

# Academic-Practice Partnership Summary Document

## **Players**

Academic School: Rush University College of Nursing (RUCON)

Contact: Sally Lemke, DNP, WHNP-BC & Jennifer Rousseau, DNP, WHNP-BC

Phone Number: 312-563-6830, 312-942-3390

Email: [Sally\\_lemke@rush.edu](mailto:Sally_lemke@rush.edu), [Jennifer\\_b\\_rousseau@rush.edu](mailto:Jennifer_b_rousseau@rush.edu)

Practice Setting: Selected Chicago Public Schools (CPS)

Contact: Megan Erskine & Lara Altman

Phone Number: 773-553-1889, 773-553-1376

Email: [moerskine@cps.edu](mailto:moerskine@cps.edu), [lbaltman@cps.edu](mailto:lbaltman@cps.edu)

## **Preparing for Your First Meeting**

Date/Time of Meeting: 8/14/13 @ 1:00 PM

Place of Meeting: Rush University College of Nursing, conference room

## **What do you and your partner need to know about you and your organization?**

*In order to develop a successful partnership between Chicago Public Schools (CPS) and Rush College of Nursing (RUCON), both partners must ensure alignment between organizational missions & visions, possess shared values, and determine project priorities that meet the needs and resources of both partners. Both partners must be well-informed of the history, current practice and future of sustained partnership projects.*

*Below is specific information about each partner that was shared at the inception of this formalized relationship.*

**CPS** is the third largest school district in the country. In Chicago, where students spend at least seven hours a day at school and nearly 90% of families are low-income, the school environment plays an especially critical role in ensuring student health and wellness. The CPS Office of Student Health and Wellness (OSHW) aims to remove health-related barriers to learning, so that students may succeed in college, career and life. The main categories of work that OSHW is responsible for include:

- Chronic Disease Policies (Asthma, Diabetes, Food Allergy, AED/CPR)
- Instruction (Physical Education, Sexual Health Education, Health Education)
- Health Services (School Based Health Centers, Vision Exams and Dental Exams)
- LearnWELL (activities related to healthy foods and physical activities)
- Medicaid (health insurance) and SNAP (food stamp) Enrollment

OSHW depends on health and wellness partners to implement health initiatives and services in schools.

**RUCON** The learning model of the RUCON is based in the unification of education, research and practice. Faculty with graduate education and advanced clinical skills hold strategic positions in the college, as well as in the medical center and community, with 90% of faculty in active clinical practices. It is this overriding and consistent academic clinical focus that drives the outstanding national reputation of the college. RUCON prepares nurses leaders who will help to meet the demands of a changing health care system. To this end, Rush faculty seek student/practitioner experiences that focus on prevention

and wellness in the community. Through community-based learning activities, innovative educational strategies, a faculty practice model, and scholarly graduate and doctoral projects, RUCON creates sustainable, meaningful, and measurable change. RUCON faculty seeks exposure to nursing roles in the community for prelicensure and specialty/DNP nursing students.

Current Partnership Projects in place between CPS and RUCON include:

