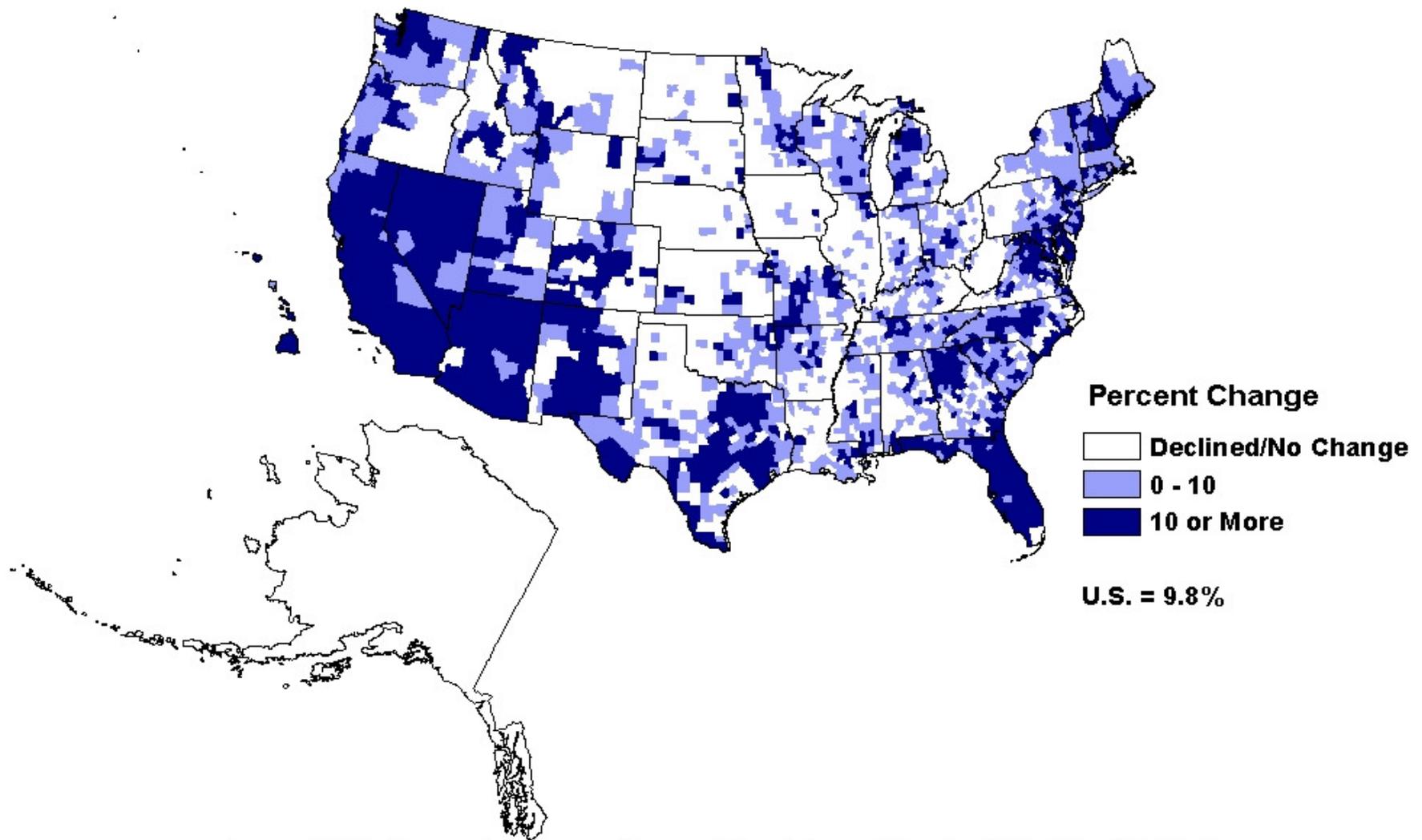




Missouri population change 1980-1990 and 1990-2000

- 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

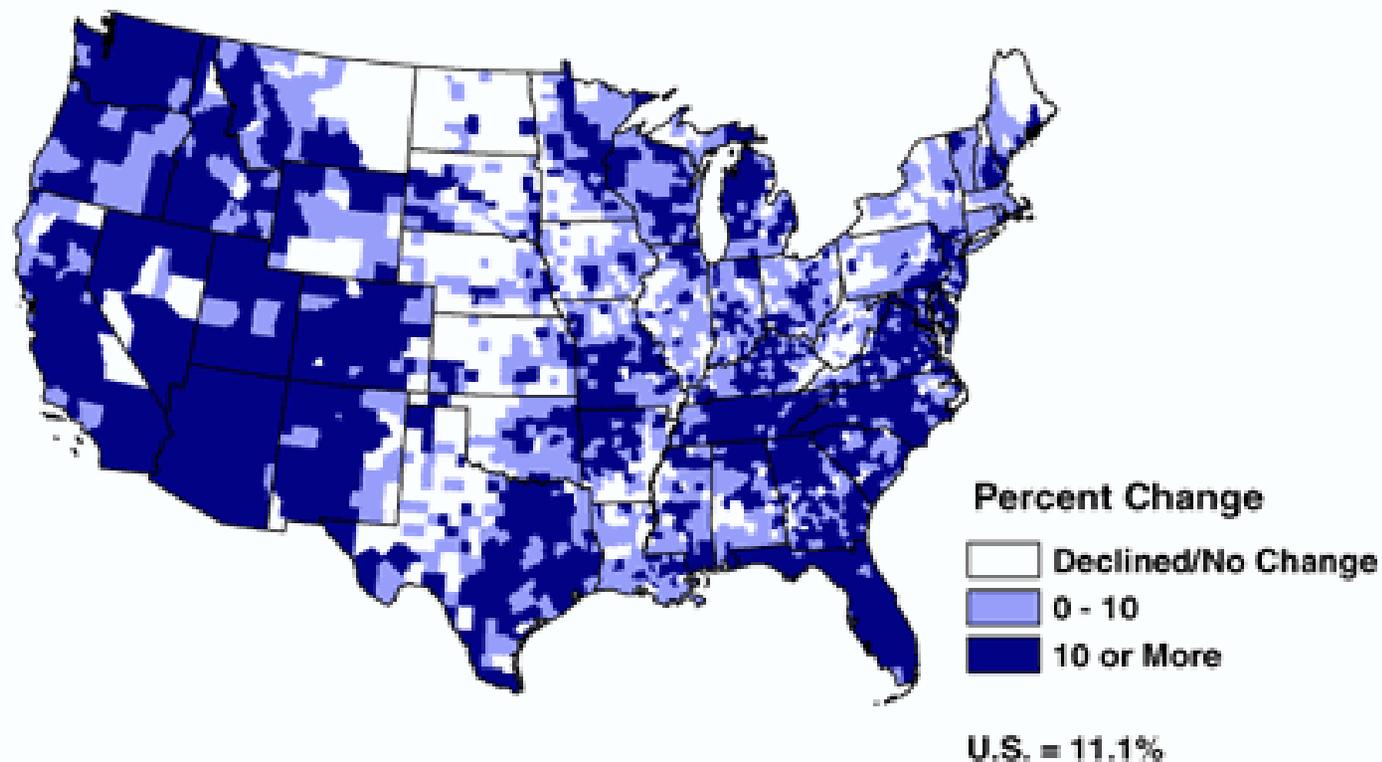
Percent Change in Total Population, 1980-1990 U.S. Counties



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 - (OSED)

