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# The Pittsburgh Study

June 23, 2022

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## Healthy and Thriving Schools Summit

Liz Miller, TPS Co-Director

Felicia Savage Friedman, TPS Co-Director

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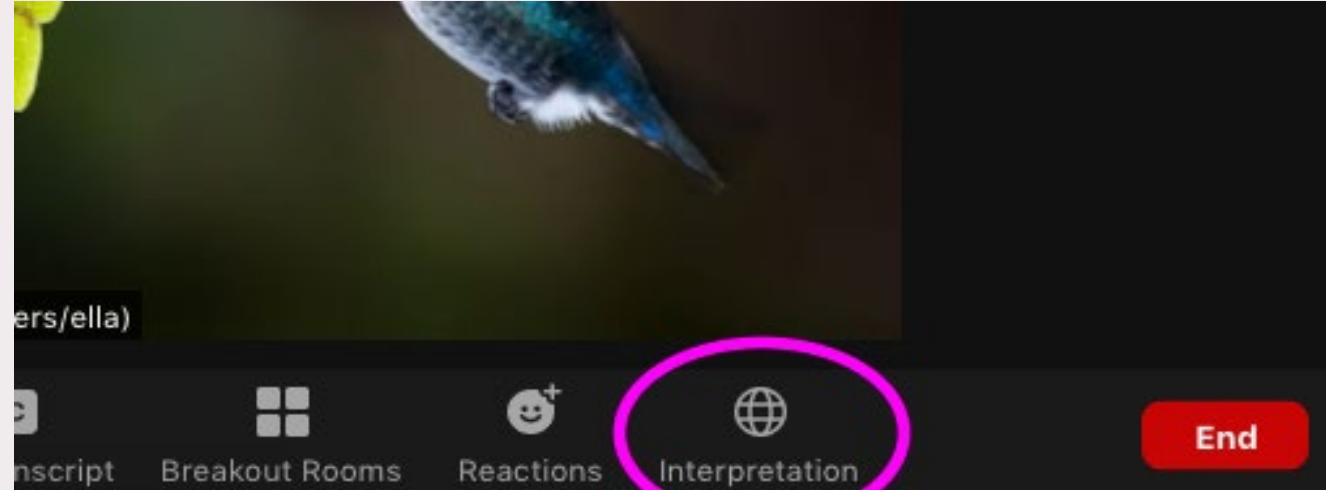
The Pittsburgh Study is made possible in part through generous support from the UPMC Children's Hospital Foundation, University of Pittsburgh Department of Pediatrics, UPMC Magee-Women's Hospital, The Grable Foundation, The Shear Family Foundation, Claude Worthington Benedum Foundations, PNC, and CentiMark.



# How To Access Language Interpretation on Zoom

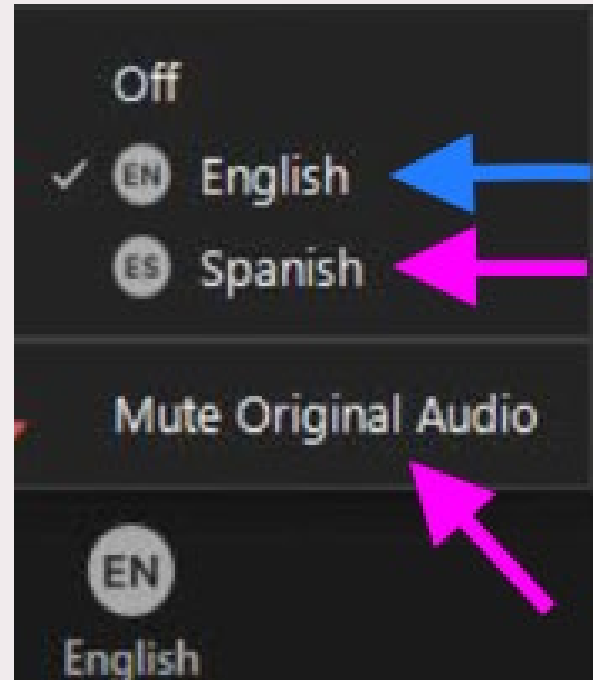
## Cómo Activar la Interpretación de Idiomas en Zoom

**On your computer,  
find the  
Interpretation  
Globe Icon at the  
bottom of your  
screen**



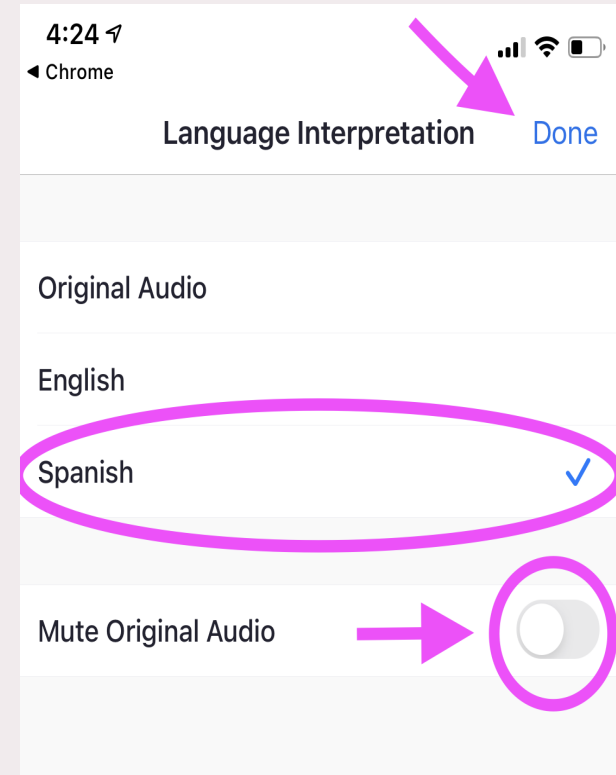
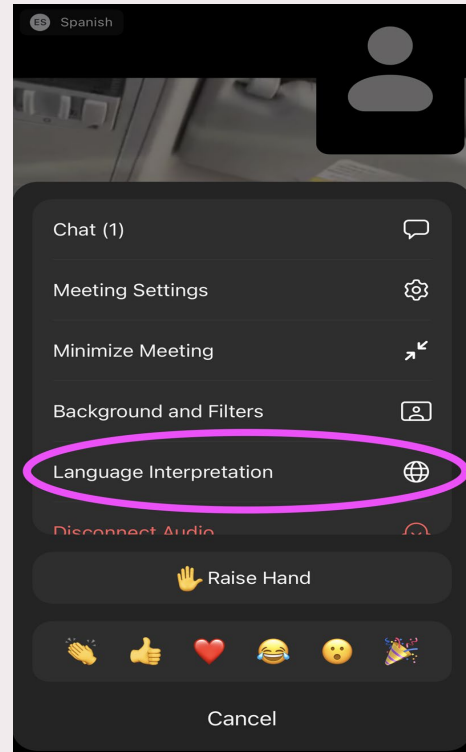
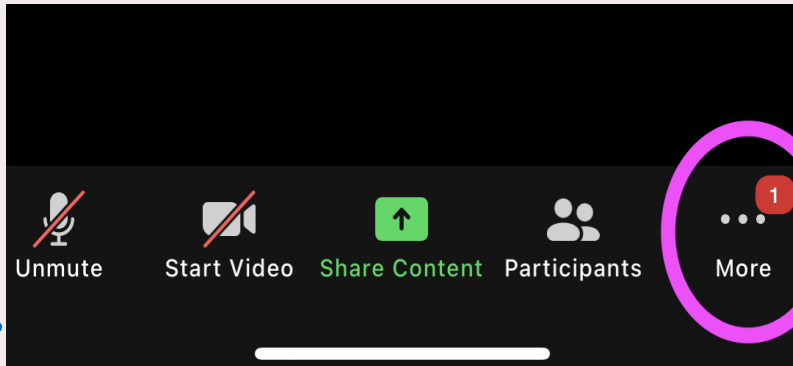
**En su computadora, busque el  
globo terráqueo que dice  
Interpretación en la parte inferior  
de su pantalla.**

**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.



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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](mailto:pghstudy@pitt.edu)

# The Pittsburgh Study Vision

*Every child in our  
region is  
**healthy,  
thriving, and  
achieving their  
academic goals.***



