The Pittsburgh Study is made possible in part through generous support from the UPMC Children’s Hospital Foundation, University of Pittsburgh Department of Pediatrics, UPMC Magee-Women’s Hospital, The Grable Foundation, The Shear Family Foundation, Claude Worthington Benedum Foundations, PNC, and CentiMark.

Healthy and Thriving Schools Summit

June 23, 2022

Liz Miller, TPS Co-Director
Felicia Savage Friedman, TPS Co-Director
How To Access Language Interpretation on Zoom

Cómo Activar la Interpretación de Idiomas en Zoom
On your computer, find the Interpretation Globe Icon at the bottom of your screen.

En su computadora, busque el globo terráqueo que dice Interpretación en la parte inferior de su pantalla.
Choose English as your language. Make sure to NOT mute original audio so that you can hear the main room.

Seleccione Español. Asegúrese de Silenciar Audio Original, si solo desea escuchar al intérprete.
If you are on a smart device, look for the three dot menu and choose Language Interpretation. Then, select English.

Desde un dispositivo inteligente, busque el menú de tres puntos y elija Interpretación. Después, escoja “Español” y silencie el audio original.
OTHER USEFUL TIPS:
* Mute your mic unless you are speaking.
* Spanish is 15 to 30% longer than English.
* Don’t rush when speaking.
* Expand acronyms every time you say them.
* Interpretation is not available from a Chromebook or if you dial into Zoom.

OTROS CONSEJOS ÚTILES:
* Silencie su micrófono si no está hablando.
* No se apresure al hablar.
* No utilice acrónimos al hablar.
* No podrá acceder a la interpretación a través de un Chromebook o si marca por teléfono a la reunión de Zoom
If you have any questions regarding interpretation, please post them in the chat so that a facilitator can help you.

Si tiene alguna pregunta o dificultad para acceder a la interpretación, escriba en el chat para que le ayude un facilitador.
The Pittsburgh Study

June 23, 2022

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Thriving Children & Racial Equity
Community-Partnered Research as Advocacy

• The Pittsburgh Study aims to center community voices, racial justice, and intersectionality at every stage of children’s lives – from pregnancy through adolescence.

• Undoing systemic racism removes barriers to thriving for children, youth, and families.

• Research tied to impact, advancing knowledge, policies, practices, and people.

• Continuously learning and welcoming new partners of diverse backgrounds and disciplines from our communities.

Contact us at pghstudy@pitt.edu
The Pittsburgh Study Vision

Every child in our region is healthy, thriving, and achieving their academic goals.
Partnerships
Our Supporters
# Doing Science Like Never Before

## Community-Engaged Scholarship

- Discovery and advocacy *with* community
- Equity-focused
- Reciprocity
- Long-term partnership
- Transparency and data accessibility
- Accountability
- Shared decision-making
- Pipeline building workforce development
Enhancing resiliency and trauma-sensitive practices

**Paradigm shift** from:
“what is wrong with you?” 📢
“what happened to you?” 📢
“what is right with you?”
“where do you want to go and how might I help you?”

*Healing-centered engagement*

Ginwright S, The Future of Healing, 2018
What Is a Healing Centered School?

• No single definition, program or one-size-fits-all approach to creating a trauma-sensitive school.

• **Healing Centered Engagement:**
  • asset driven
  • focuses holistically on well being
  • supports adult providers with their own healing
  • emphasizes restoration and affirmation of identity
  • promotes structural transformation

• A paradigm shift from “What is wrong with you?” to “What is right with you” and “What can I do with and for you?” A *process* (not a program).
Vision: All children feel safe, cherished, supported and challenged.

Guiding principles: child and family-centered; community-partnered; equity and justice focused; strengths-based; inclusive; research-informed; comprehensive; sex positive; culturally and linguistically responsive.

Stakeholders: Youth, Parents, Community orgs, Adult allies, Teachers, Counselors, Nurses, School Admin.