- **School Based Health Centers (SBHC):** Rush has successfully operated three SBHCs for 20 years at Orr Academy High School, Crane Medical Preparatory High School, and most recently Simpson Academy for Young Women. The Rush SBHCs are state-certified hubs of wellness that offer primary and preventive medical and behavioral health services to students and community members. Services include comprehensive risk assessment, physical examinations and immunizations, laboratory and diagnostic screenings, urgent care, health education and counseling, behavioral health services, alcohol, tobacco and substance abuse treatment and counseling, reproductive health services, Early Periodic Screening and Diagnostic Testing (EPSDT), and dental and nutrition services. Rush SBHC staff work in partnership with the CPS OSHW as well as individual school administrators to ensure services provided meet the emerging health and social needs of CPS students. The Rush SBHCs are nurse-managed with direct care services provided by Advanced Practice Nurses, who are primarily RUCON faculty. The director of the centers is a RUCON faculty member and the centers serve as clinical training sites for RUCON students with RUCON students from prelicensure and DNP programs involved in over 4000 hours of experiential learning each year. In school year 2016-17, the SBHCs will become interprofessional training sites.
- **Sexual Health Education:** Cook County teens aged 15-19 years old have the highest rates of gonorrhea in the nation, rank 2nd for rates of chlamydia and syphilis, have seen a 43% increase in HIV infection since DATE, have teen birth rates 1.5 times the national average and are likely to engage in sexual activity before the age of 13. In 2013, the IL General Assembly passed legislation that requires “medically accurate, developmentally and age-appropriate curriculum be implemented in schools that choose to teach sex education.” In response to these statistics and the change in IL legislation, CPS revised their sexual health education policy to include the provision of age-appropriate, comprehensive and medically accurate information for all students, grades, K-12. While successful policy implementation began in 2013, challenges in implementation were identified by CPS. RUCON (faculty and students) provided resources including time, expertise, and manpower needed to mitigate identified barriers.
- **Obesity Prevention:** Approximately, 50% of CPS students are overweight or obese. CPS passed two obesity related policies in 2012. The Local School Wellness Policy and the Healthy Snack and Beverage Policy ensure that students have access to healthy foods and physical activity while in school. OSHW developed a technical assistance model called LearnWELL to support schools in achieving the wellness policies. Key features of LearnWELL include nutrition education, mandatory recess, classroom physical activity breaks, and guidelines on healthy celebrations and rewards. Additionally, CPS passed a Physical Education policy in 2013 to support increased physical activity in school. RUCON has nursing students and faculty that work with CPS principals, teachers and staff to assess the school environment and identify potential community partners to design, implement and evaluate best practice interventions, related to obesity prevention. These interventions are tailored to the unique populations and needs of our partner school.

- Additional Resources and Activities:** In addition to these core projects, RUCON supports CPS student health and wellness through RUCON faculty and student engagement in additional activities including community health fairs and supplemental health promotion and educational programming. In particular, many RUCON students are involved in the Rush Community Service Initiative Program (RCSIP). The mission of RCSIP is to provide community based volunteer experiences for interprofessional Rush students that enhance their ability to work in teams, develop patient relationships, care for diverse populations, and to provide targeted services based on community need. RCSIP programs are student-driven and implemented in a variety settings including CPS schools. *RCSIP Youth Advocates* provide much needed clinical support in the Rush SBHCs and conduct comprehensive risk assessments on CPS students patients, assisting SBHC staff in identifying critical issues in need of follow up. The *5+1=20* program aims to educate high school students at CPS on the five diseases prevalent in the surrounding community (asthma, hypertension, HIV, diabetes and cancer). The *5+1=20* program is based on the idea that knowledge of these five common conditions plus one informed high school student (or person) can extend one life by 20 years (individuals without health insurance have an average life expectancy of 20 years less than the general U.S. population). Twice a month, RUCON student volunteers teach a health topic related to the five diseases to high school students. Participating schools include Benito Juarez High School, Crane Medical Preparatory High School, and the Marine Math and Science Academy.

### **Initial Meeting**

#### **What is the right partnership activity for you and your partner?**

*Partnership projects (SBHCs, Sexual Health Education and Obesity Prevention) are aligned with the missions and visions of both organizations and fit within organizational priorities. This partnership and all activities are based on shared values and are developed in response to the needs of the community. Partnership activities are in alignment with population assessment results including Healthy Chicago 2.0, CPS LearnWELL initiative, needs identified by the Youth Behavior Risk Survey (YRBS) and individual community needs assessments.*

*The following projects have been determined appropriate for the partnership as they meet the above mentioned criteria.*

- SBHCs:** The Rush SBHCs have been successfully integrated into the three schools for many years and have a proven record of successful health-related outcomes. The SBHCs provide a solid foundation on which to expand programming that is mutually beneficial to both RUCON and CPS for CON clinical training and scholarship and improved CPS student health and academic outcomes.
- Sexual Health Education:** CPS seeks an effective strategy to meet the policy requirement that all CPS students receive sexual health education and share best practices. After a successful pilot between RUCON and CPS, both partners agreed that pre-licensure, graduate nursing students could effectively provide this content. This provides a mechanism for increasing CPS student knowledge, while also meeting the Public Health Nursing clinical course objectives for nursing students and providing RUCON faculty with a valued source of clinical scholarship.
- Obesity Prevention:** RUCON students and faculty initiated meetings with CPS partner schools to identify strengths and opportunities for growth in meeting the needs of the healthy eating and physical activity LearnWELL policy requirements. After a planning period, both partners agreed

that RUCON students would be valuable in helping to align the school community with LearnWELL policies, while also meeting the Public Health Nursing clinical course objectives for nursing students and providing RUCON faculty with a valued source of clinical scholarship.