# Partnerships

**All of Us**  
Pennsylvania



**ALLIES**  
FOR CHILDREN

**pennsylvania**  
DEPARTMENT OF HUMAN SERVICES



**Shear**  
**Family**  
**Foundation**

**Pitt** Clinical and Translational  
Science Institute



**THE GRABLE FOUNDATION**  
dedicated to improving the lives of **children**



**k i d s +**  
pediatrics

**UPMC**  
**CHILDREN'S**  
HOSPITAL OF PITTSBURGH

**UPMC** | **MAGEE-WOMENS**  
HOSPITAL

UNIVERSITY OF PITTSBURGH

**OFFICE OF**  
**CHILD DEVELOPMENT**

**University of**  
**Pittsburgh**  
Office of  
Community & Governmental Relations

**Pitt**  
**PublicHealth**

**Pittsburgh**  
**Public Schools**

**Children's**  
Hospital of Pittsburgh  
FOUNDATION

**P.O.O.R.L.A.W**  
*People of Origin Rightfully Loved and Wanted*

**UPMC** | **WESTERN PSYCHIATRIC**  
HOSPITAL



**gwen's girls**  
*Inspiring new destiny*

**Trying**  
**together**

**THE HEINZ ENDOWMENTS**

**MW** **MAGEE-**  
**WOMENS**  
RESEARCH INSTITUTE



**University of**  
**Pittsburgh**  
Department of Pediatrics  
School of Medicine

**Urban League of**  
**Greater Pittsburgh**

**UrbanKind**  
INSTITUTE

**WESTERN**  
**PENNSYLVANIA**  
**REGIONAL**  
**DATA**  
**CENTER**

# Our Supporters

**Shear  
Family  
Foundation**



**CLAUDE  
WORTHINGTON  
BENEDUM  
FOUNDATION**



**UPMC  
CHILDREN'S  
HOSPITAL  
FOUNDATION**

**THE HEINZ ENDOWMENTS**  
HOWARD HEINZ ENDOWMENT • VIRA I. HEINZ ENDOWMENT



**Eunice Kennedy Shriver  
National Institute of  
Child Health and  
Human Development**



**National Heart, Lung,  
and Blood Institute**

**SAMHSA**  
Substance Abuse and Mental Health  
Services Administration



**Centers for Disease Control and Prevention**  
CDC 24/7: Saving Lives, Protecting People™

**IES Institute of  
Education Sciences**

**UPMC  
CHILDREN'S  
HOSPITAL OF PITTSBURGH**

# 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***

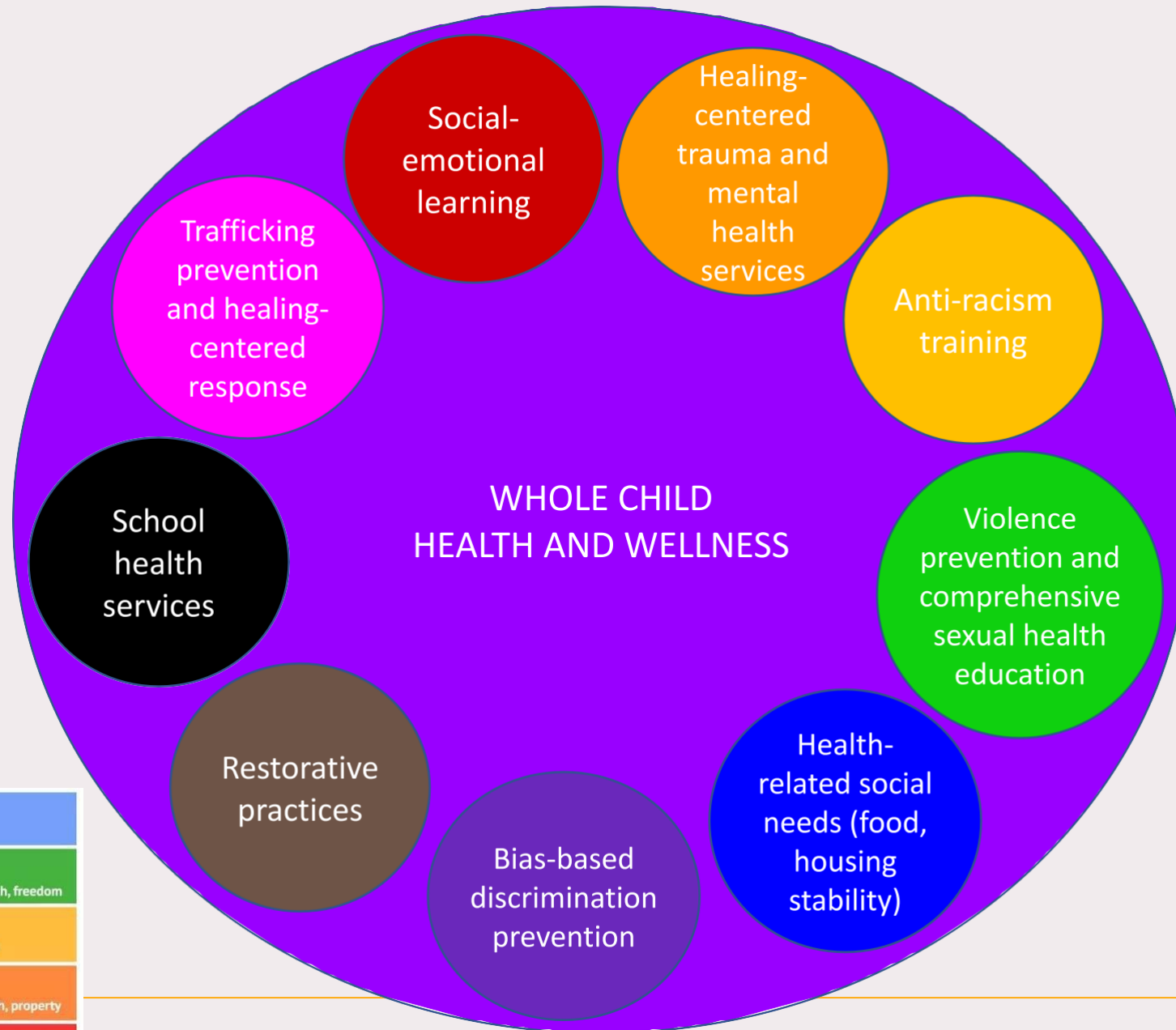


# What Is a Healing Centered School?

- 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)

**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:*

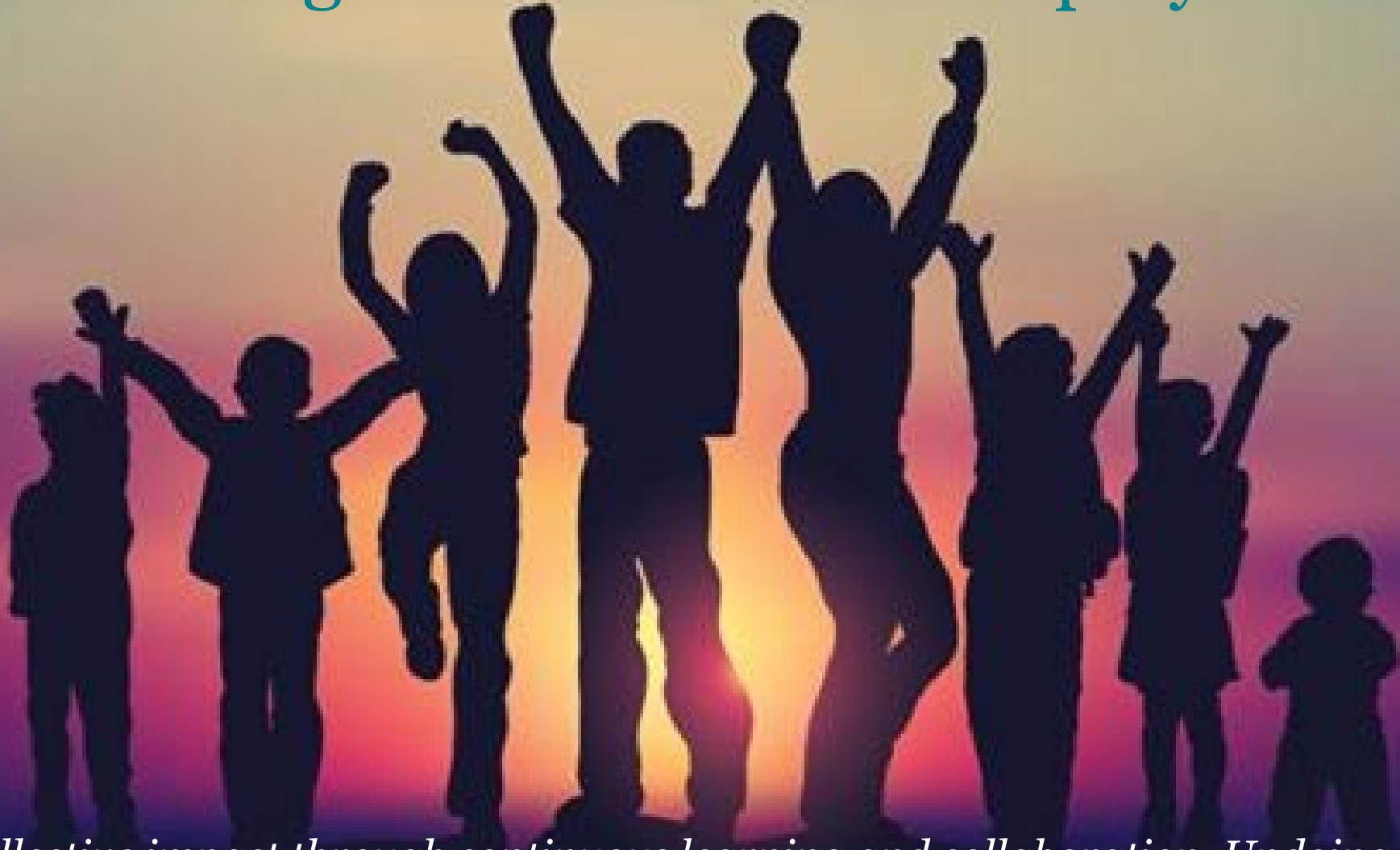
## Hope!

25% increase in  
proportion of youth  
with positive future  
orientation

## Accomplishment!

50% decrease in  
Black/White inequity in  
high school graduation

# Thriving Children & Racial Equity



*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*

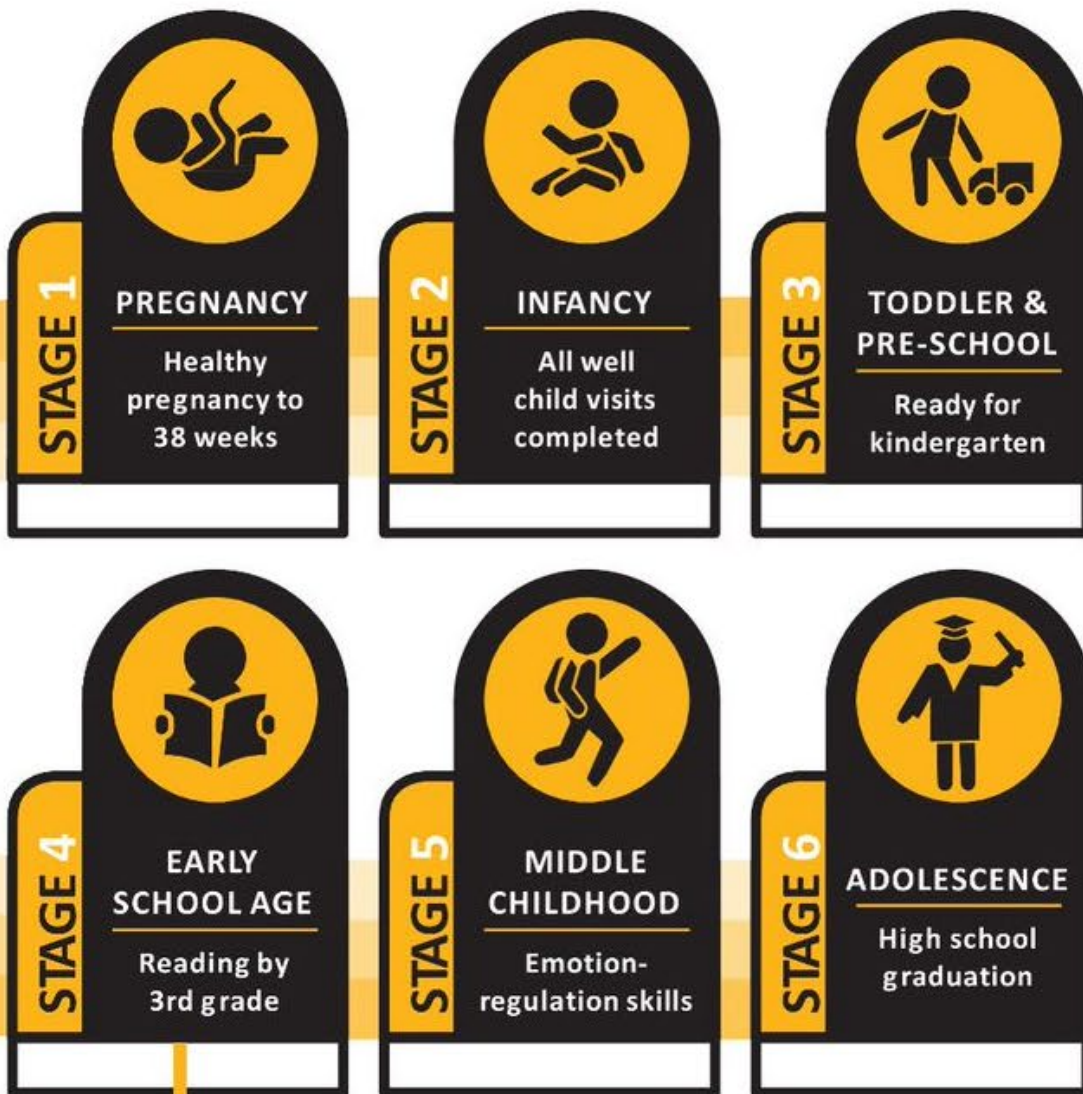
# **The 3Rs: Reading, Racial Equity, & Relationships**