Trauma-sensitive, equity-focused school policies and practices (e.g., Changing Minds Institute).

Whole Child Health and Wellness:

- Social-emotional learning
- Healing-centered trauma and mental health services
- Anti-racism training
- Violence prevention and comprehensive sexual health education
- Health-related social needs (food, housing stability)
- Bias-based discrimination prevention
- Restorative practices
- Trafficking prevention and healing-centered response
- School health services

Self-actualization: desire to become the most that one can be.
Esteem: respect, self-esteem, status, recognition, strength, freedom.
Love and belonging: friendship, intimacy, family, sense of connection.
Safety needs: personal security, employment, resources, health, property.
Physiological needs: air, water, food, shelter, sleep, clothing, reproduction.
Measuring Collective Impact

*Imagine what we can achieve together for child thriving and equity?*

*In 5 years, we expect to see:*

**Hope!**
- 25% increase in proportion of youth with positive future orientation

**Accomplishment!**
- 50% decrease in Black/White inequity in high school graduation
We strive for collective impact through continuous learning and collaboration. Undoing systemic racism means practicing together over and over, having vulnerable conversations in relationships with researchers and community members. We reflect and share as individuals how we’ve been impacted by racism, marginalization, and discrimination. Please join our community.
Dean Valerie Kinloch
School of Education
University of Pittsburgh
Questions?

*please click on the ‘raise hand’ or put question in the chat*
The 3Rs:
Reading, Racial Equity, & Relationships

Early School Age Cohort, K-3rd grade
Shannon Wanless & Shallegra Moye
3Rs Team
Co-Leads
Shannon Wanless & Shallegra Moye
Project Coordinator
Sharon Geibel, Sharon.Geibel@pitt.edu

- 3Rs with the Community
- 3Rs with Classroom Teachers
- 3Rs with Leaders
- 3Rs with Families

STAGE 1: PREGNANCY
Healthy pregnancy to 38 weeks

STAGE 2: INFANCY
All well child visits completed

STAGE 3: TODDLER & PRE-SCHOOL
Ready for kindergarten

STAGE 4: EARLY SCHOOL AGE
Reading by 3rd grade

STAGE 5: MIDDLE CHILDHOOD
Emotion-regulation skills

STAGE 6: ADOLESCENCE
High school graduation
The 3Rs Reading, Racial Equity, & Relationships

An Ecosystem Approach

Classrooms

Community

Leaders

Families

Two Signature Strategies

High-Quality, Racially Affirming Books
- Strengthening literacy experiences with children so they see more children of color with agency, and have more conversations with adults about equity.

Adult Communities of Practice
- Adults come together often to engage in ongoing learning to become more 3Rs-ish.
- Give adults an opportunity to experience a liberated space: all voices are valued, and we are able to push each other to grow.
The 3Rs Theory of Change

Throughout the Allegheny County Literacy Ecosystem...

- Adults & Organizations experience many 3Rs Learning Opportunities
- Adults & Organizations have more 3Rs Beliefs, Knowledge, and Skills
- Children engage in more 3Rs Literacy Experiences
- Children have stronger Literacy Skills
Being 3Rs means...

**Embracing Literacy**
Adults are always engaging children in literacy experiences.

**Loving Black Children**
Adults see strength in Black children & families and love them like their own.

**Prioritizing High Quality, Racially Affirming Books**
Our community is full of books and materials that affirm Black culture and adults use them effectively.

**Working Together**
Adults and organizations work together so everyone has the support and resources they need and can align their efforts.
Pittsburgh Education Leaders Academy (PELA)

A community of educational leaders in Allegheny County that meets monthly to develop a practice of centering justice, mindfulness, & social emotional learning.

Guest speakers include:
Felicia Savage Friedman, Jessica Spradley, Dena Simmons, Meena Srinivasan, Aija Phoenix, Janice Jackson, Healthy Life Foundation, Kamilah Drummond-Forrester, Mark Williams, Mychal Mills, and others.