### **What documents about your organization should you bring to the meeting?**

*In order to ensure all partners have a full understanding of each organization the following documents are necessary from both organizations: mission, vision, organizational chart and strategic plan, including priorities.*

*In addition, each partnership project requires documents specific to the overall project goals and activities.*

- **SBHCs:** Timeline of RUCON involvement in the SBHCs, school data and demographics, SBHC audit reports from Illinois Department of Public Health, relevant course syllabi with content outline/objectives documentation regarding existing health and academic outcomes, DNP and MSN project planning guidelines, MSN terminal objectives, Medicaid enrollment data, YBRS data, scholarly articles supporting value of SBHCs, compilation of DNP and MSN student projects and outcomes.
- **Sexual Health Education:** American Association of Colleges of Nursing Clinical Nurse Leader competencies, Rush Generalist Entry Master's Program objectives, relevant course syllabi with content outline/objectives, report demonstrating need for sexual health education, YBRS data, list of priority schools for sexual health education identified by CPS, CPS Sexual Health Education policy and overview of CPS Sexual Health Education Training and Curriculum.
- **Obesity Prevention:** American Association of Colleges of Nursing Clinical Nurse Leader competencies, Rush Generalist Entry Master's Program objectives, relevant course syllabi with content outline/objectives, LearnWELL policy compliance by school, obesity related school policies, and CPS School Progress Report and Healthy CPS certification as determined by Healthy CPS school survey

### **What do you have to offer?**

*Both partners have a wide variety of skills and resources necessary to ensure partnership success and improved health outcomes. Overall CPS offers physical locations for project activities, administrative oversight and support, training, expertise related to CPS student education and health, and most valued - access to CPS students open to health and wellness interventions. RUCON offers expertise and clinical practice in a wide variety of health fields, administrative support, and most valued - committed faculty and graduate nursing students. CPS and the RUCON work together to identify priority areas of student health need for CON student projects as well as best practices to reach the optimal number of CPS students. Both partners offer commitment to sustained and measurable change.*

*In addition, with each partnership activity CPS and RUCON offer a unique set of skills and resources necessary for success:*

- **SBHCs:** CPS offers dedicated clinical space in each school that meets the standards for the provision of safe and quality care, daily custodial services of the SBHC, access to students in need of primary and mental health services, ability to outreach into and provide health programming in the school community, school RNs, and a committed and collaborative school

administration and staff. RUCON offers administration and staffing of nurse-managed health centers where services are provided at each site by a team consisting of an APN, RN, medical assistant, front desk staff, and behavioral health specialist. All medications, immunizations, equipment, and clinical and office supplies are supplied by the RUCON. RUCON SBHCs provide a setting for a wide range of clinical experiences and projects for CON students of all programs and RUCON faculty provide oversight of student learning.

- **Sexual Health Education:** CPS offers an engaged student population, committed teachers and administrators as facilitators of the project, physical space and supplies necessary to implement sexual health teaching. CPS offers administrative support. CPS also leads the policy and compliance work as it relates to sexual health education, and leads overall strategic efforts around school-based sexual health. RUCON offers professional, graduate nursing students with advanced knowledge of public health and sexual health concepts and board certified public health nurses serving as faculty to oversee students and project. Together students and faculty offer skills in the following areas: health promotion and prevention, cultural adaptations, health literacy and health policy. Furthermore, they have technological and education skills necessary to best reach CPS students. RUCON offers expertise in planning, implementation and evaluation.
- **Obesity Prevention:** CPS offers access to students, teachers and staff that are interested in promoting healthy lifestyle behaviors within the school community. CPS offers administrative support and also leads the policy and compliance work related to school obesity initiatives and overall strategic efforts as they relate to school-based obesity initiatives. RUCON offers professional, graduate nursing students with mastery of public health, and obesity prevention programs. Nursing students are able to identify culturally relevant, evidence based approaches to meet the needs of Chicago Public Schools. RUCON faculty provide oversight to the nursing students and oversee the initiative. RUCON offers expertise in planning, implementation and evaluation. Nurses from the SBHC are available for student referrals for services and as consultants for special projects.