*Early School Age Cohort, K-3<sup>rd</sup> grade*  
Shannon Wanless & Shallegra Moye

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## CROSS-CUTTING COMMITTEES

HEALTH SERVICES RESEARCH  
POLICY AND PLACE  
DATA ACCESS



## 3Rs Team

### Co-Leads

**Shannon Wanless & Shallegra Moye**

### Project Coordinator

Sharon Geibel, [Sharon.Geibel@pitt.edu](mailto:Sharon.Geibel@pitt.edu)



3Rs with  
the Community



3Rs with  
Classroom  
Teachers



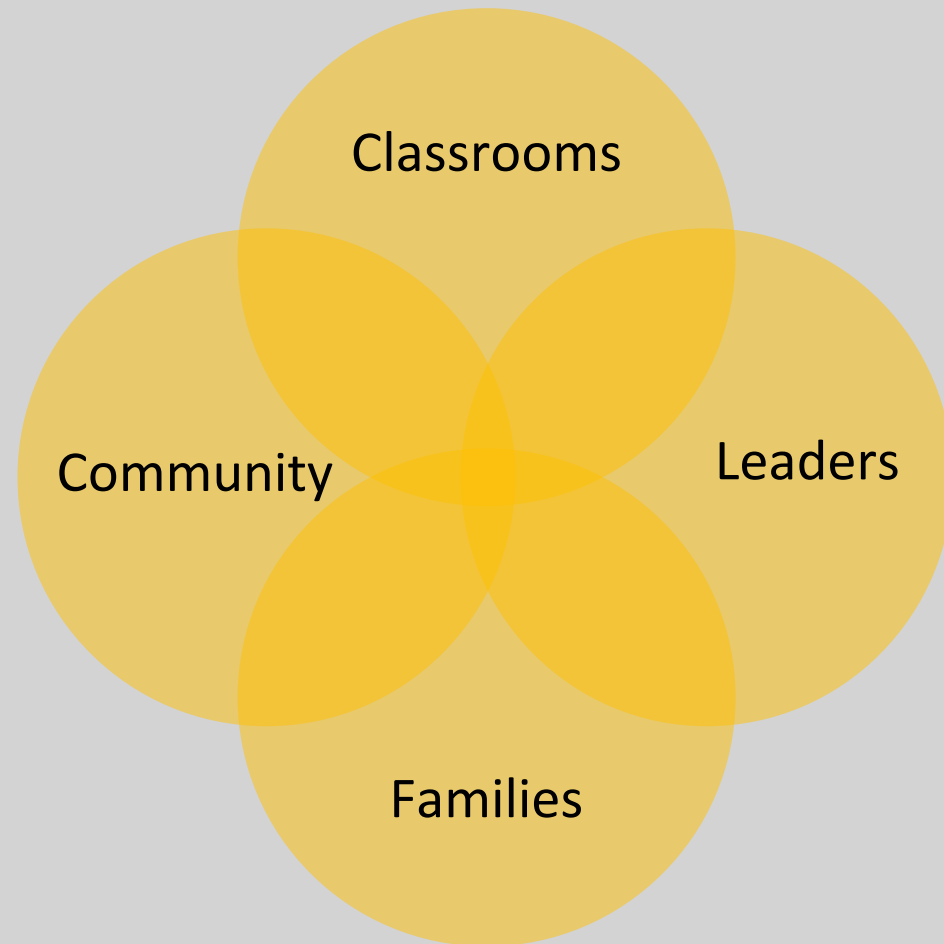
3Rs with  
Leaders



3Rs with  
Families

# The 3Rs Reading, Racial Equity, & Relationships

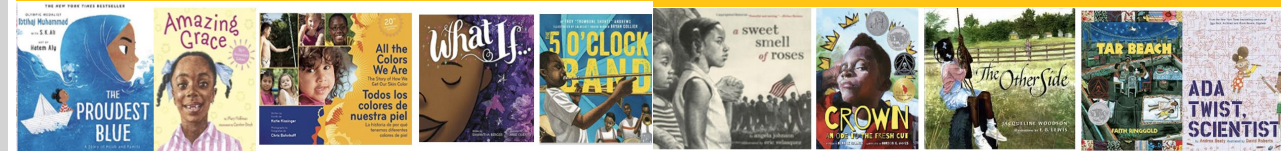
## An Ecosystem Approach



## Two Signature Strategies

### High-Quality, Racially Affirming Books

- Tools for adult self-reflection and learning.
- 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**

## 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.

# Being 3Rs means...

## Prioritizing High Quality, Racially Affirming Books

Our community is full of books  
and materials that affirm Black  
culture and adults use them  
effectively.

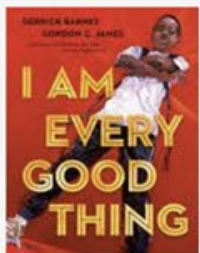
## Working Together

Adults and organizations work  
together so everyone has the  
support and resources they need  
and can align their efforts

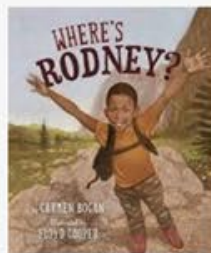


# Professional Development

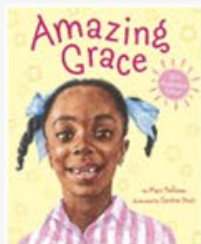
2021 – 2022



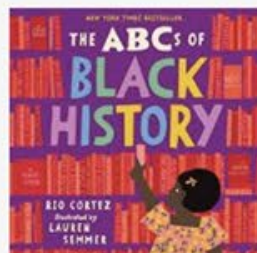
**PD 1:**  
Centering Racial Equity  
across Reading and  
Relationships



**PD 5:**  
Understanding  
Deficit-Based Views



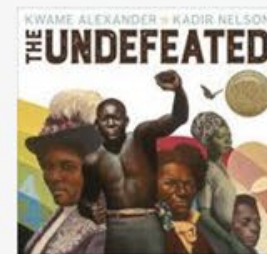
**PD 3:**  
Exploring Narrative,  
Justification,  
Communication  
Patterns



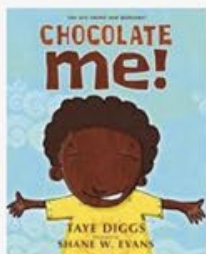
**PD 7:**  
Considerations for Choosing  
and Using Picture Books



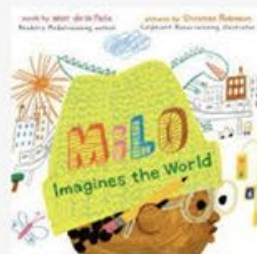
**PD 9:**  
Disrupting Deficit-Based  
Views: *Shifting to a  
Structural Lens*



**PD 8:**  
Disrupting Deficit-Based  
Views: *Emotions & Beliefs  
& Behavior*



**PD 2:**  
Introduction to Patterns of  
Racial Inequity



**PD 4:**  
Exploring Belief  
Patterns of  
Racial Inequity



**PD 6:**  
Disrupting Patterns of  
Racial Inequity via  
Picture Books



**PD 10:**  
Choosing and Using  
Racially Affirming Picture  
Books in Action



# 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.

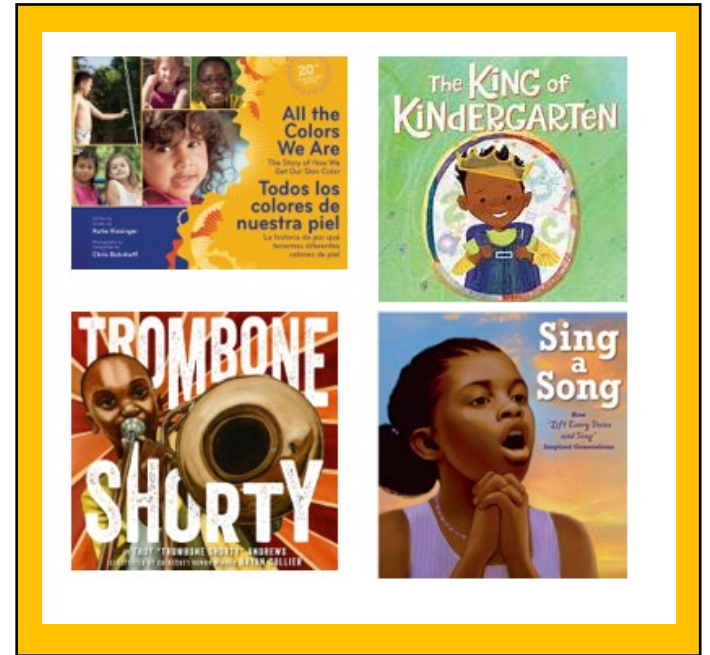
**30 Hours of Learning with Leaders from  
18 Organizations across 5 School Districts**

## 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?

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Embracing  
Literacy

Loving Black  
Children

Dr. Lovie  
Jackson Foster

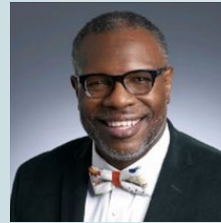


Being 3Rs  
means...

Prioritizing High Quality,  
Racially-Affirming Books

Working  
Together

Building Trust  
with Families  
Dr. Chuck Herring

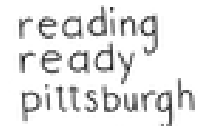


Jocelyn  
Artinger

Strategic Relationships  
with Organizations  
Dr. Diamonte Walker



Welcoming  
Everyone's Voice  
to the Table  
Rev. Tim Smith



Taarifa Readers  
and  
Storytellers



BOYS & GIRLS CLUBS  
OF WESTERN PENNSYLVANIA







If Allegheny County were a  
**Literacy Paradise,**  
what would that look like?



Reading. Racial Equity. Relationships.

**With the Community**



## MAPPING THE ORGANIZATIONS IN ALLEGHENY COUNTY'S LITERACY ECOSYSTEM



**Getting Everyone  
Involved in Making  
Allegheny County More  
Like a Literacy Paradise!**

Scan this QR code to learn  
how you can get involved...