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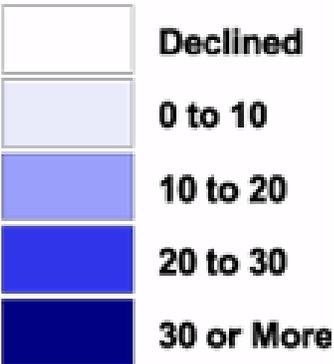
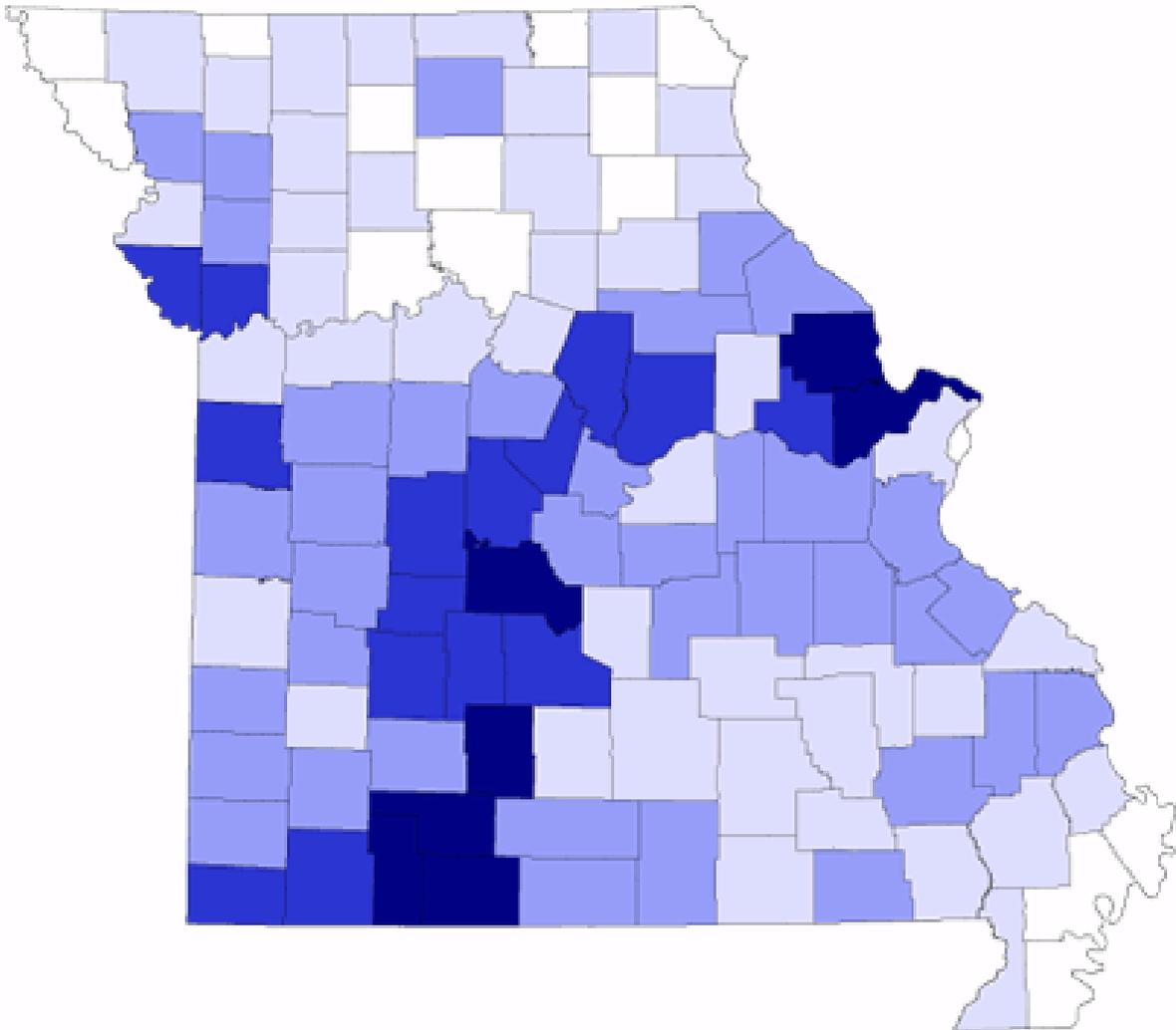
Percent Change in Total Population, 1990-2000 U.S. Counties



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 - (OSED)

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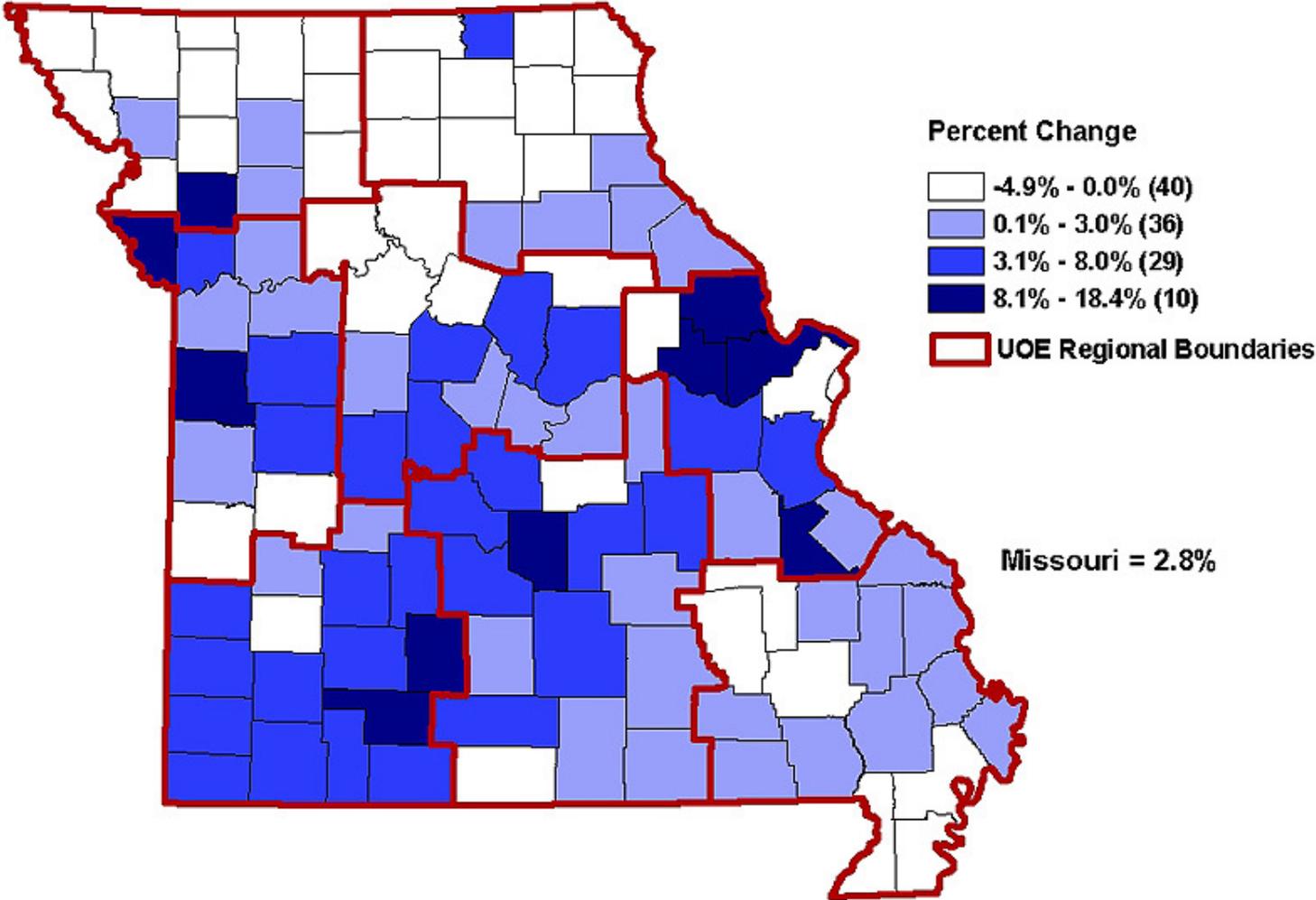
Percent Change in Total Population 1990-2000