#### **What is your vision for this partnership and does your partner share this vision?**

A sustainable, mutually rewarding partnership that is effective in the provision of critical health information/care needed to improve access to care, quality of care and ultimately health outcomes in Chicago children and teens, while empowering nursing students to be clinical nurse leaders, advanced practice nurses and nursing scholars in the community. This vision was created and realized by both partners.

#### **Who else needs to be involved in both organizations? Is top leadership involved?**

*This partnership is supported by a wide variety of staff from each organization, including leadership.*

- **CPS:** CPS Sexual Health Manager, School-based Health Center Project Manager, CPS Chief Health Officer, school principals and administrators, school nurses, and CPS teachers
- **RUCON:** Dean of the College of Nursing, department chairs, program directors, , course directors and clinical faculty.
- **Rush University Medical Center:** Associate Vice President of Community Engagement and Practice, Senior Vice President VP of System Integration

## What is the business case for the partnership?

*“You can’t educate a child who isn’t healthy, and you can’t keep a child healthy who isn’t educated”*

- *M. Jocelyn Elders, MD, Former U.S. Surgeon General*

Literature shows that healthy students are better learners. Students need to be in school in order to learn. High attendance rates support schools and students in meeting their academic goals. Health impacts attendance in the following ways:

- Nationally, teen pregnancy is the number one reason girls drop out of school
- CPS Lesbian, Gay, Bisexual, Transgender, Queer (LGBTQ) students are more likely to skip school due to fear of bullying
- CPS students with documented diabetes and asthma experience below average attendance
- According to a study conducted in LA Unified, students that experience dental pain miss a significant amount of school compared to their peers
- Students who eat breakfast are shown to have better grades
- Regular physical activity is associated with increased attendance, decreased suspensions and increased test scores
- Access to health insurance and food security programs help with students being able to access much needed chronic illness medication and nutritious foods

School funding is dependent on student attendance. Based on this evidence, there is a clear case for improved access to quality health care and health education for CPS students, as a means to keep students in school and maintain funding. Individual schools are charged with meeting CPS health and wellness policy requirements. The Office of Student Health and Wellness sees this partnership as a cost-effective way to assist schools in meeting policy requirements.

Clinical education is a core component of graduate nursing education. However, clinical education sites are becoming limited. Because of this, many universities use live simulation scenarios and online training modules. While these methodologies show promise, they are costly and are not meant to replace real life clinical interaction with individuals and populations. By partnering with CPS to provide community-based clinical settings, RUCON limits the costs of simulation and online training while providing students with excellent clinical education that allows them to acquire and practice new skills of client engagement and motivation in a community setting. Changing how nurses practice and provide care is the key to transforming the healthcare delivery system, increasing positive client outcomes, and improving quality care.

RUCON provides doctoral education for advanced practice nurses. With this comes the need for scholarly projects to address health care gaps. Given the number of Americans who now have health insurance under the Affordable Care Act, there is a need for nurses and APRNs who can transition to work in community settings. Because of the complex health care delivery system, we need clinical sites that are rich with community experiences and scholarly activities.

Each partnership project contributes to the overall business case in a variety of ways:

- **SBHCs:** Research supports that students in a school with a SBHC have better health and academic outcomes than their peers in schools without a SBHC. A notable Rush SBHC outcome is the large reduction in unplanned subsequent pregnancy rates from 30% in 2011 to a current

6% among parenting girls from Simpson Academy. Because a single unplanned pregnancy requires \$7700 to \$12,600 of public funding, this reduction has resulted in large societal savings. Academically, over 90% of pregnant and parenting girls attending Simpson remain in school and graduate, a rate much higher than the national average of 50% for the same. Physical examinations and immunizations provided in the SBHCs for CPS medical compliance optimizes funding the each CPS school. Non-compliance rates for students in CPS schools with a Rush SBHC have dropped from an average 27% to a current 2%. For the RUCON, the SBHCs located in CPS schools provide a sustainable source of ongoing nursing student learning and project development and implementation.