**Diversity Forum 2022**  
Rewiring our Systems  
July 25-28



STATE OF  
**BLACK**  
**LEARNING**  
AUGUST 11-12, 2022 • PITTSBURGH, PA



**For more 3Rs, see you  
at our upcoming workshops!**

# Questions?

*please click on the 'raise hand' or put question in the chat*



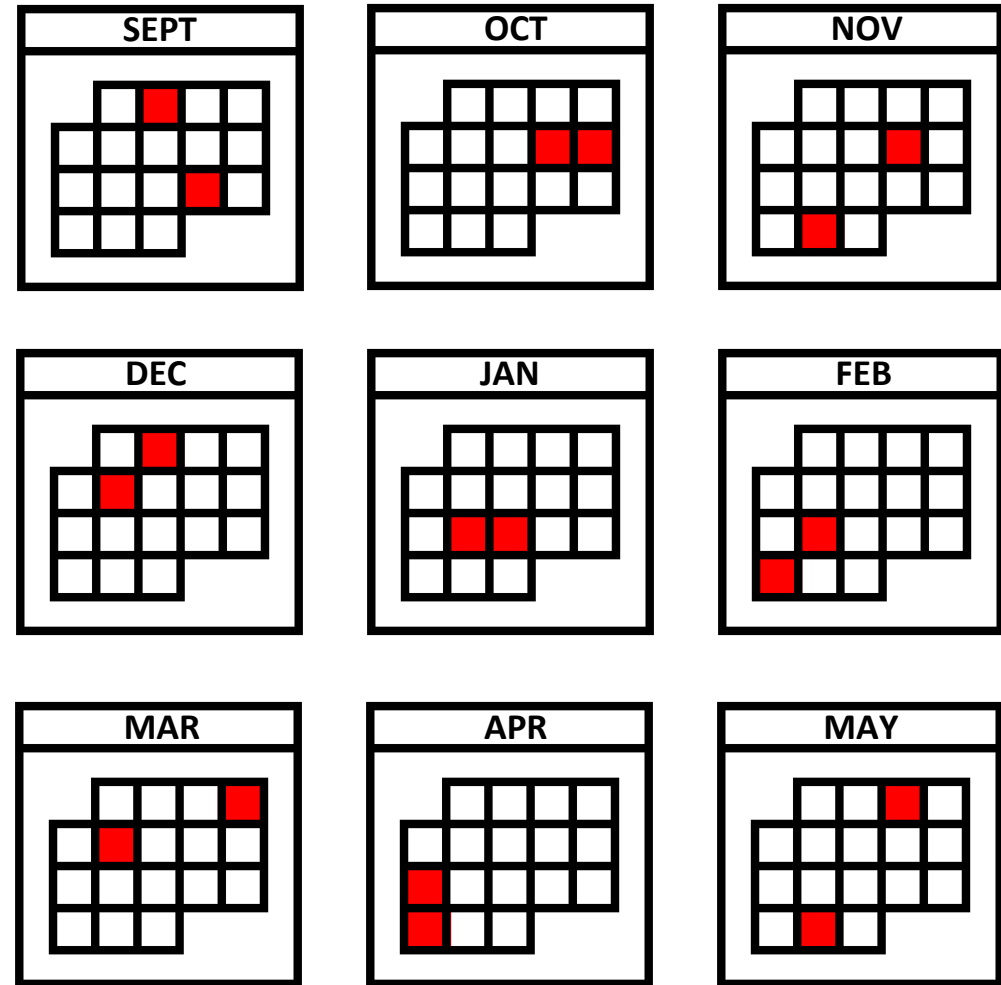
# **Reducing Chronic Absenteeism in Pittsburgh's Schools**

Why Now? And How?

# What is chronic absenteeism?

Missing **10%**  
of school days

As few as **2 days**  
a month



## Truancy

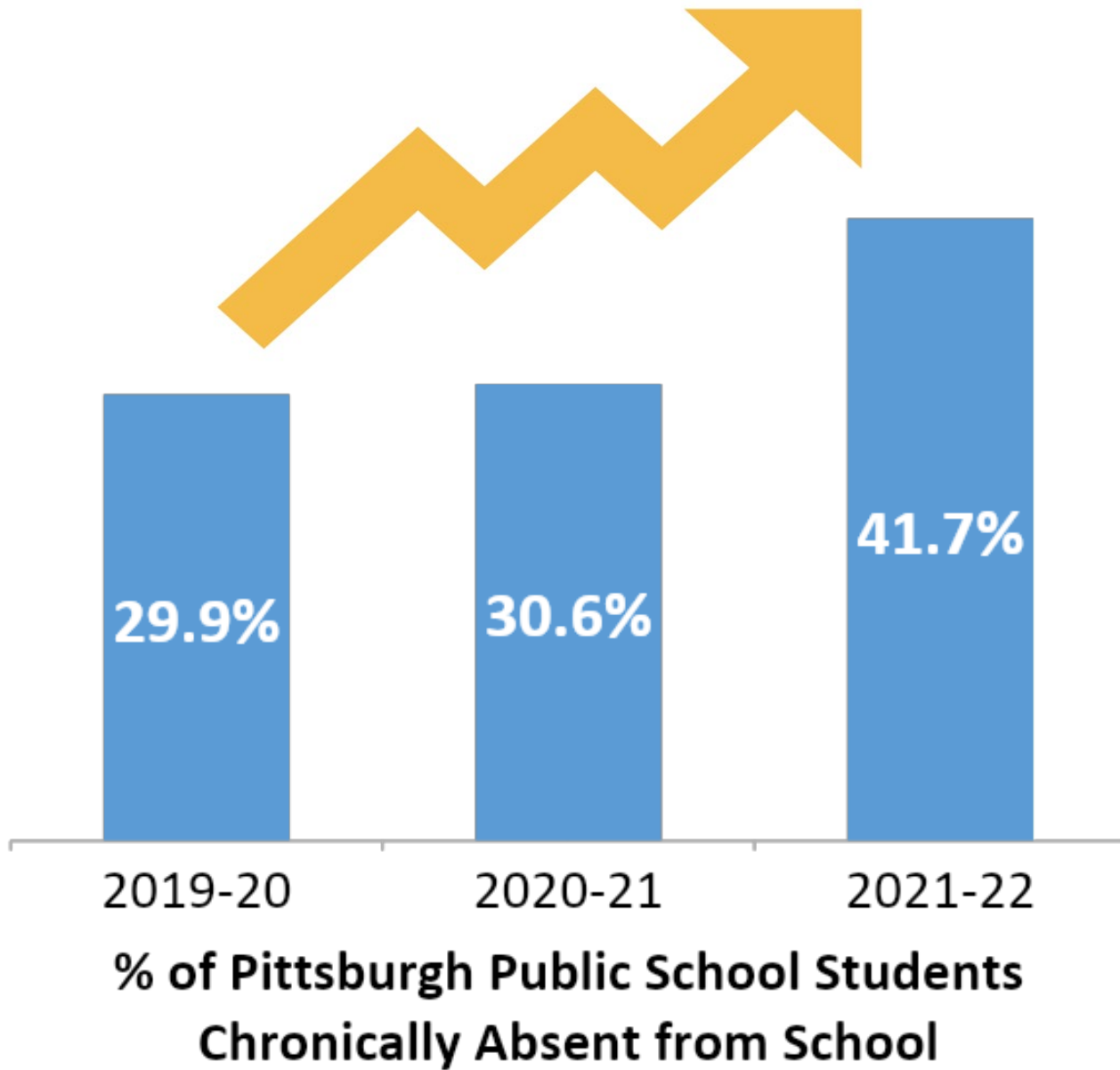
- Counts only unexcused absences
- Emphasizes compliance with school rules
- Relies on legal & administrative solutions



## Chronic Absenteeism

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





**Why now?**

# 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!

[For a review of research:](#)



# ...but attendance isn't simple

## Student

Physical health

Mental health

Learning challenges

Access to resources

## School

School climate

Teacher turnover

School safety

Disciplinary practices

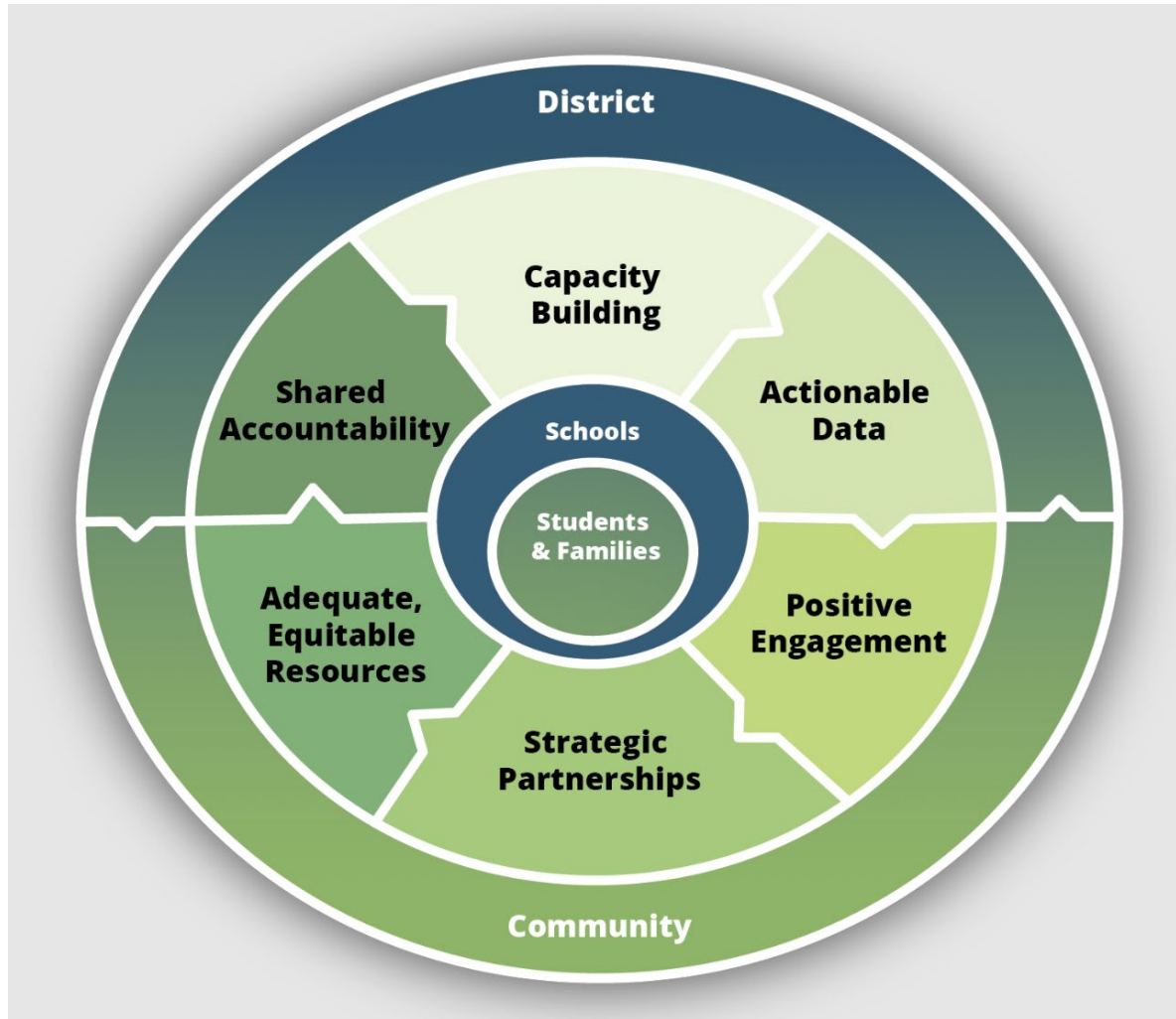
## Community

Transportation

Available resources  
& supports

Community violence

[For a review of research:](#)



