

**Priority:** Basic Needs

**Lead Agency:** County Human Services

**Program Offer Type:** New Program

**Program Contact:** Ray Hudson

**Related Programs:**

**Program Characteristics:** One-Time-Only Request

### Executive Summary

This program fosters use of comprehensive K-12 health curricula by purchasing a curriculum package for each K-5 teacher in the county and providing them one day of training on the curriculum. This is a one-time capacity-building program to help schools implement universal K-5 comprehensive health curricula county-wide.

### Program Description

This program provides every K-5 teacher in the county with the comprehensive health education curriculum materials and training they need to teach more effective health education. Educators and prevention workers agree providing comprehensive health education in schools is the key to preventing problem behaviors in children and youth. Prevention curricula are the best-documented and most effective method to reach all children to improve their behavioral, physical, and social health. Comprehensive K-12 health curricula are the current standard to accomplish health education. This program will help facilitate and speed up adoption of comprehensive health curricula. While most districts have implemented middle school curricula, the basic K-5 curriculum that provides the foundation of health education is not yet widely implemented. There is agreement that health education is important and must be delivered in schools during instructional time in order to reach all children, but obvious funding and instructional time limits make this difficult. Curricula vary among districts. Portland Public Schools (half the county schools) currently use "Know Your Body" which encourages positive health behaviors and discourages behavioral patterns linked to illness, injury, disability, and death. It is skills-based, comprehensive, and covers nutrition, exercise, safety, disease prevention, smoking prevention, consumer health, dental health, HIV/AIDS, substance abuse, violence prevention, and citizenship organized around five core skills - self esteem, decision-making, communication, goal setting, and stress management with emphasis on critical thinking about advertising and other influences on health decisions.

### Program Justification

This program supports Basic Needs strategy 4 by promoting healthy behaviors including addressing the use of alcohol, tobacco, and other drugs. It links to the school aged policy framework by helping schools teach healthy behavior, which fosters school success. Comprehensive health curricula are acknowledged as key evidence-based prevention practices. "Know Your Body" research shows improved blood pressure, cholesterol, postexercise pulse recovery rate, and reduced smoking after only two years of intervention. Results indicate the program is effective in reducing chronic disease risk in diverse school populations. Multi-grade comprehensive curricula have the strong advantage of presenting basic concepts and skills repeatedly and reinforcing them by application to a variety of specific subject areas. Increased interest in comprehensive health is a result of increased concerns for health issues, especially childhood obesity (resulting in child onset diabetes) and related areas of exercise and nutrition. Children are increasingly targeted in media campaigns to sell high-sugar products, soft drinks, tobacco, alcohol and other health-compromising products, so that comprehensive media literacy and advocacy are important topics.

### Performance Measures

Measure Type	Primary Measure	Previous Year Actual (FY04-05)	Current Year Purchased (FY05-06)	Current Year Estimate (FY05-06)	Next Year Offer (FY06-07)
Output	Teachers trained	0	0	0	1,398
Outcome	Teachers implementing curricula	0%	0%	0%	40%

### Performance Measure - Description

Districts and individual schools will be encouraged to make training on this curriculum mandatory. Curriculum implementation is largely voluntary within individual schools and can be fostered through training and policy.

**Legal/Contractual Obligation****Revenue/Expense Detail**

	Proposed General Fund	Proposed Other Funds	Proposed General Fund	Proposed Other Funds
<b>Program Expenses</b>	2006	2006	2007	2007
Contracts	\$0	\$0	\$594,150	\$0
Subtotal: Direct Exps:	<b>\$0</b>	<b>\$0</b>	<b>\$594,150</b>	<b>\$0</b>
Administration	\$0	\$0	\$23,319	\$0
Program Support	\$0	\$0	\$67,493	\$0
Subtotal: Other Exps:	<b>\$0</b>	<b>\$0</b>	<b>\$90,812</b>	<b>\$0</b>
Total GF/non-GF:	<b>\$0</b>	<b>\$0</b>	<b>\$684,962</b>	<b>\$0</b>
Program Total:	<b>\$0</b>		<b>\$684,962</b>	
Program FTE	0.00	0.00	0.00	0.00
<b>Program Revenues</b>				
Program Revenue for Admin	\$0	\$0	\$0	\$0
<b>Total Revenue:</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>

**Explanation of Revenues**

For each of the 1398 K-5 teachers, this program will purchase one curriculum package at \$250 and fund one substitute teacher day at \$175 to provide curriculum training time. A one time expenditure of \$594,150 would cover costs of this capacity building program.

**Significant Program Changes****Last year this program was:**

This is a new, one-time program.

NOTES: This offer is included in Basic Needs because of its greater emphasis on preventing problem behaviors that lead to a variety of poor outcomes. The link to educational outcomes is weaker. Society asks schools to provide prevention education as a public health service, which saps school funding and instructional hours. Providing support for prevention curricula helps offset this.

School leaders feel providing prevention during school hours is the only way to reach most students. Voluntary out-of-school-time prevention programs provide excellent supplements, but only reach a small fraction of children and only a fraction of the time. Schools have the dilemma of wanting these programs but not having adequate time and money to implement them. This program helps tip the balance toward providing more good instruction to more students.

This program takes advantage of multiple existing resources such as a statewide cadre of curriculum trainers. Many teachers and administrators are motivated to deliver improved K-5 health education and will welcome support to help them. Training, implementation by interested teachers, and positive results will help motivate additional teachers and administrators.