- **Sexual Health Education:** RUCON student nurses deliver sexual health education, freeing up valuable CPS educator/staff time. Comprehensive, medically accurate sexual health education is evidence-based and proven effective in decreasing rates of teen pregnancy and sexually transmitted infections (STI). The benefits of preventing teen pregnancy and STIs are social and economic. It is estimated that new cases of STIs in youth cost the United States over \$6 billion annually, while teen pregnancy costs the nation over \$9 billion annually. During financial analysis of comprehensive sexual health programs, researchers recently found that for every dollar spent, \$2.65 is saved by program implementation. Implementation of sexual health education at CPS schools may lead to positive social and financial outcomes.
- **Obesity Prevention:** Research supports that students who eat healthy foods and get physical activity are better prepared to handle the academic requirements of the day. School based interventions to reduce obesity have been found to prevent up to an estimated 1.9% of the female students from becoming overweight adults. As a result, in that population alone, an estimated \$15,887 in medical care costs and \$25,104 in loss of productivity costs was saved (<http://onlinelibrary.wiley.com/doi/10.1038/oby.2003.178/full>). This partnership will provide nursing students opportunities for nursing students to meet course requirements while working with schools to meet their Live WELL goals.

### **Subsequent Meetings**

#### **Do you have clarity on goals and vision?**

*Yes. Both partners believe that CPS students should have access to care and information to empower them to make better health choices and to prepare nursing students as nurse leaders to meet the demands of providing health care in the 21st century in the community. Commitment to this results in a sustained partnership which allows both partners to meet emerging needs of populations /organizations.*

*Detailed project goals and outcomes can be found on the attached Outcomes Table. Mutually agreed upon goals from each partner's perspective include:*

- **CPS:** Healthier students make better learners. CPS OSHW depends on health and wellness partners to meet the needs of students and schools. Access to key health services, sexual health education and obesity prevention are both city and CPS priorities.
  - Increase access to health services for CPS students through the school based health centers
  - Increase number of students will receive sexual health education
  - Knowledge increase in sexual health topics
  - Increase in number of students who participate in the obesity prevention initiatives

- CPS and Rush will participate in regular meetings to ensure that project goals are being met
  
- **RUCON:**  
 The aim of the College of Nursing is to educate nurse leaders capable of reducing the fragmentation in the healthcare system through lateral integration of outcome-based care, clinical leadership, quality improvement strategies, and microsystems and macrosystem management (AACN, 2007 as cited in AACN 2013). Rush CON depends on community partners to provide meaningful experiences for student clinical education and scholarship opportunities.
  - Increase number of MSN students completing final capstone projects in community sites
  - Increase number of doctoral nursing students completing doctoral projects in community sites
  - Increase number of MSN and doctoral students participating in providing access to health services for CPS students
  - Increase number of MSN students presenting sexual health education and health topics to CPS students
  - Increase the number of MSN students participating in obesity prevention activities with CPS students
  - Provide faculty practice and scholarship opportunities

**What are the details and timeline of the initiative?**

*This partnership is a work in progress, with no planned end in site. Due to each organization's commitment to community engagement and improved health outcomes, the relationship between RUCON, and CPS is long and extensive. Each of the three projects has a different start date, goal, outcomes and all share mutual benefits. Earlier meetings in 2014 focused on logistics, student/site selection while later meetings focused on issues of sustainability and outcome measurement.*

*Details and timelines for each project are discussed below.*

- **SBHC:** The SBHCs at the Crane and Orr high schools were two of first SBHCs to open in Illinois in 1986 and 1987 respectively. In 1996, sponsorship of the SBHCs shifted to the RUCON, at which time CON faculty APNs began to manage and provide services in the SBHCs. In 2010, the RUCON was invited to sponsor, staff, and operate the SBHC at Simpson Academy. These changes allowed for expanded opportunities for CON student learning in the SBHCs that in turn broadened the range of services to CPS students. It also opened the door for additional partnership possibilities for Rush including those listed in this application. Depending on the site, RUCON faculty and SBHC staff meet weekly or monthly with CPS staff to review progress toward agreed upon outcomes, such as percentage of students meeting medical compliance requirements and success in linkage of students in need of primary and mental health care services. In addition, these meeting serve to guide and inform each party of Rush DNP and GEM student projects and activities. Currently, contracts between Rush and CPS for SBHC operations provide for an ongoing relationship with no determined end date.
  