**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**



University of  
**Pittsburgh**

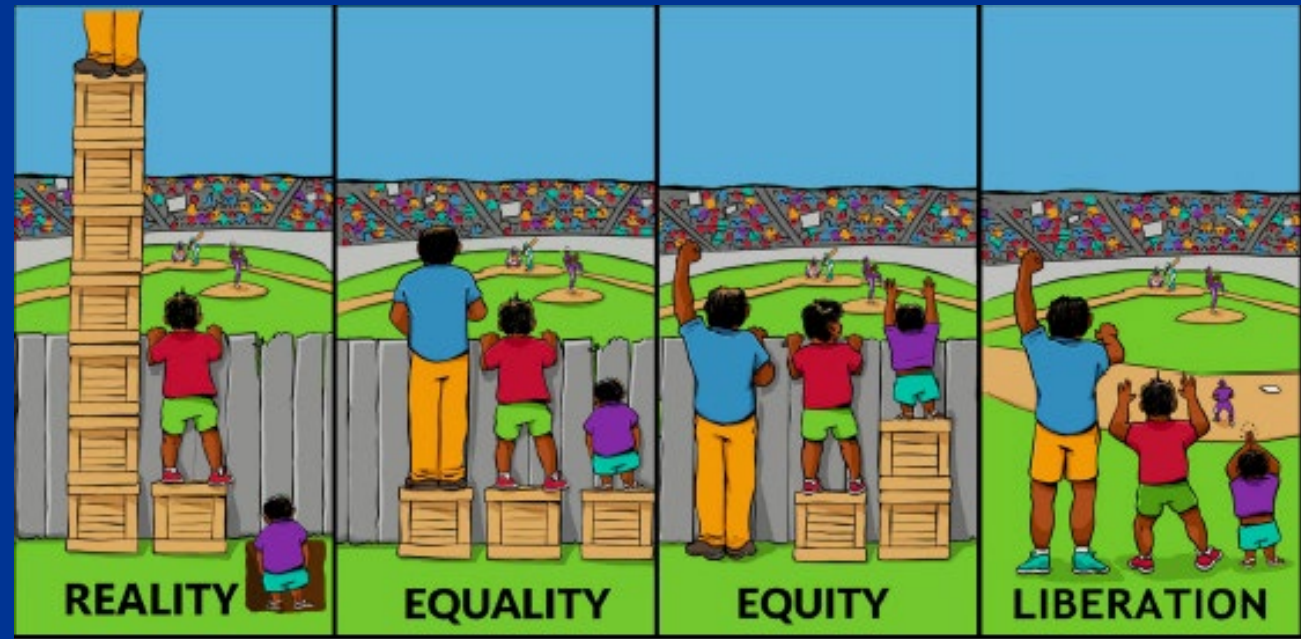
School of  
Social Work

Center on Race and Social Problems



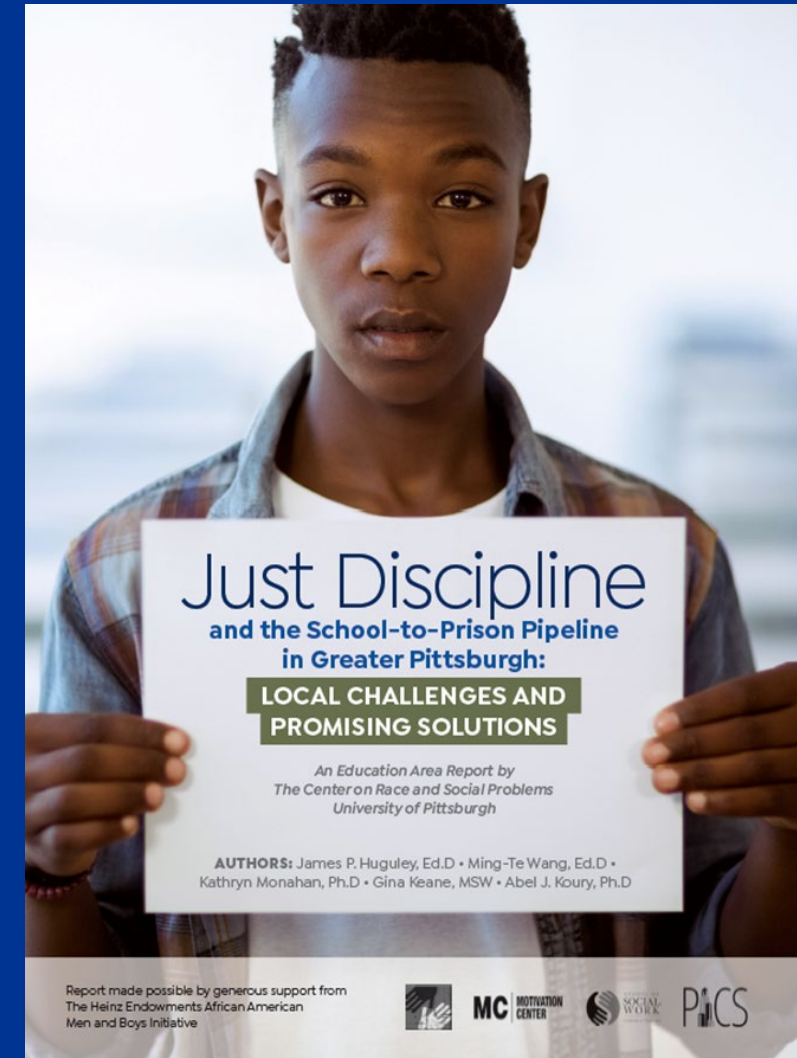
# Inequitable Outcomes at Every Level in Education

- 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

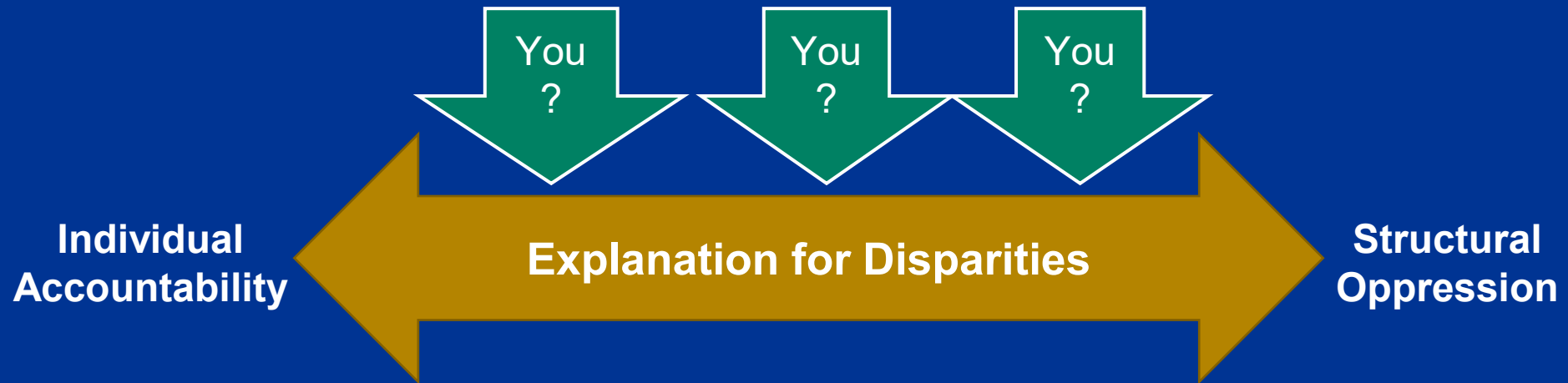


Zero tolerance + Increased police presence + racial biases =

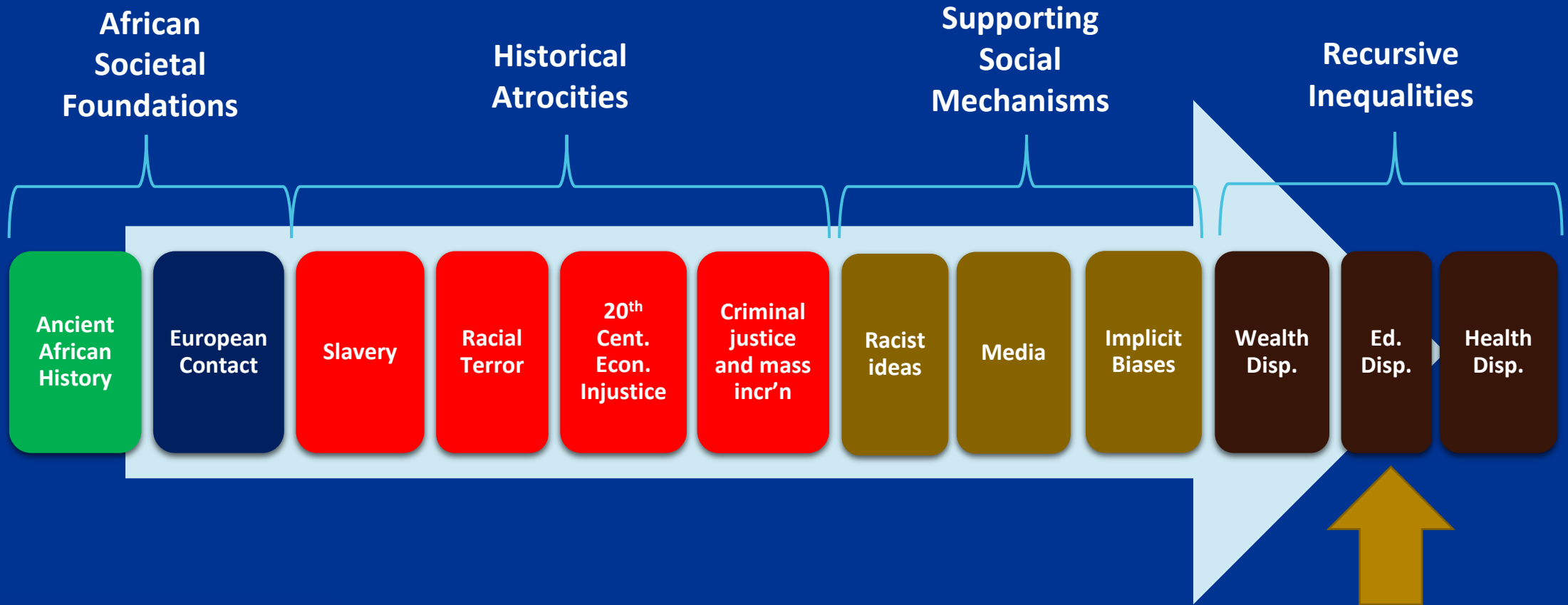
Schools as mechanisms for  
the criminalization of Black and Brown youth