We are grateful to the Grable Foundation for their support.

30 Hours of Learning with Leaders from
18 Organizations across 5 School Districts
How does the 3Rs support families?
1. We help families show their children they value literacy.
2. We help families feel welcome in their child’s school.

What is a Family Literacy Workshop?
1. Four evenings for families to get racially-affirming books and practice making them part of their family’s home activities.
2. Invite teachers to attend the FLWs and see families as the experts of their children.

How can schools help engage families in 3Rs reading?
1. Inform families about the 3Rs (e.g., newsletters) and help us recruit for the workshops.
2. Provide space and other supports for the workshops.
3. Introduce us to family or community literacy champions we can connect with.
How does the 3Rs support families?

1. We help families show their children they value literacy.
2. We help families feel welcome in their child’s school.

What is a Family Literacy Workshop?

1. Four evenings for families to get racially-affirming books and practice making them part of their family’s home activities.
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Being 3Rs means...

Embracing Literacy

Loving Black Children

Prioritizing High Quality, Racially-Affirming Books

Jocelyn Artinger

Strategic Relationships with Organizations

Dr. Diamonte Walker

Working Together

Building Trust with Families

Dr. Chuck Herring

Welcoming Everyone’s Voice to the Table

Rev. Tim Smith

Embracing Literacy

Loving Black Children

Prioritizing High Quality, Racially-Affirming Books

Jocelyn Artinger

Strategic Relationships with Organizations

Dr. Diamonte Walker

Working Together

Building Trust with Families

Dr. Chuck Herring

Welcoming Everyone’s Voice to the Table

Rev. Tim Smith

Taarifa Readers and Storytellers
If Allegheny County were a Literacy Paradise, what would that look like?
Getting Everyone Involved in Making Allegheny County More Like a Literacy Paradise!

Scan this QR code to learn how you can get involved...
For more 3Rs, see you at our upcoming workshops!
Questions?

please click on the ‘raise hand’ or put question in the chat
Reducing Chronic Absenteeism in Pittsburgh’s Schools
Why Now? And How?

Dr. Jackie Rankine

The Pittsburgh Study Summit on Healthy and Thriving Schools
June 23, 2022
What is chronic absenteeism?

Missing **10%** of school days

As few as **2 days** a month

U.S. Department of Education, 2021
Truancy

• Counts only unexcused absences
• Emphasizes compliance with school rules
• Relies on legal & administrative solutions

Chronic Absenteeism

• Counts all absences
• Emphasizes academic impact of missed days
• Uses positive & community-based strategies

Figure adapted from: Attendance Works, 2016
Why now?

% of Pittsburgh Public School Students Chronically Absent from School

- 2019-20: 29.9%
- 2020-21: 30.6%
- 2021-22: 41.7%

Figure adapted from: Pittsburgh Public Schools Attendance Rates Dashboard, 2022
Attendance matters

✔ Exposure to language
✔ Math and reading skills
✔ Grade promotion
✔ High school graduation
✔ College readiness
✔ Future career options
✔ Long-term health

✔ Opportunities to build relationships, learn, and thrive!
...but attendance isn’t simple

Student
- Physical health
- Mental health
- Learning challenges
- Access to resources

School
- School climate
- Teacher turnover
- School safety
- Disciplinary practices

Community
- Transportation
- Available resources & supports
- Community violence

For a review of research: [link]
Moving forward to reduce chronic absenteeism together
Questions?

please click on the ‘raise hand’ or put question in the chat
Completing the Circle: Promoting Equitable Thriving Through an Integrated System for Restorative Change

James P. Huguley, Ed.D
Vanessa N. Mayers-Snyder, MSW
University of Pittsburgh
June 23, 2022
Inequitable Outcomes at Every Level in Education

- Graduation Rates
- Proficiency levels
- Rigorous course-taking
- STEM outcomes
- Subjective disability designations
- School discipline outcomes
School Discipline Disparities in Greater Pittsburgh

- Black students suspended at more than 3 times the rate of non-black students in Pittsburgh Public Schools
- Black students suspended at over 7 times the rate of non-black students in Allegheny County
The School-to-Prison Pipeline

Zero tolerance + Increased police presence + racial biases =

Schools as mechanisms for the criminalization of Black and Brown youth
If we don’t talk about race, how do we explain racial disparities?