- **Sexual Health Education:** The sexual health education pilot took place in the Spring 2014 with eight MSN student volunteers. Through this students collected hours towards the clinical leader professional development hours, a graduation requirement. Based on the success of the initial pilot, the project was piloted again, this time as a clinical rotation for a Women's Health and

Public Health course, in the Fall 2014. In this pilot, 15 MSN students completed the required CPS on-line sexual health training and delivered an eight-week sexual health program to 5th-9th grade student groups from three schools. Based on feedback from this second pilot, it was decided to make this an ongoing clinical site offered twice yearly to MSN students in Public Health beginning in Spring 2015. RUCON students continue to deliver sexual health education for CPS students. In addition, there have been a number of MSN Capstone and doctoral projects completed as related to this project. RUCON faculty and CPS OSHW meet quarterly to discuss project implementation and evaluation. RUCON faculty meet regularly with individual school faculty and administrator to discuss planning, implementation and evaluation for each individual school. There is not an anticipated end to the program.

- **Obesity Prevention:** The initial meeting to develop a partnership took place Spring 2014 with nursing faculty and SBHC. Subsequent meetings with 3 nursing students began Summer 2014. These students met with the principal, SBHC key stakeholders and school staff to assess the current understanding of LearnWELL and needs of the school. In Fall 2014 8 nursing students recruited CPS students from the school that were interested in wellness to start a wellness club focused on promoting healthy eating and physical activity in the school. In Spring 2015 8 nursing students worked with the CPS students to establish the club by-laws and acquire funding for the program. The nursing students and CPS students also led a school-wide cooking demonstration and food tasting during a lunch period. In Fall 2015 8 nursing students worked with the CPS students to lead a school-wide physical activity event outside of recess and physical education class called "Power Hour." During this time the nursing students determined the evidence rationale and evaluation plan for each event. The CPS students and nursing students collectively designed an implementation plan for each of the events. The nursing students will return to the school Fall 2016 and resume the 10-12 week program of weekly after-school meetings. In the interim College of Nursing faculty and CPS principal stay in contact by phone, email or face to face to maintain the relationship.

#### **Whom can we call for expert consultation if needed?**

*As previously mentioned, this partnership is supported by a wide variety of staff from each organization, including leadership. Contact information included below is of those most often utilized for expertise within CPS, Rush CON and supporting organizations.*

- **CPS:**
  - Megan O. Erskine, Healthy CPS Project Manager; Office of Student Health and Wellness
  - Lara Altman, Senior HIV/STI Prevention Specialist, Office of Student Health and Wellness (contact information for both are provided at the beginning of this document)
  - School Nurses
  - Individual school principals, administrators and teachers
- **RUCON:**
  - Rush School Based Health Centers/Adolescent Health: Sally Lemke, DNP, WHNP-BC, Director, Community Based Practices, Instructor (contact information provided)
  - Sexual and Adolescent Health: Heide Cygan, RN, DNP, APHN-BC, Assistant Professor
  - Obesity Prevention: Monique Reed, RN, PhD, Assistant Professor
  - Student Professional Development: Beth-Anne Christopher MS, RN, CNL
  - Women's Health Specialist: Jennifer Rousseau, DNP, WHNP-BC
  - Population Health: Diane McNaughton, PhD, APHN-BC, Associate Professor

- **Supporting Organizations:**

- Illinois Department of Public Health, Office of School Health: Victoria Jackson, RN, MSN, IL/PEL-CSN, School Health Program Administrator
- EverThrive IL: Heidi Ortolaza-Alvear, AM, MPP, Director, Child and Adolescent Health Initiative, Illinois School Based Health Alliance
- MIKVA Challenge: Steven Rasdao, Director, Teen Health Council