# If we don't talk about race, how do we explain racial disparities?




# A Very Brief History of Race in the US





# 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

# The Just Discipline Project

Pitt School of Social Work, Pitt School of Education

Supported by The Heinz Endowments, the US Department of Education, and the Staunton Farm Foundation

In partnership with The Pittsburgh Study

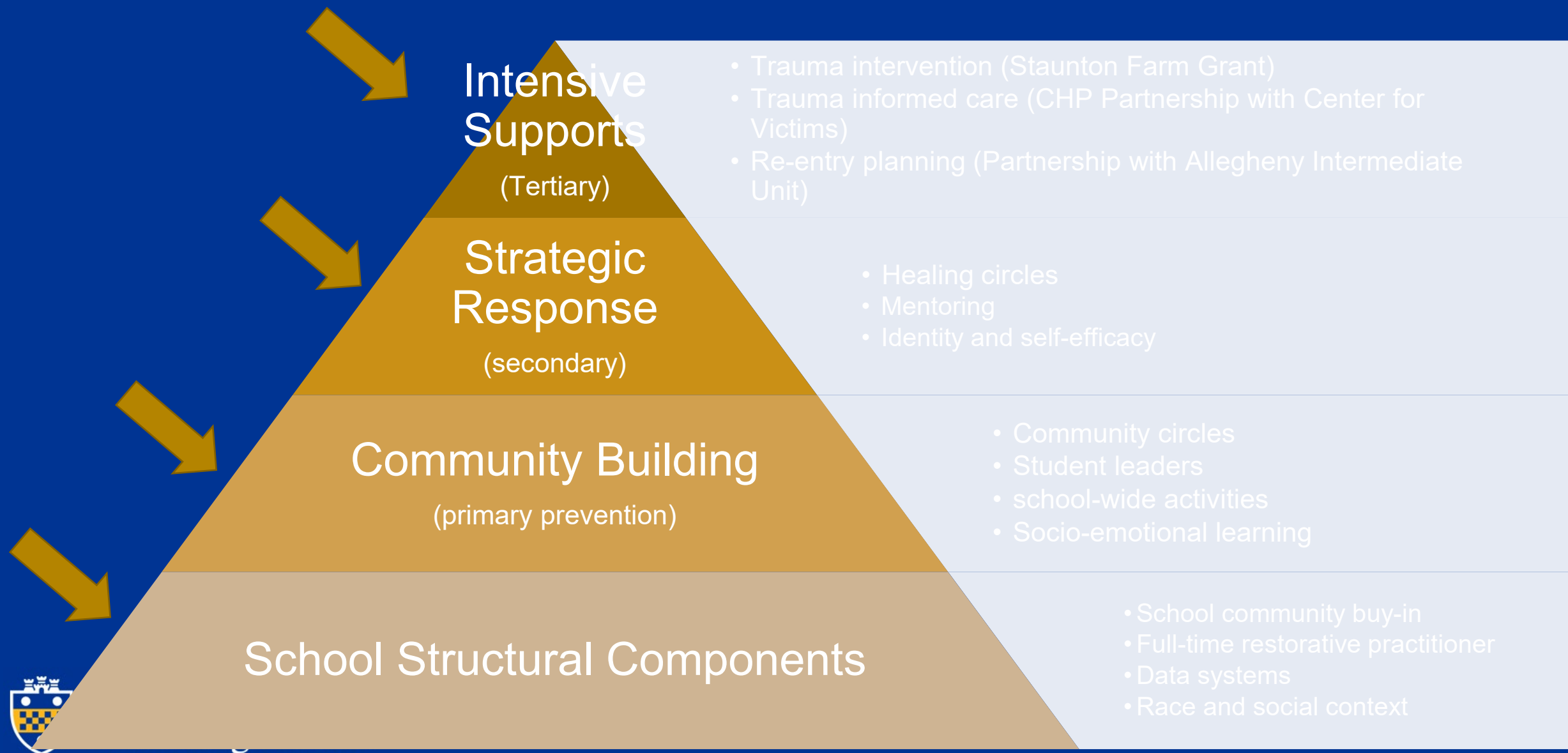
## Program Aims:

- 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

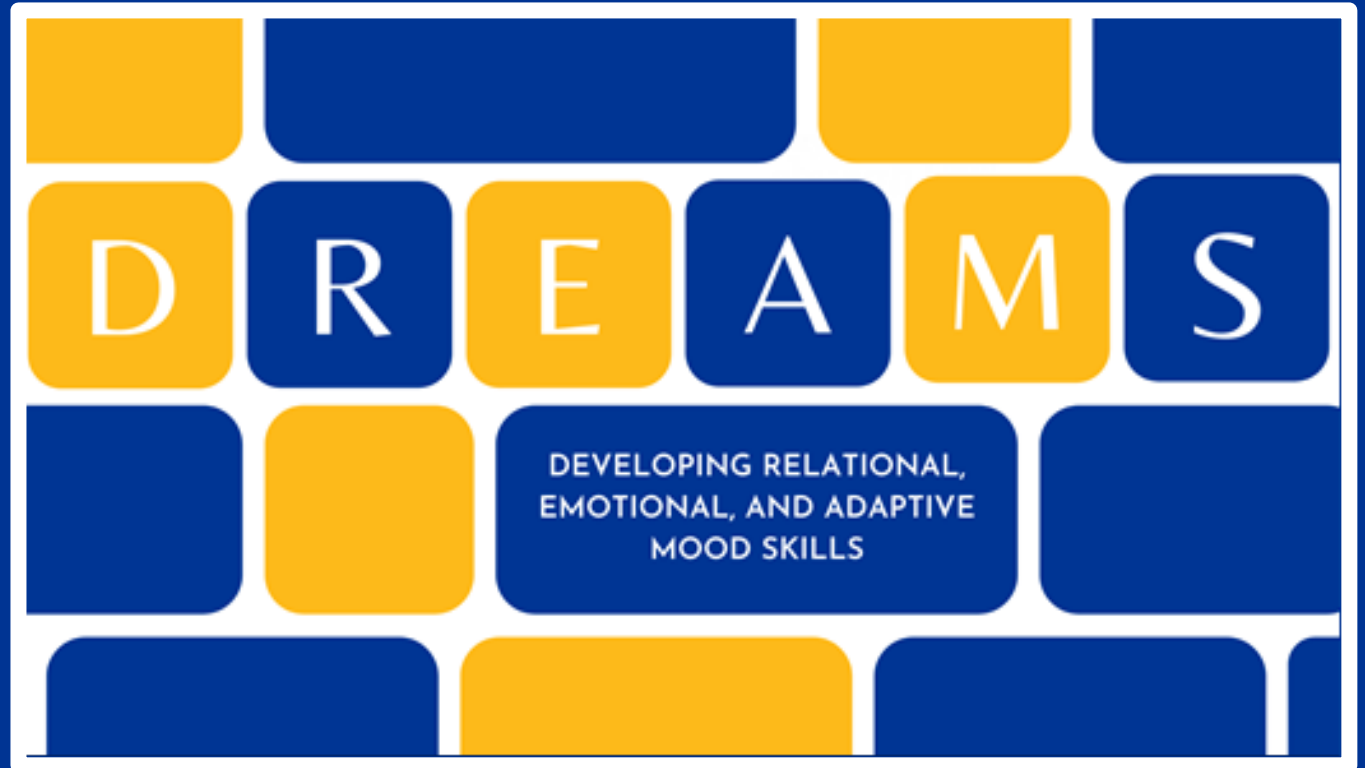
# Holistic Support Tiers



# 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



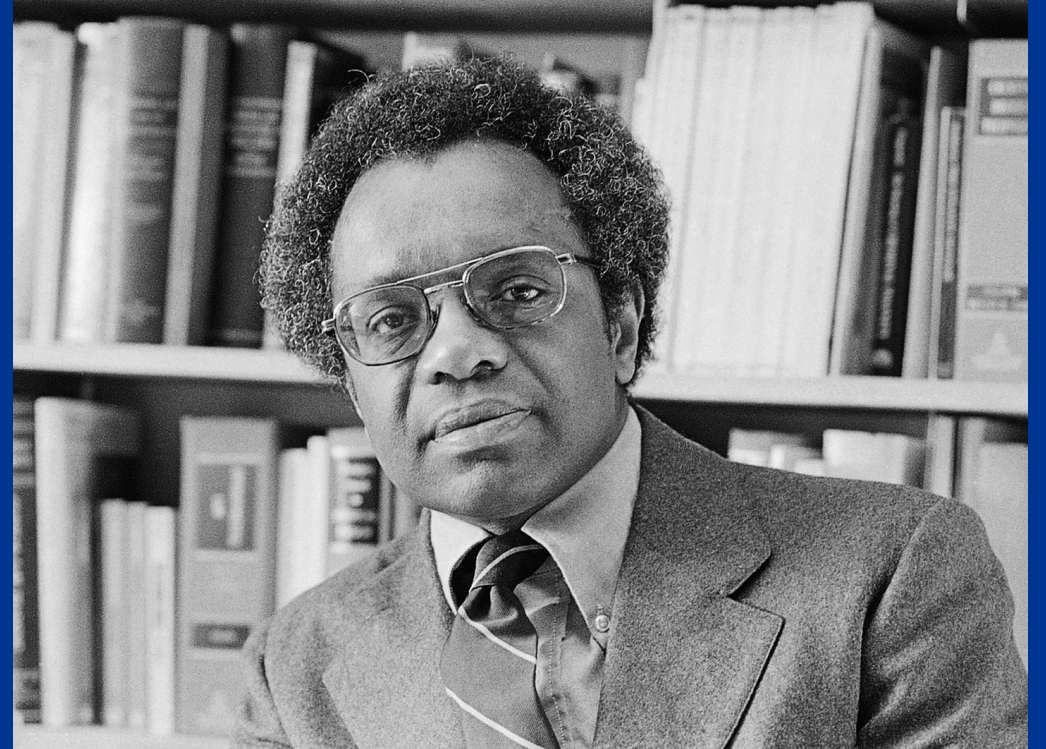
- Group-based program for primary caretakers of Black adolescents
- Four areas of focus:
  - Promoting racial pride
  - Discrimination coping
  - Educational Involvement
  - Mental Health and wellness
- 4 pilot cohorts, 6 more in fall