Individual Accountability

Explanation for Disparities

Structural Oppression
A Very Brief History of Race in the US

African Societal Foundations

European Contact

Slavery

Racial Terror

20th Cent. Econ. Injustice

Criminal justice and mass incr’n

Racist ideas

Media

Implicit Biases

Wealth Disp.

Ed. Disp.

Health Disp.

Historical Atrocities

Supporting Social Mechanisms

Recursive Inequalities
Racialized **Structural** Barriers in Education

- School funding and access to quality schools
- Growing up in poverty (health, mental health, safety challenges)
- Reduced capacity for parental supervision
- Even in the same schools, access to rigorous courses
- Parental cultural and social capital; system navigation
- Disciplinary approaches
Exclusionary Discipline: A Failing Approach

For suspended students
• Lower academic achievement, more anti-social behaviors, more juvenile justice system exposure
• Greater use and worse outcomes among Black and Low Income students

For non-suspended students
• Negative spillover effects
• Overall declines in school performance across all students
• Evidence is overwhelming that this is a failed approach to managing student behavior
Program Aims:

- Phase 1: Examine school discipline practices in Greater Pittsburgh
- Phase 2: Pilot effective practices locally
- Phase 3: Influence policy and practice across the region

Shawn Thomas, MSW, Restorative Practices Coordinator, with students from Woodland Hills Intermediate School
Holistic Support Tiers

Intensive Supports (Tertiary)
- Trauma intervention (Staunton Farm Grant)
- Trauma informed care (CHP Partnership with Center for Victims)
- Re-entry planning (Partnership with Allegheny Intermediate Unit)

Strategic Response (secondary)
- Healing circles
- Mentoring
- Identity and self-efficacy

Community Building (primary prevention)
- Community circles
- Student leaders
- School-wide activities
- Socio-emotional learning

School Structural Components
- School community buy-in
- Full-time restorative practitioner
- Data systems
- Race and social context
DREAMS Program
Pitt SEED program, Staunton Farm Foundation

- Joint effort between Social Work, Education, and Psychiatry
- Tier 3 intervention for students facing persistent struggles related to consistent traumatic exposures
Parenting While Black
Pitt Innovation Challenge, RK Mellon Foundation

- Group-based program for primary caretakers of Black adolescents
- Four areas of focus:
  - Promoting racial pride
  - Discrimination coping
  - Educational Involvement
  - Mental Health and wellness
- 4 pilot cohorts, 6 more in fall
Attributional Justice: Anti-Racist Strategies

- Strategic deployment of resources
- Culturally sensitive hiring processes
- PD: Interpersonal racism and racial trauma
- PD: Economic disadvantage is not race-neutral (structural racism)

Derrick Bell, Critical Race Theory pioneer, Pitt Law alum
2-Year JDP Pilot Results: Suspensions

- 22% decrease in total suspensions
- 28% fewer individual students suspended
- 28% decline in days missed due to suspension - More than 1,000 additional hours in school
2-Year JDP Results: Referrals

- 30% decrease in student referrals
- 20% fewer individual students referred
2-Year JDP Results: Proficiency

PSSA Proficiency Rates

Program Start 2017
Year 3: New School, Global Pandemic, Similar Results!