Missouri = 9.3%

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: USDC, Census Bureau, Federal State Cooperative for Population Estimates
 Prepared by: University of Missouri Extension, The Office of Social and Economic Data Analysis - (OSED)A
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REGIONALIZATION

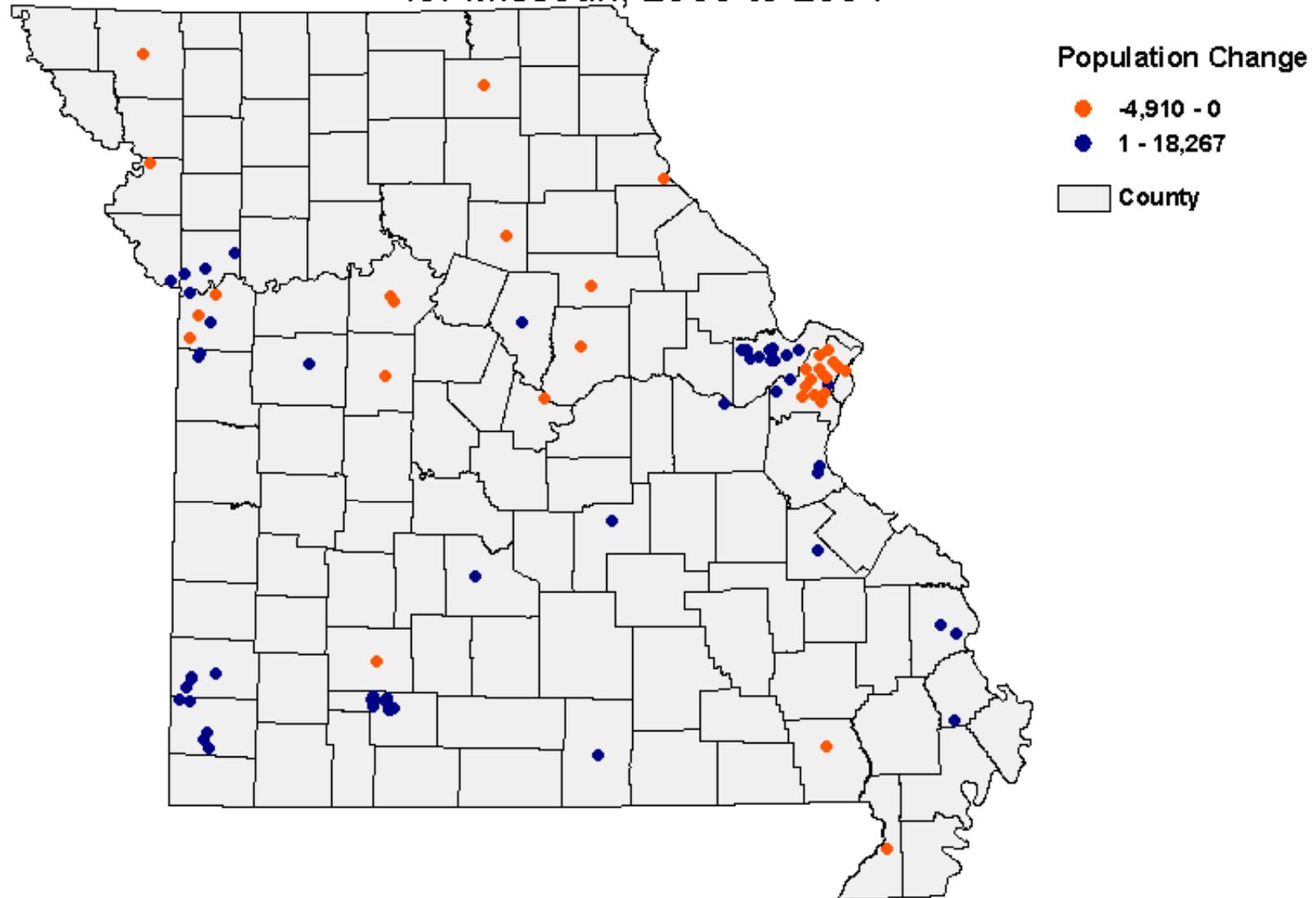
- **WORK**
- **RETAIL TRADE**
- **HEALTH CARE**
- **IMPLICATIONS**

Community

Public Finance

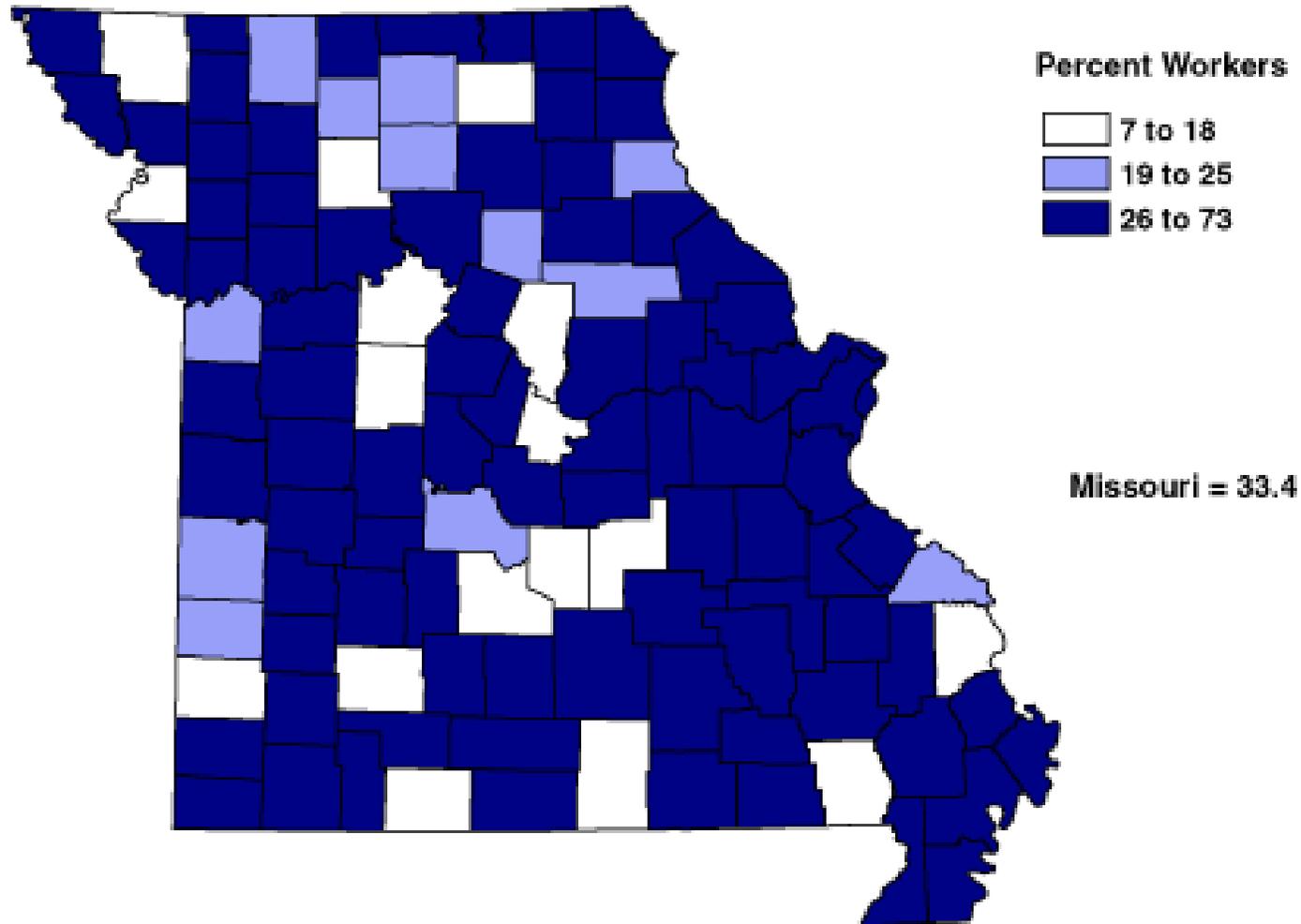


Population Change in Cities with a Population of Ten-Thousand or More for Missouri, 2000 to 2004