# Attributional Justice: Anti-Racist Strategies

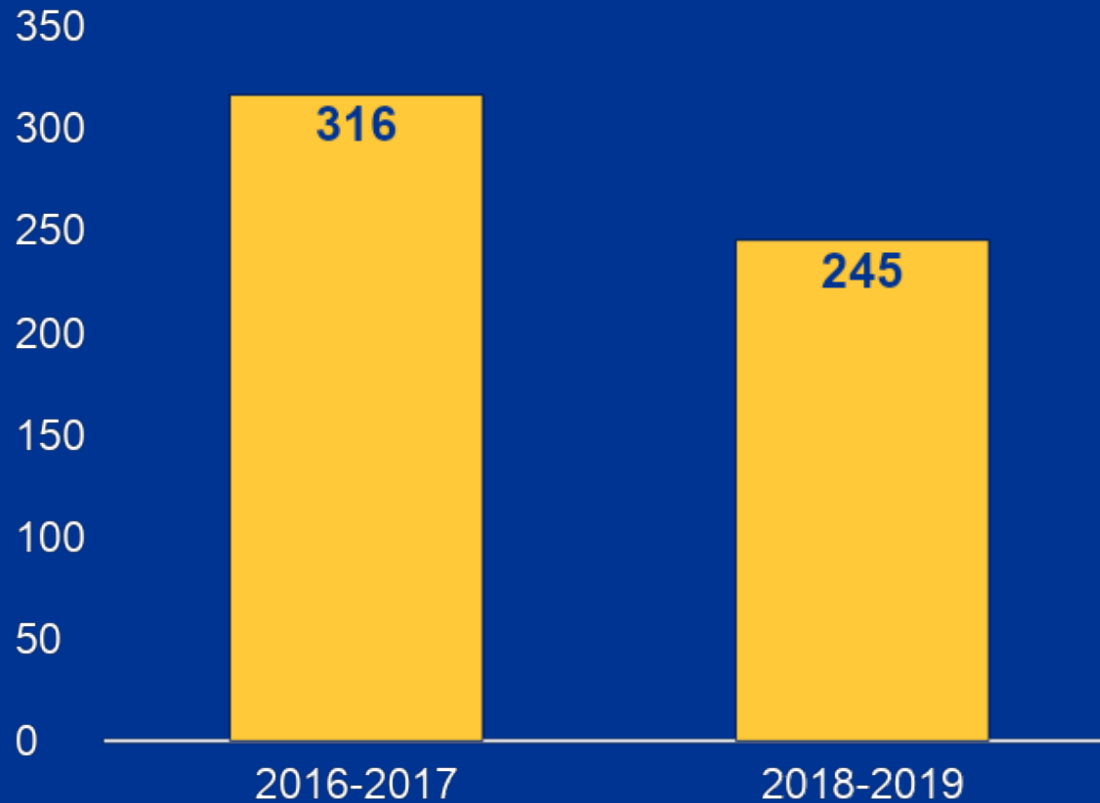
- Strategic deployment of resources
- Culturally sensitive hiring processes
- PD: Interpersonal racism and racial trauma
- PD: Economic disadvantage is not race-neutral (structural racism)



Derrick Bell, Critical Race Theory pioneer, Pitt Law alum

# 2-Year JDP Pilot Results: Suspensions

## Suspensions

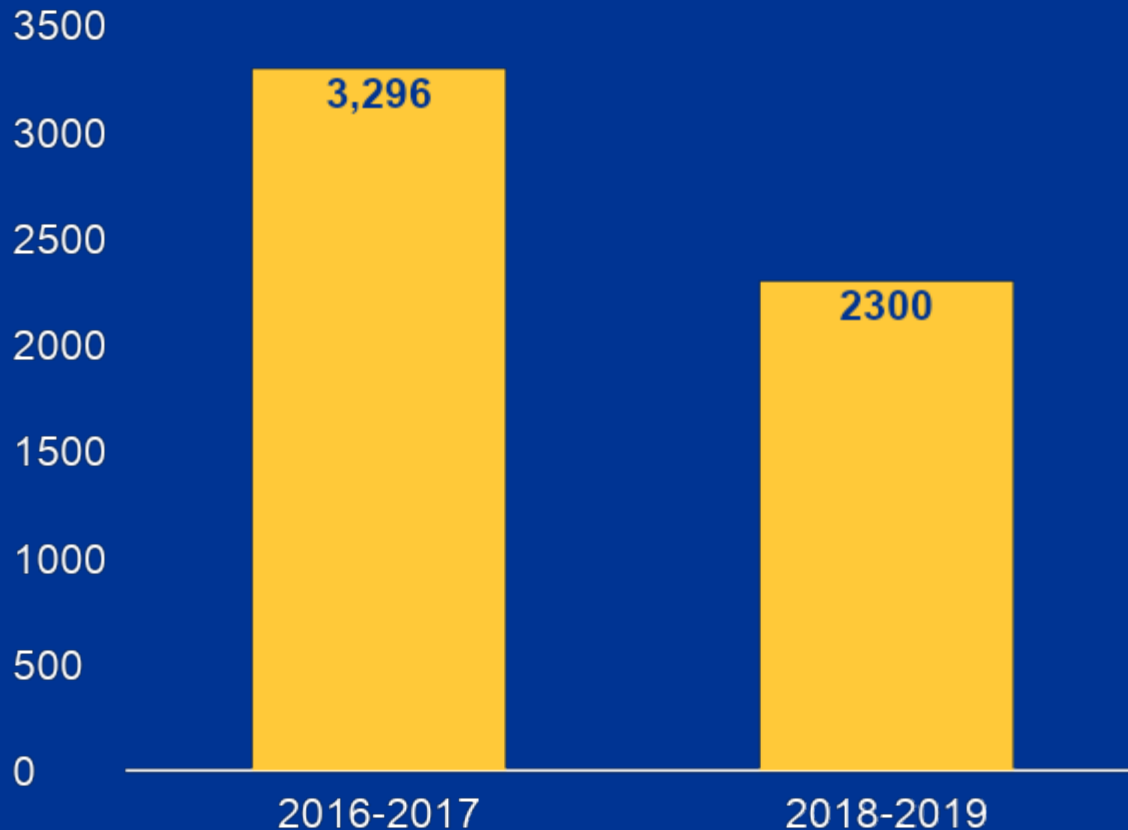


- 22% decrease in total suspensions
- 28% fewer individual students suspended
- 28% decline in days missed due to suspension - More than 1,000 additional hours in school



