



STL Positive Change

Child Well-Being

*a goal to ensure that children, ages 0-25,
thrive in their daily lives.*

Child Well-Being is possible when there is:

- an absence of deficits in community; intrapersonal distress/disorders; interpersonal relationships (i.e. racism, segregation, poverty, violence, compromised housing; fetish, narcissism; bullying, etc.)
AND, at the same time,
- a presence of assets for individual children (i.e. strong caring adults and role models, quality education, adequate and nutritious foods, physical activity and play, physical security, friendships, etc.)



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Child Well-Being is **NOT a see-saw!**

When “absent and present” issues are reversed it creates **TOXIC STRESS – particularly harmful in the absence of adequate adult support.**

If we really want to know how children, teens and young adults are doing, **we must ask THEM.**



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Specific Topics	Status of Community Input	Status of Expert Advice and Final Research Review	Evidence-Based Recommendations Finalized (Urgent and Ultimate)
Strong, Caring and Responsive Adults (parents, teachers, mentors, coaches)	√	√/x	x/x
Food Security	√	√/x	√/x
Parent Education and Engagement	√	√/x	x/x
Violence (in home and neighborhood)	x	x/x	x/x
Family Structure	x	x/x	x/x
Family and Child Mental Health Services	x	x/x	x/x



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Education Equity: *a measure of achievement, fairness, and opportunity in education.*

Specific Topics	Status of Community Input	Status of Expert Advice and Final Research Review	Evidence Based Recommendations Finalized (Urgent and Ultimate)
Early Childhood Education	√	√/x	x/x
Human Capital in Education (superintendents, administrators, teachers, etc.)	√	√/x	x/x
School to Prison Pipeline	√	x/x	x/x
Missouri Accreditation System	x	x/x	x/x
Social Service Coordination (with schools)	√	x/x	x/x
Funding for Public Schools	x	√/x	x/x
Missouri Transfer Bill	√	√/√	√/√
College Access and Affordability	√	√/x	x/x
District and School Models	x	x/x	x/x
School Culture	x	x/x	x/x



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Child Well-Being/Education Equity Work Group Members:

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