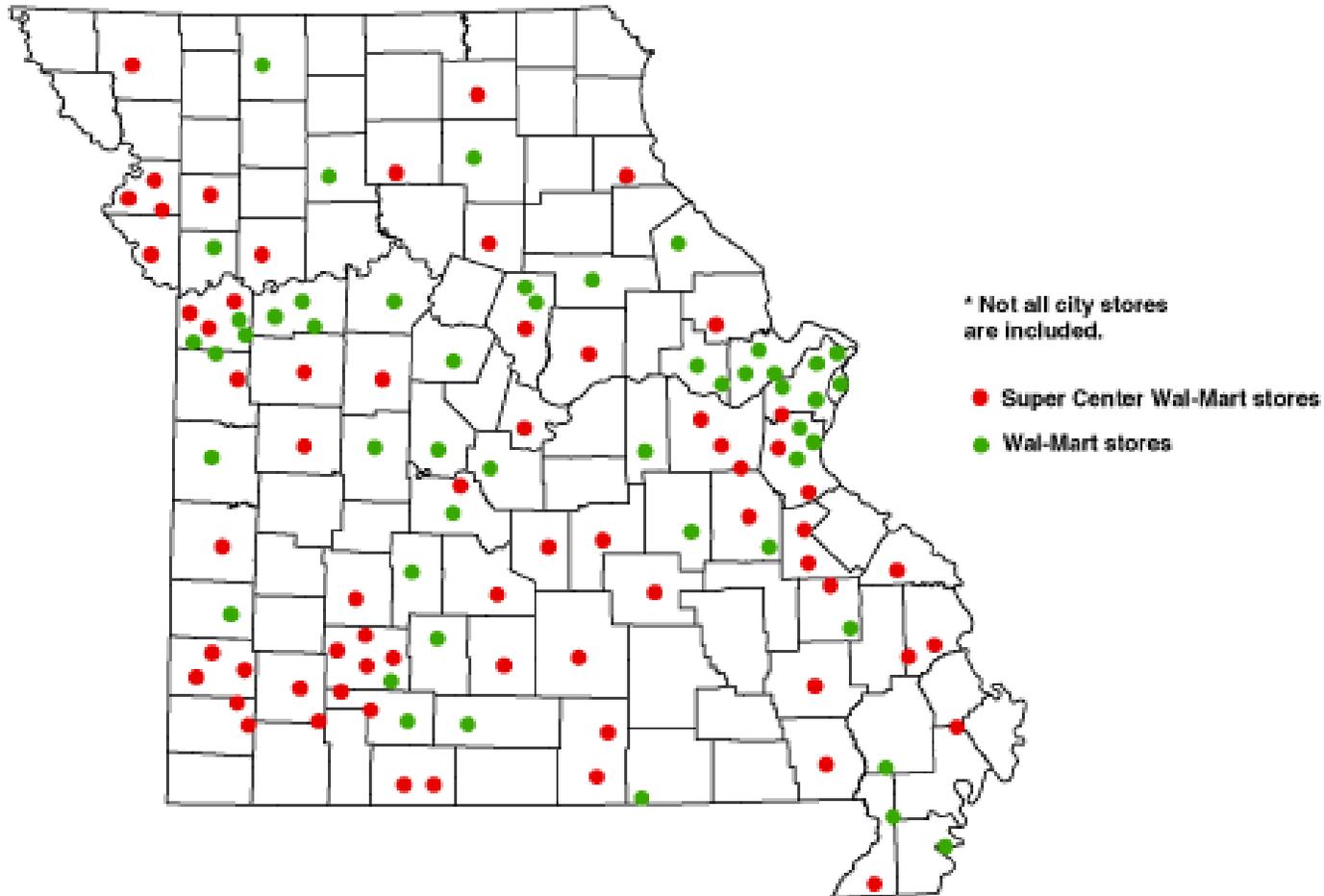
Source: USDC, Census Bureau, Federal State Cooperative for Population Estimates (2004)
Prepared by: Office of Social and Economic Analysis (OSED)A
Map Created: 7.21.2005

Workers Commuting Outside County of Residence 2000



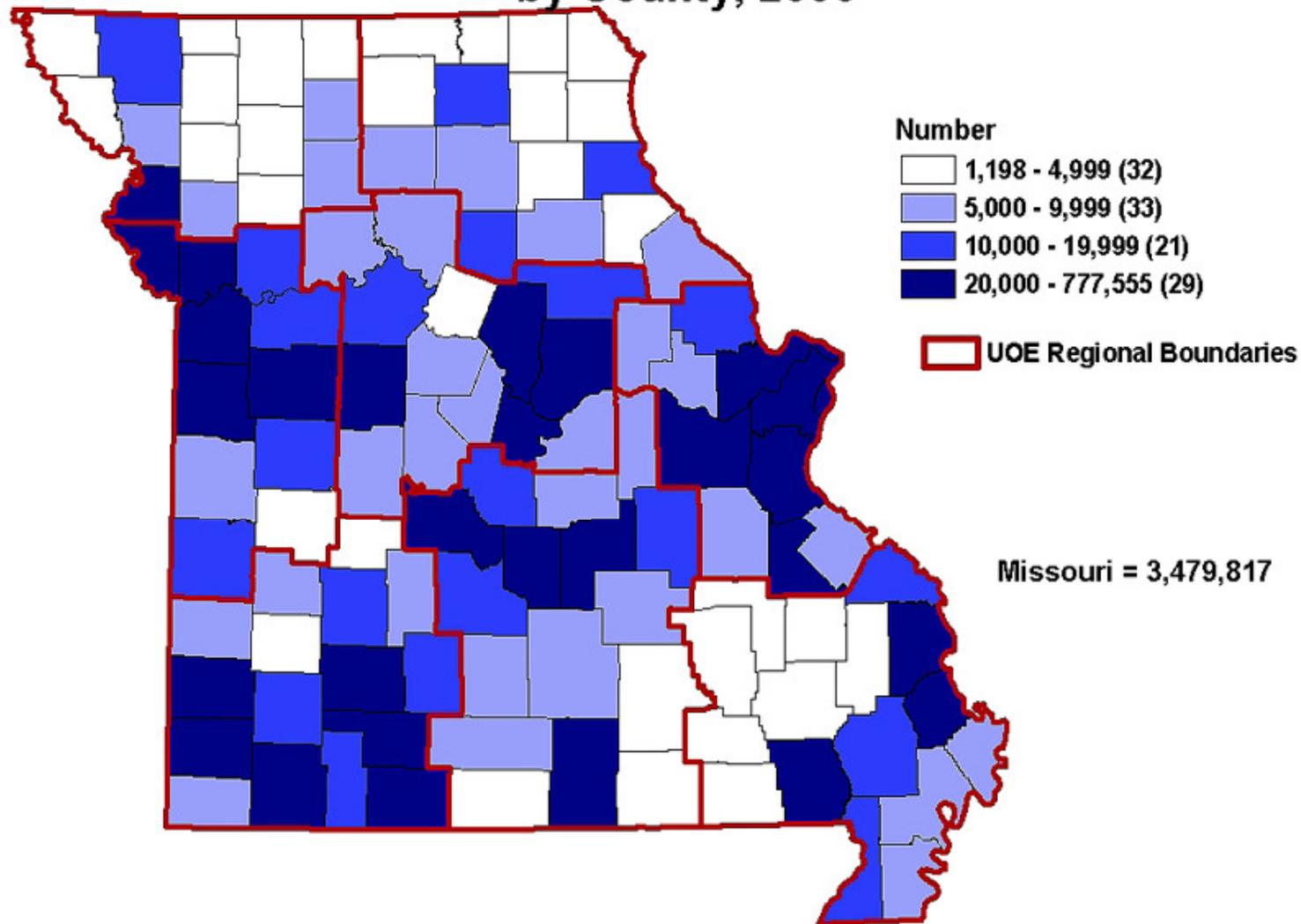
Source: USDC, Bureau of the Census, Census of Population and Housing [2000 SF3]
Prepared by: University Outreach and Extension, Office of Social and Economic Data Analysis - (OSED)
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Location of WAL-MART Stores in Missouri *