## **Environment**

### **Time**

#### **Is this the right time?**

This partnership directly addresses several of the components outlined in the Healthy Chicago 2.0 Improvement Plan, the Rush Community Needs Assessment and Community Health Improvement Plan as well as priorities areas established by CPS. Additionally between 2011 and 2012, CPS passed several progressive school health policies around sexual health education, chronic conditions, food allergy and obesity prevention. Much of the work following the passage of these policies has been coordinating efforts with school health partners that can support implementation. Partners like Rush are an important component in ensuring that momentum is maintained in implementing critical health policies at the school level.

#### **What are the issues that will facilitate or impede the development of the partnership?**

*There are a wide variety of issues that may facilitate or impede the development of this partnership, emerging from both partners.*

- **Facilitators identified include:** CPS policies informed by identified health needs of students, local level commitment and collaboration at individual CPS schools, engaged community partners, parental involvement and engagement, CPS and RUCON commitment, Rush CON strategic plan and commitment to community engagement, the RUCON growing faculty practice, increased student demand for clinical and scholarly activities, commitment and expertise of RUCON faculty and students, consistent RUCON faculty involvement, support from RUCON leadership.
- **Challenges identified include:** Alignment of CPS calendar with RUCON academic calendar, time-consuming background checks and paperwork required by CPS for RUCON faculty and students, current Illinois state budget impasse, competitive foundation funding, inconsistent parental involvement and engagement.

#### **What is the time commitment for the partners?**

*Meetings with the entire partnership team are held monthly. Each meeting is scheduled for 90 minutes and participants can call in or attend in person. Each person has an assignment related to their specific area of focus to keep the project moving forward. In addition, there is a time commitment that is required to keep each of the individual projects running.*

- **SBHCs:** The Rush SBHCs are in operation year-around when students are in attendance for 28-36 hours a week each, depending on site. In addition, SBHC staff and RUCON faculty attend a variety of meetings both weekly and monthly with CPS staff regarding CPS student services and integration of RUCON student projects into the school community. Each year, 50-60 RUCON

doctoral and masters students are placed in the SBHCs for precepted clinical training and project work. RUCON faculty and SBHC staff provide oversight for over 4000 hours of student learning a year.

- **Sexual Health Education:** Each term, 12-15 RUCON students commit to at least 120 hours of time spent working on this project. Each term, 2-3 RUCON Faculty commit to approximately 150 hours to clinical education and oversight per term. At least one additional RUCON faculty and administrative support member act as supports for the project. Throughout the duration of the project each term, 6-10 CPS teachers and staff support the program through collaboration and administrative support.
- **Obesity Prevention:** Each term, 6-8 RUCON students commit to at least 120 hours of time spent working on this project. One to two times per year, RUCON Faculty commit to approximately 150 hours to clinical education and oversight. Throughout the duration of the project each term, the principal, assistant principal with selected teachers and staff support the program through collaboration and administrative support.
- **Chicago Public Schools:** CPS staff supports the project through an administrative level and is available to Rush during partnership meetings and on a needed basis. Further, ongoing work around policy, compliance and partnership development supports the overall goals of the project.

#### **Whose time will be required?**

See above.

#### **When will the meetings be scheduled?**

General partnership meetings are scheduled monthly, based on the schedules of all people involved. Players involved in each project schedule additional meetings based on the individual project needs.

#### **Space**

##### **What space will be required for the meetings?**

General partnership meetings require a conference room with seats for 8 equipped with Smartboard to review documents/edits drafts & schematic/conference call capability.

##### **What equipment and supplies are needed?**

See above.

##### **What money is needed?**

The RUCON and CPS support faculty and staff salaries and budget for space, supplies and operational expenses related to planning, administering and evaluating the program(s) delivered.

##### **Where are we meeting?**

General partnership meetings take place at RUCON. Meeting to discuss each project take place at the CPS administrative building, individual schools and community sites.