2019-2020 Pre-Post-Implementation results

- Declining suspension rates after implementation
- Declining referral rates after implementation
- 28% Decrease in suspensions as compared to same grades in previous year
- Over 90% of teachers comfortable with circles after supported training (circle day)
Year 4: TPS Expansion Preliminary Results

Comparing 2019-2020 to 2020-2021:
• Students served increased from 720 to 1,700
• 800+ circles conducted
• 46% decrease in referrals in
• 19% decrease in suspensions
Completing the Circle: An Integrated System for Restorative Change
Next Steps
Future Studies
(Huguley, Wang, Moon, Abebe, Miller, McGuier)

• Restorative practice implementation study
  • 6 treatment, 4 control randomization
  • Partnership between Pitt schools of Social Work, Education, and Medicine

• Cluster Randomized Trial Studies
  • 20 and 20 outcome study at elementary school level in Greater Pittsburgh
  • 10 and 10 outcome study of alternative, SEL-based model at middle school level
  • Partnership between Pitt Social Work, Education, and Psychiatry
Policy Advocacy for Core Approaches

- Holistic student supports
- Equitable school funding (more funds to schools with more challenges)
- Suspension elimination with adequate staffing
- Climate and restorative leaders in every school

Pennsylvania’s School Discipline Crisis
Just Discipline: A Restorative Justice Solution

Jacklin Solomon, Sandra M. Donnay, Ph.D., & James P. Huguley, Ed.D.

- Starting as early as preschool, about 94,000 children were suspended in Pennsylvania schools for the 2017-2018 school year.
- Black children in Pennsylvania are about 5 times more likely to be suspended than White children.
- Black children comprise 40% of out of school suspensions, and 32% of expulsions, yet they comprise about 15% of the school population.
Thank You!

Questions?

Huguley@pitt.edu

@justdiscipline
Creating Peace and Youth Leadership in Action
Questions?

please click on the ‘raise hand’ or put question in the chat
UPMC Children's Hospital of Pittsburgh
Healthy Schools Program

School-Health Partnership to Strengthen Student Supports

Kristi Burry, MPH, CHES, CPH
Manager, Health and Prevention
Division of Community Health
UPMC Children’s Hospital of Pittsburgh
HEALTHY SCHOOLS PROGRAM
Aligns health and educational outcomes

Engages community resources

**Goal:** Healthy development and educational attainment for all students

Healthy Schools Program

Evidence-based initiative

Enables schools to become healthier places for students and staff through policy, system and environmental change

Comprehensive assessment tool looking at all aspects of health and school environment
Thriving Schools Assessment

Topics in the Thriving Schools Integrated Assessment

- Advancing Core Policies & Practices
- Increasing Family & Community Engagement
- Improving Nutrition & Food Access
- Enriching Health Education
- Implementing Local School Wellness Policy
- Bolstering Physical Education & Activity
- Strengthening Social-Emotional Health
- Cultivating Staff Well-Being
- Promoting Tobacco-Free Schools
- Supporting School Health Services
- Reducing Chronic Absenteeism
- Addressing School Discipline
- Fostering Positive School Climate & Culture
- Building Staff Capacity
How CHP Team Supports

- Provide training and technical assistance to help schools initiate best practices
- Meet with school wellness teams to create goals and action plans
- Identify hospital resources to address students’ specific health needs
- Monthly resources provided via Healthy Schools Newsletter
- Tailored resources for individual schools based on wellness teams goals
- Engage community partners to elevate schools’ health
Thank you!

Kristi Burry, MPH, CHES
CPH
Manager Health and Prevention
Division of Community Health
UPMC Children’s Hospital of Pittsburgh
Kristi.burry@upmc.edu
Give us feedback about this event!
https://pitt.co1.qualtrics.com/jfe/form/SV_bealnMigfwdmUmi

Learn more about TPS!
https://thepittsburghstudy.org

Join our efforts!
https://thepittsburghstudy.org/collaborate-with-us/

Contact us: PGHSTUDY@pitt.edu
We are so grateful for our supporters and to all of you for joining us today!
Contact Us

PGHSTUDY@pitt.edu