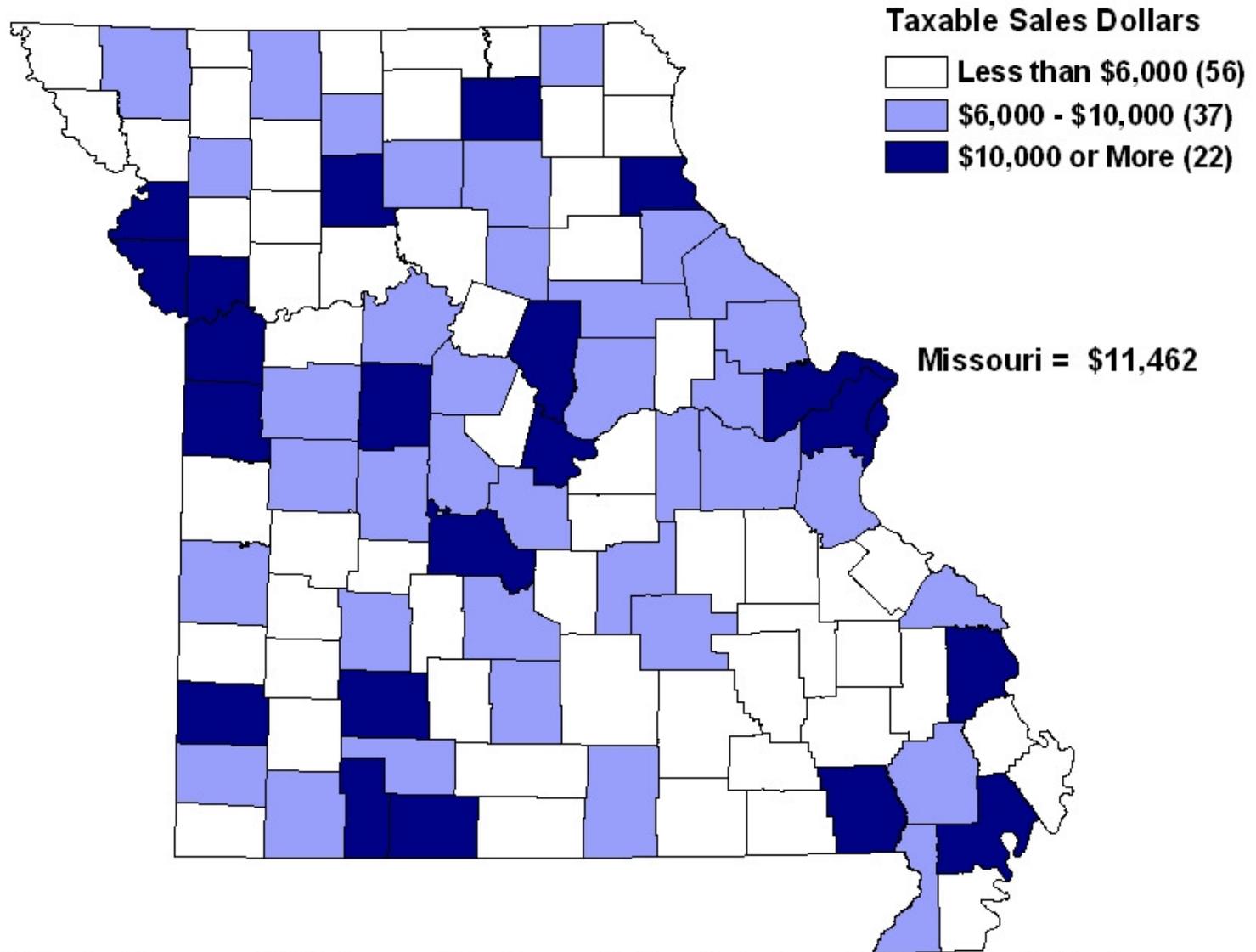
Source: Dr. Daryl Hobbs, University Outreach and Extension, Office of Social and Economic Data Analysis - (OSEDA)
Prepared by: University Outreach and Extension, Office of Social and Economic Data Analysis - (OSEDA)
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Total Full-time and Part-time Employment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



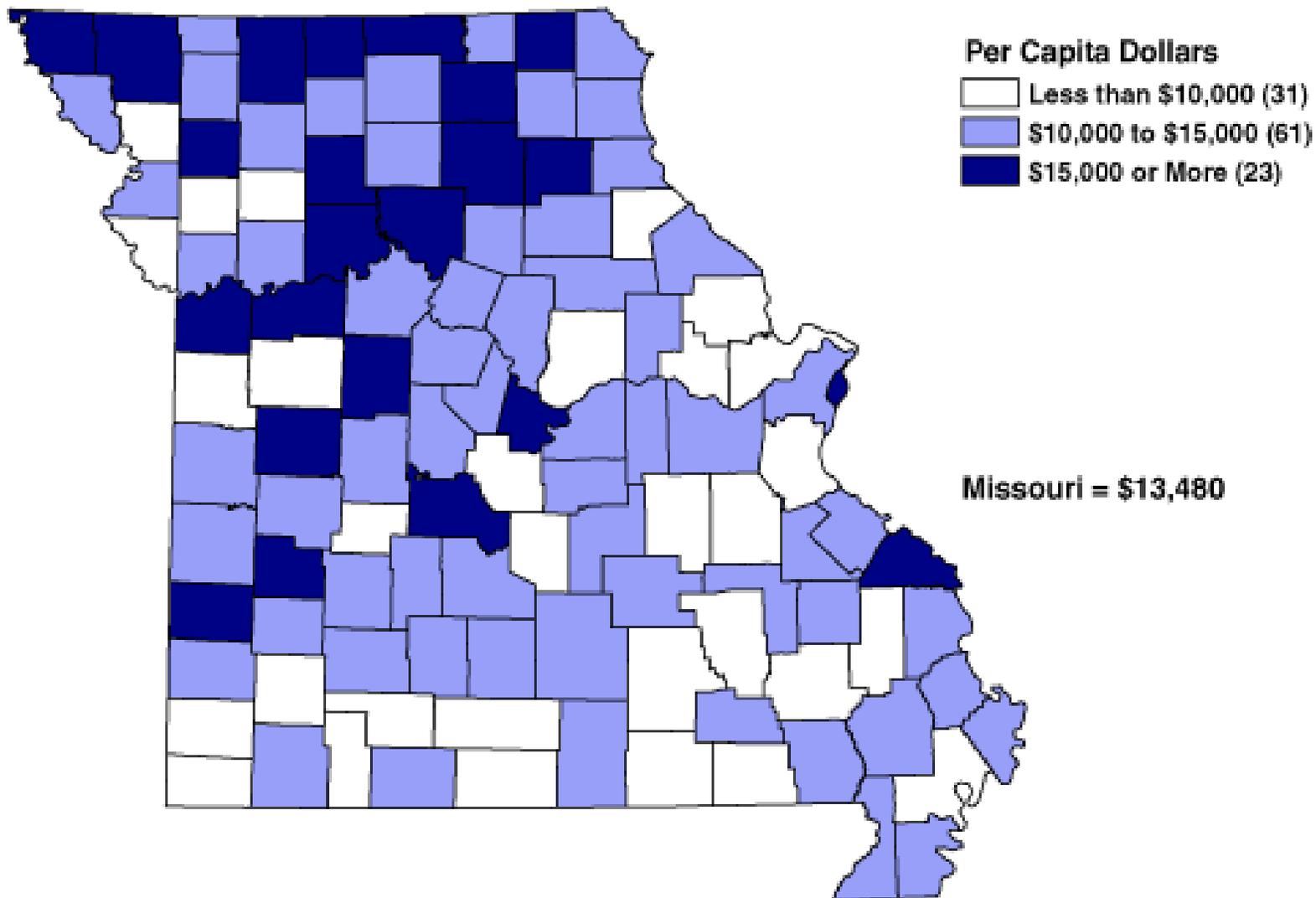
Source: USDC, Bureau of Economic Analysis, Regional Economic Information System
Prepared by: University of Missouri Extension, The Office of Social and Economic Data Analysis - (OSEDA)
Map Generated on 09.15.2005