### **Where will we present outcomes?**

*General partnership outcomes are shared internally within each organization with departments and leadership. In addition to strategic planning, reporting of outcomes internally ensures continued support for the project and allows for guidance from organizational leadership. In addition, outcomes from each project have been presented as indicated below:*

- **SBHCs:** RUCON faculty and as well as staff from the Rush SBHCs have presented numerous times both locally and nationally during the last several years on outcomes related to student health improvement and efforts to improve SBHC financial and operational sustainability. Recent presentations include a podium presentation in collaboration with faculty from the Obesity Prevention Program at the APHA in 2015. Presentations given in 2016 include a podium presentation at the annual Illinois March of Dimes Perinatal Conference on the health and academic outcomes resulting from SBHC services in the SBHC at Simpson Academy and a podium presentation at the EverThrive Illinois Maternal Child Health Conference on the integration of behavioral and primary health care services in the SBHCs. National presentations currently scheduled for 2016 include a podium presentation on reducing Sexually Transmitted Infection rates through a CPS-Rush SBHC project and two oral/poster presentations on behavioral health and SBHC sustainability at the National School Based Health Alliance conference in June. Pending approval from Rush University Institutional Review Board and the CPS Research Review Board, results may be disseminated further through publications.
- **Sexual Health Education:** Outcomes will be presented internally to guide strategic planning for CPS and RUCON public health faculty. Outcomes have been presented by CPS staff, and Rush CON faculty and students. The partnership model for this portion of the project have been presented as a podium presentation at the 2015 Association of Community Health Nursing Educators Annual Institute in Denver, Colorado, the 2015 Annual Meeting of the American Public Health Association in Chicago, IL and the 2015 Sigma Theta Tau International biennium in Las Vegas, Nevada. The model was presented as a poster presentation at the 2015 Midwest Nursing Research Society annual meeting in Chicago, Illinois. CPS has presented the district's sexual health model at the American Public Health Association (APHA) Conference (2015) and at the Illinois Maternal and Child Health Conference (2016). Pending approval from the Rush University Institutional Review Board and the CPS Research Review Board, results may disseminated further through presentations and publications.
- **Obesity Prevention:** The partnership model for this portion of the project was presented by CPS staff and RUCON faculty and students:1) as a poster presentation at the 2015 Association of Community Health Nursing Educators Annual Institute in Denver, Colorado and 2) as a podium presentation at the 2015 meeting of the American Public Health Association.

### **Regulation**

**What are the policies or regulatory issues that will impede or facilitate development of the partnership on both sides?**

#### ***Facilitators***

Both partners have legal departments available for contract review and approval, necessary prior to RUCON students and faculty working within CPS.

### ***Impediments***

Depending on the nature, Rush IRB review and CPS Research Review Board review and approval may be required for student projects, presentations, and publications.. While these requirements are not necessarily impediments to partnership development, they have the potential to affect the timing of implementation of select partnership projects.

### **Context**

#### **How will the partnership be funded?**

*While no money exchanges hands between CPS and Rush CON, each partnership project requires resources. Financial information for each project is included below:*

- **SBHCs:** The annual operating budget includes combination of Medicaid reimbursements, grant funding, and in-kind services from Rush.

Medicaid revenue	Grant funding	In-Kind (from Rush)	Total SBHC funding for FY15
\$110,000	\$534,670	\$178,702	\$823,372

- **Sexual Health Education:** The annual operating budget includes faculty salaries of approximately \$20,000.
- **Obesity Prevention:** The annual operating budget includes faculty salary for the course offered twice per year (\$10,000) and yearly costs for supplies and incentives for program participants (\$1,000).

#### **What are the constraints of both partners?**

The CPS academic calendar and the RUCON academic calendar are not in alignment.

RUCON faculty must ensure that students meet course and terminal program objectives while also meeting the needs of CPS.

#### **What history do the partners have with each other and each others' institutions?**

The Rush University Medical Center and RUCON have a long history with CPS including but not limited to the implementation of School Based Health Centers (SBHCs) to improve access to care, provide immunizations, and manage chronic diseases for students in select Chicago Public Schools. Other ongoing projects include Obesity Prevention Project, LearnWELL evaluation, the provision of sexual health education, sites for faculty practice, and the implementation/evaluation of MSN Capstone/DNP Scholarly projects.