Taxable Sales Per Capita, 2002



Source: MO Dept. of Revenue; USDC, Bureau of the Census, Federal State Coope for Population Estimates
Prepared by: University Outreach and Extension, Office of Social and Economic Data Analysis - (OSED)
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Bank Deposits Per Capita Dollars by County 2000

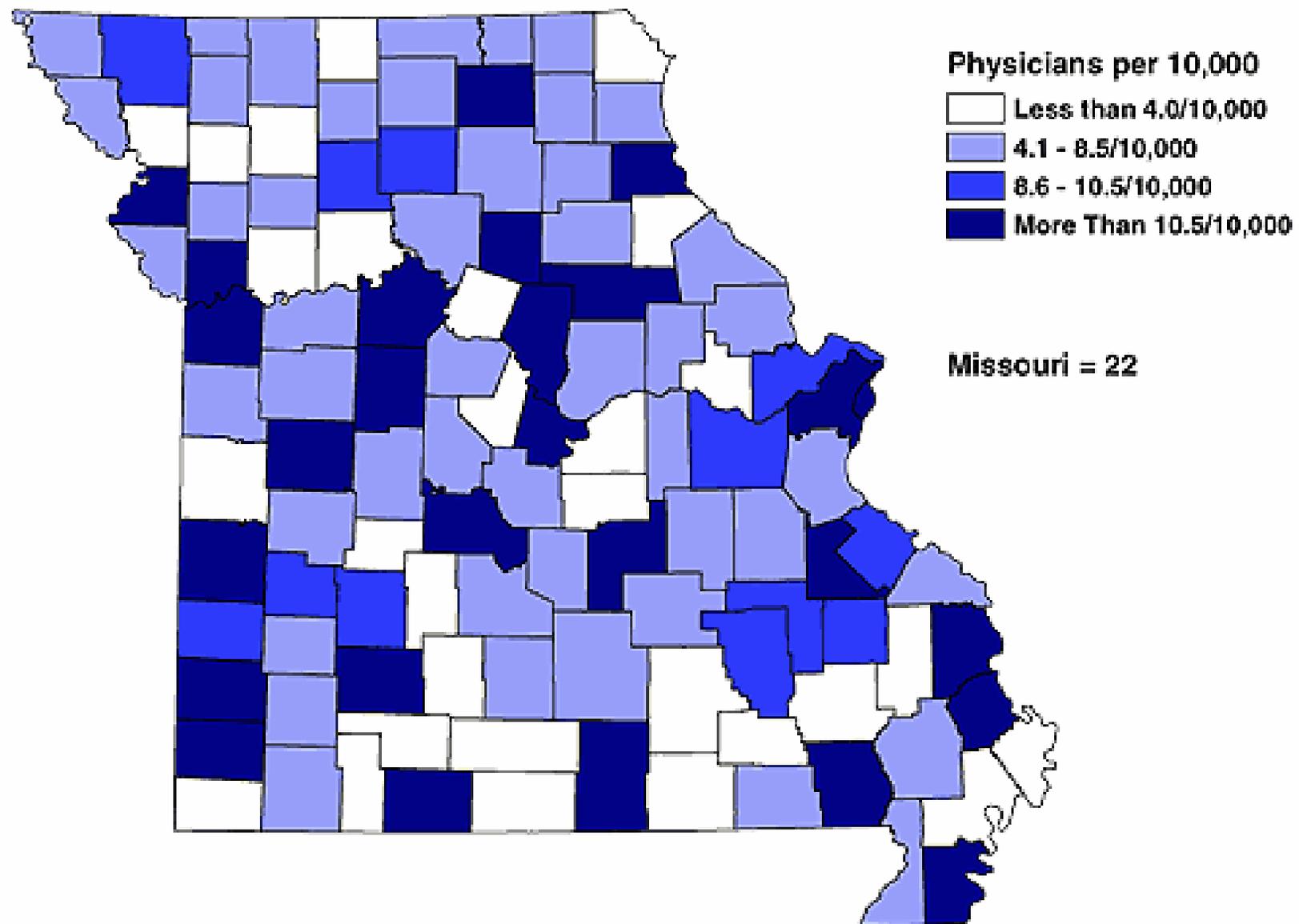


Source: Federal Deposit Insurance Corporation [2000]

Prepared by: University Outreach and Extension, Office of Social and Economic Data Analysis - (OSED)

Map Generated on 11.11.2002

Physicians per 10,000 Population, by County - 2000



Source: Laris Hicks, UM Health Management and Informatics. DHSS Manpower Database 1980 - 2000
Prepared by: University Outreach and Extension, Office of Social and Economic Data Analysis - (OSEDA)
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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

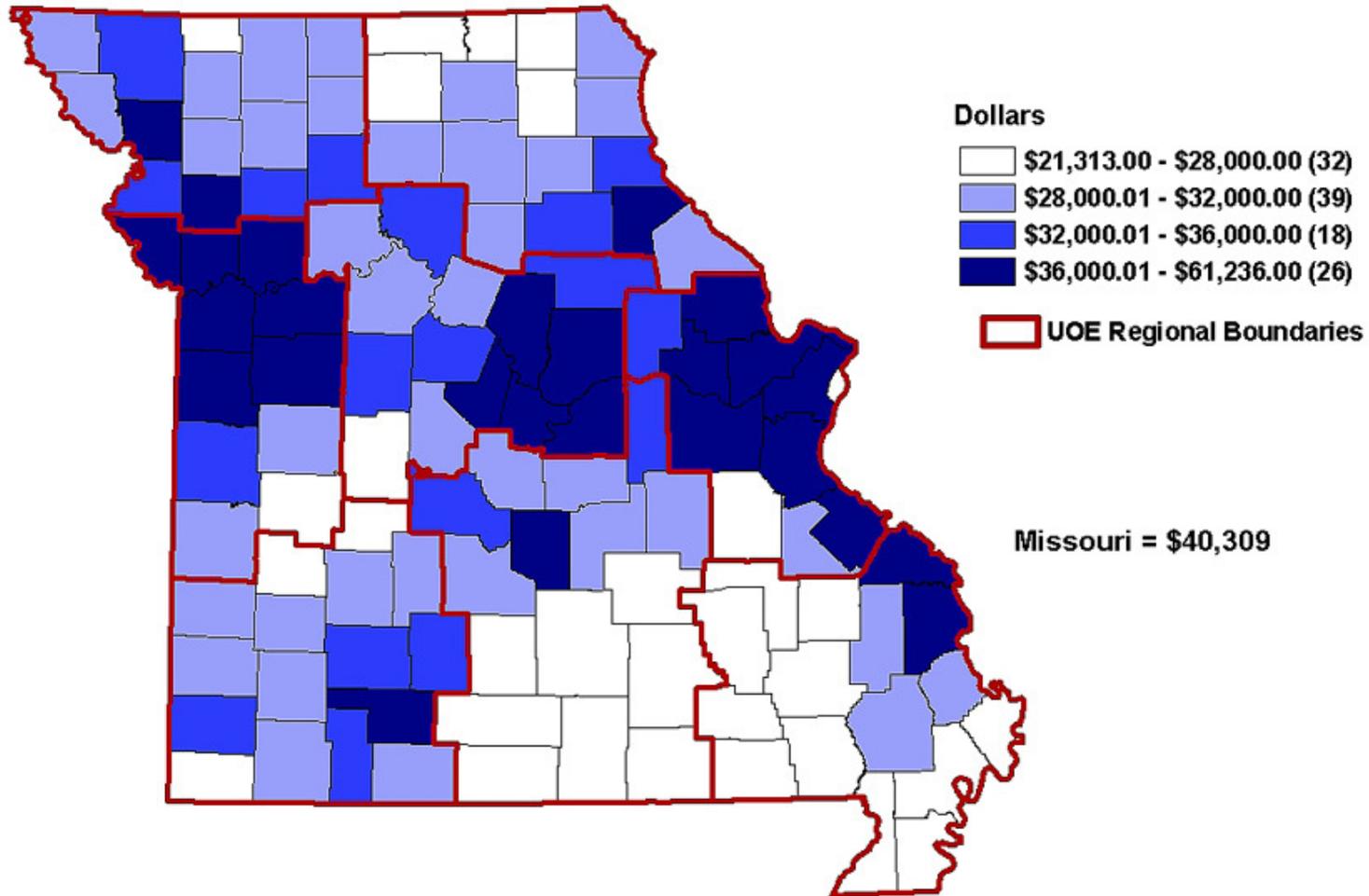
- It would facilitate planning and delivery of services if regional boundaries were drawn so that counties within a region were relatively homogeneous while the differences between regions would be relatively great. That would facilitate more effective targeting of training and educational services.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



CONSIDERATIONS REGARDING REGIONS

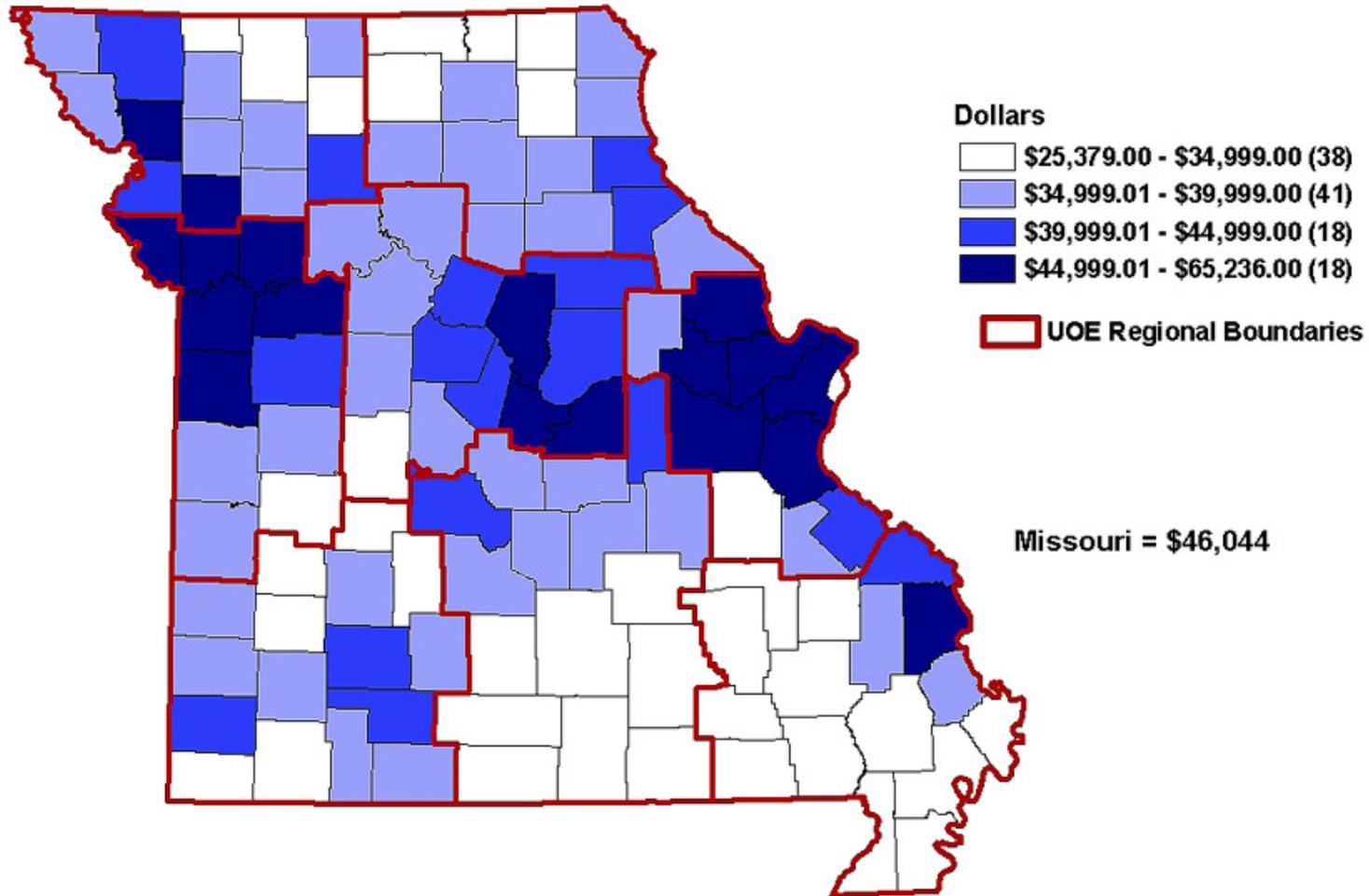
- ***Transportation routes are a consideration in establishing regional boundaries. A concern is accessibility and it is easier to get to some regional centers from one direction than another.***

Median Household Income, by County, 2002



Source: USDC, Census Bureau, Small Area Income and Poverty Estimates (SAIPE) program
Prepared by: University of Missouri Extension, The Office of Social and Economic Data Analysis - (OSEDA)
Map Generated on 09.15.2005

Median Family Income, by County, 1999



Source: USDC, Census Bureau, 2000 Decennial Census
Prepared by: University of Missouri Extension, The Office of Social and Economic Data Analysis - (OSED)

Map Generated on 09.15.2005



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**
or **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.**



The Agenda...

- 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

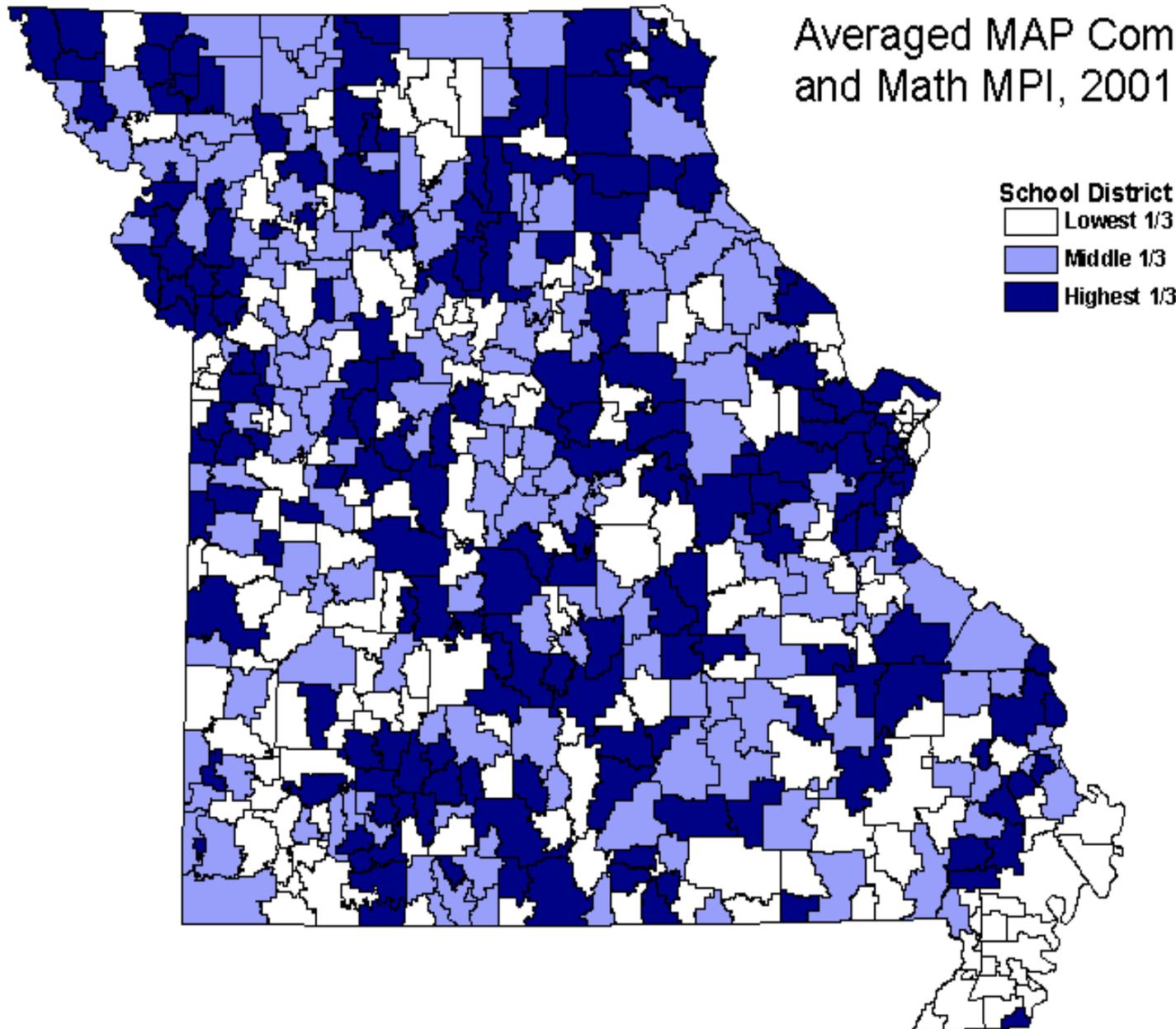
Training as Co-Learning

- 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

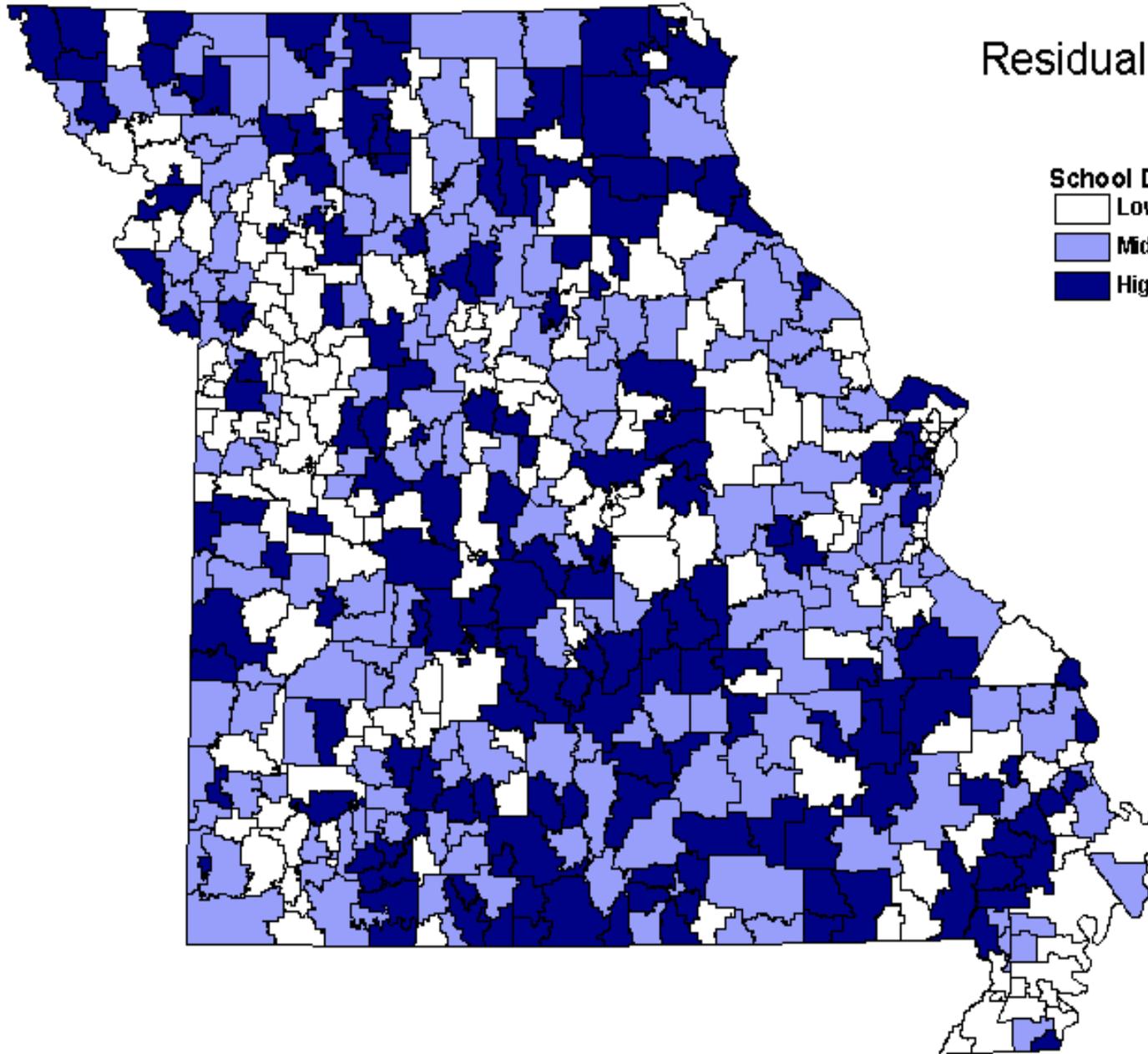


THE QUALITY OF EDUCATION

Averaged MAP Comm. Arts and Math MPI, 2001 - 2005



Residual Group





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!**

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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!