# 2-Year JDP Results: Referrals

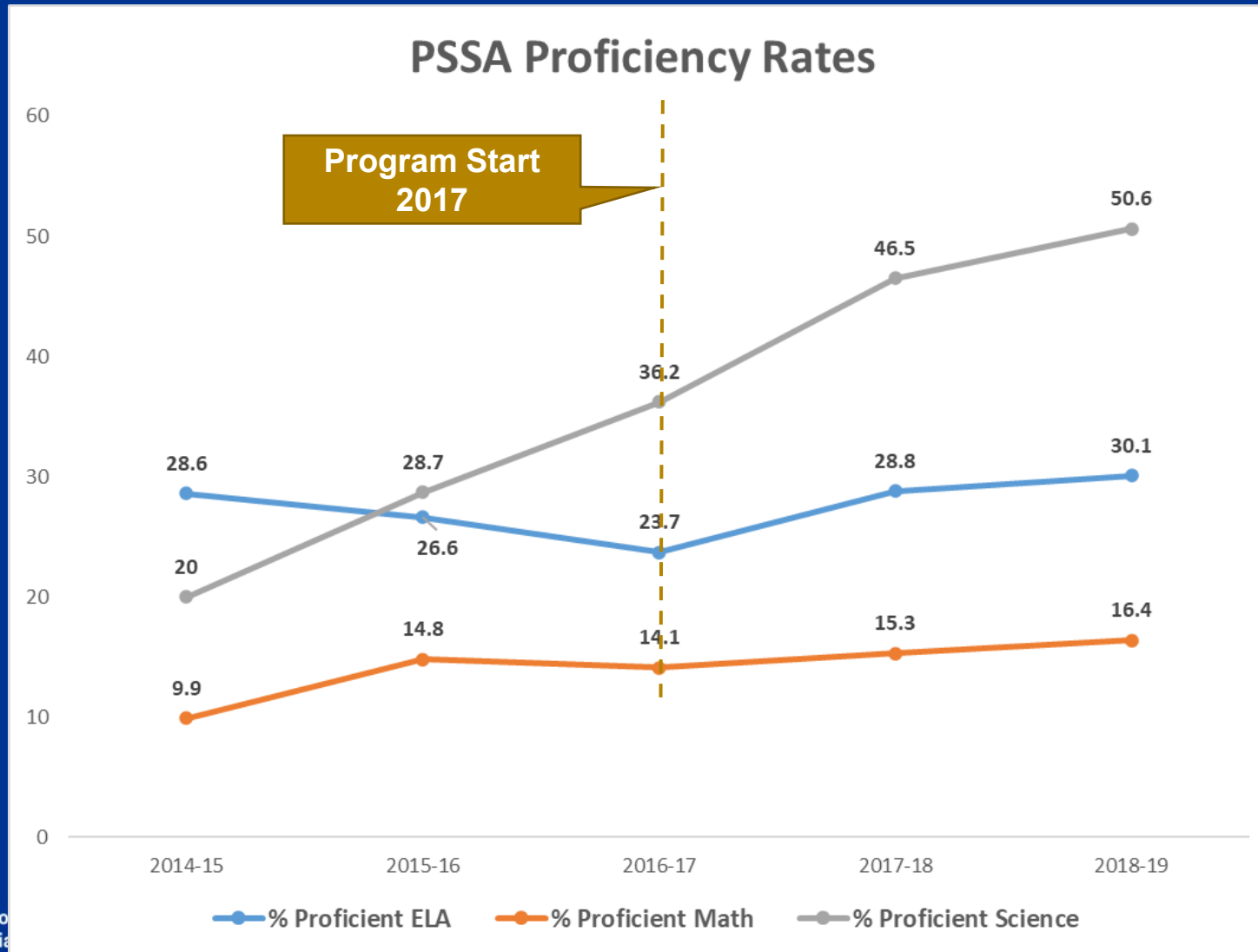
## Office Referrals



- 30% decrease in student referrals
- 20% fewer individual students referred



# 2-Year JDP Results: Proficiency



University of  
Pittsburgh

School  
Social

Center on Race and Social Problems

# 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

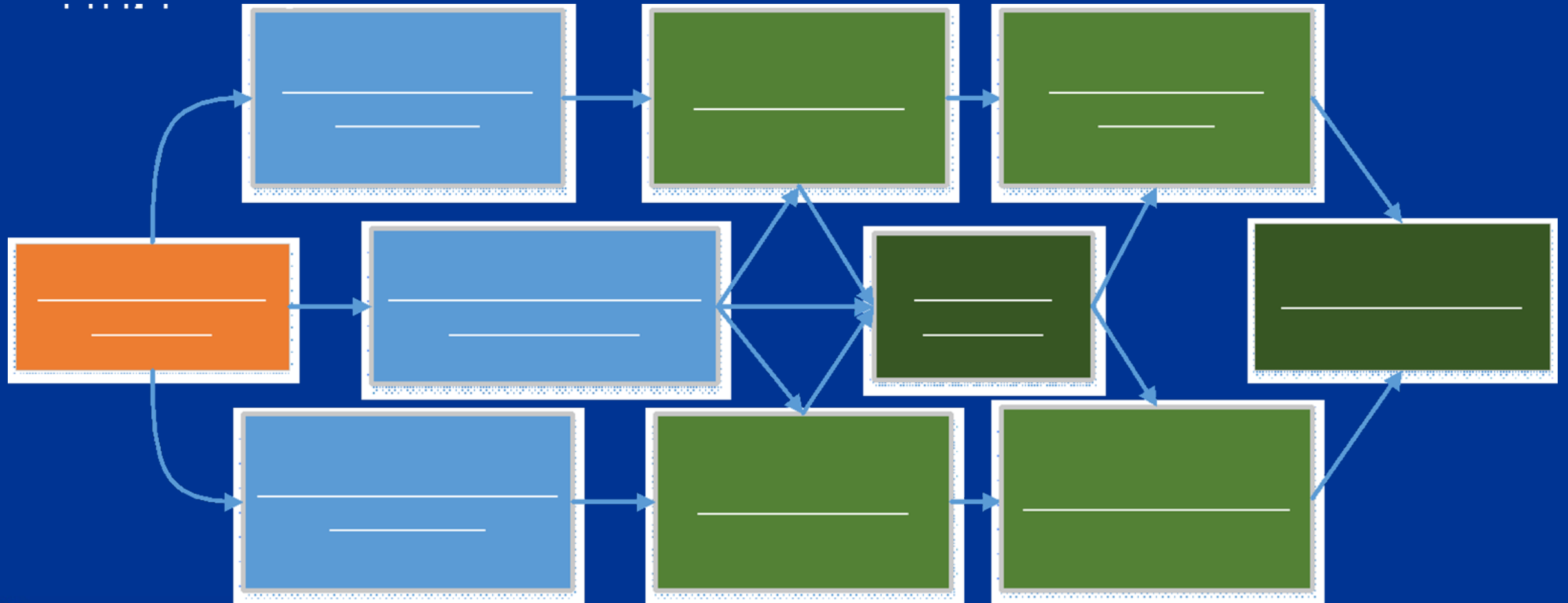
Comparing 2019-2020 to 2020-2021:

- 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



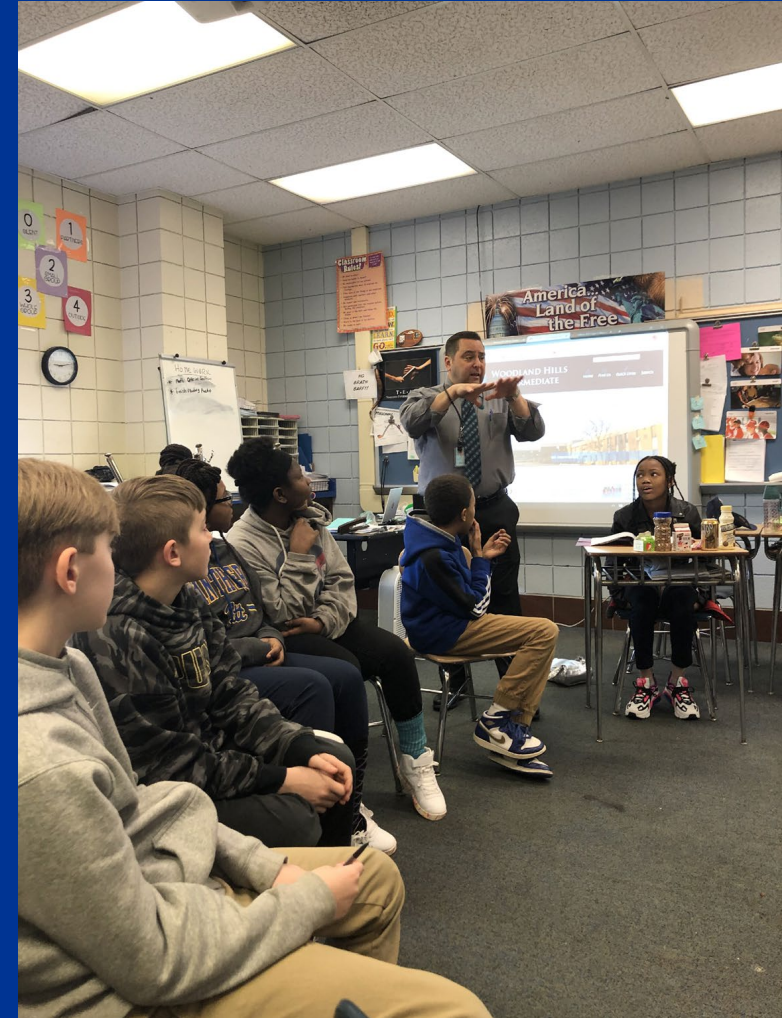
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# Future Studies

(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



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RACIAL  
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## Pennsylvania's School Discipline Crisis Just Discipline: A Restorative Justice Solution

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

October 2021

- ♦ Starting as early as preschool,<sup>3</sup> about 94,000 children were suspended in Pennsylvania schools for the 2017 - 2018 school year.<sup>1</sup>
- ♦ Black children in Pennsylvania are about *5 times more likely* to be suspended than White children.<sup>1</sup>
- ♦ Black children comprise 40% of out of school suspensions, and 32% of expulsions, yet they comprise about 15% of the school population.<sup>1</sup>



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# Thank You! Questions?

Huguley@pitt.edu

@justdiscipline



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# 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



# Healthy Schools Framework

## Whole School, Whole Community, Whole Child (WSCC)

### A collaborative approach to learning and health.

Aligns health and educational outcomes

Engages community resources

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



Lewallen TC, Hunt H, Potts-Datema W, Zaza S, Giles W. The Whole School Whole Community, Whole Child Model: a new approach for improving educational attainment and healthy development for students. J Sch Health. 2015; 85: 729-739

# Healthy Schools Program

Evidencebased 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

### THRIVING SCHOOLS INTEGRATED ASSESSMENT SCHOOL GUIDE



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

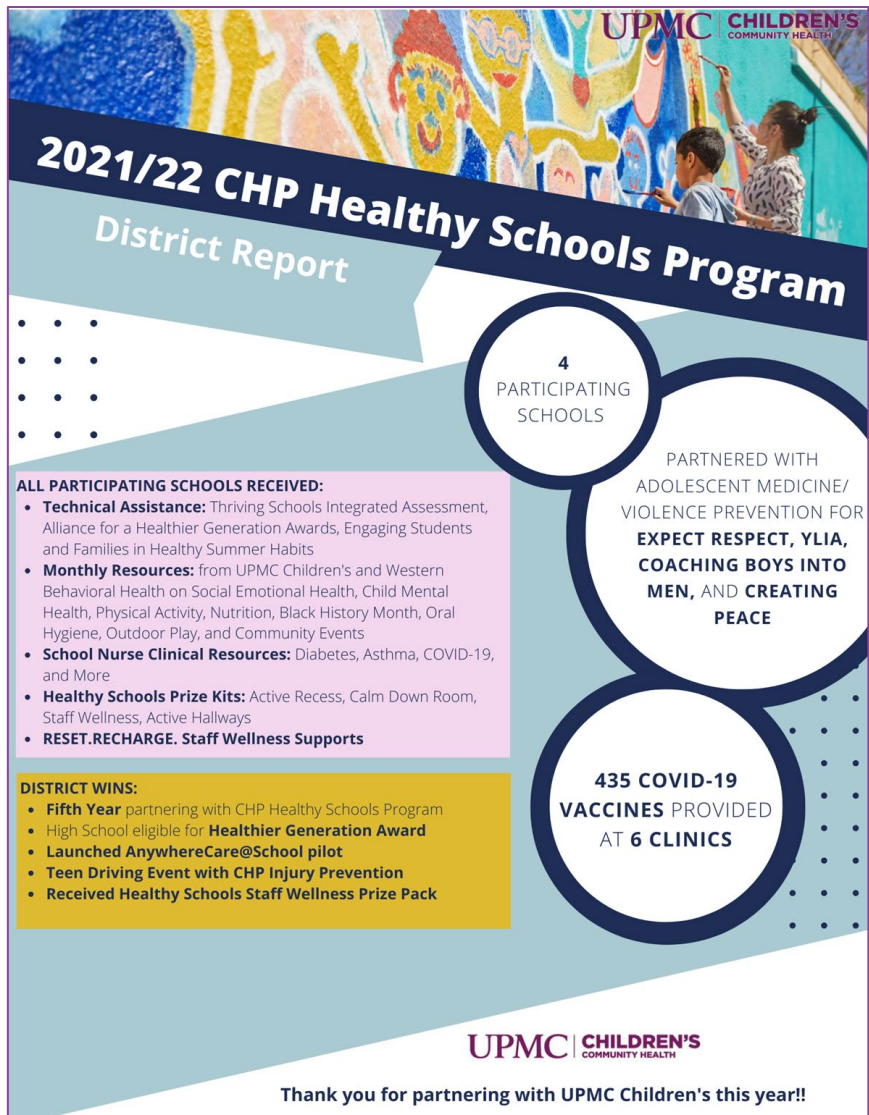
Identify hospital resources to address students' specific health needs

Monthly resources provided via Healthy Schools Newsletter

Tailored resources for individual schools based on wellness teams goals

Engage community partners to elevate schools' health





**2021/22 CHP Healthy Schools Program**  
District Report

**4 PARTICIPATING SCHOOLS**

**PARTNERED WITH ADOLESCENT MEDICINE/ VIOLENCE PREVENTION FOR EXPECT RESPECT, YLIA, COACHING BOYS INTO MEN, AND CREATING PEACE**

**435 COVID-19 VACCINES PROVIDED AT 6 CLINICS**

**ALL PARTICIPATING SCHOOLS RECEIVED:**

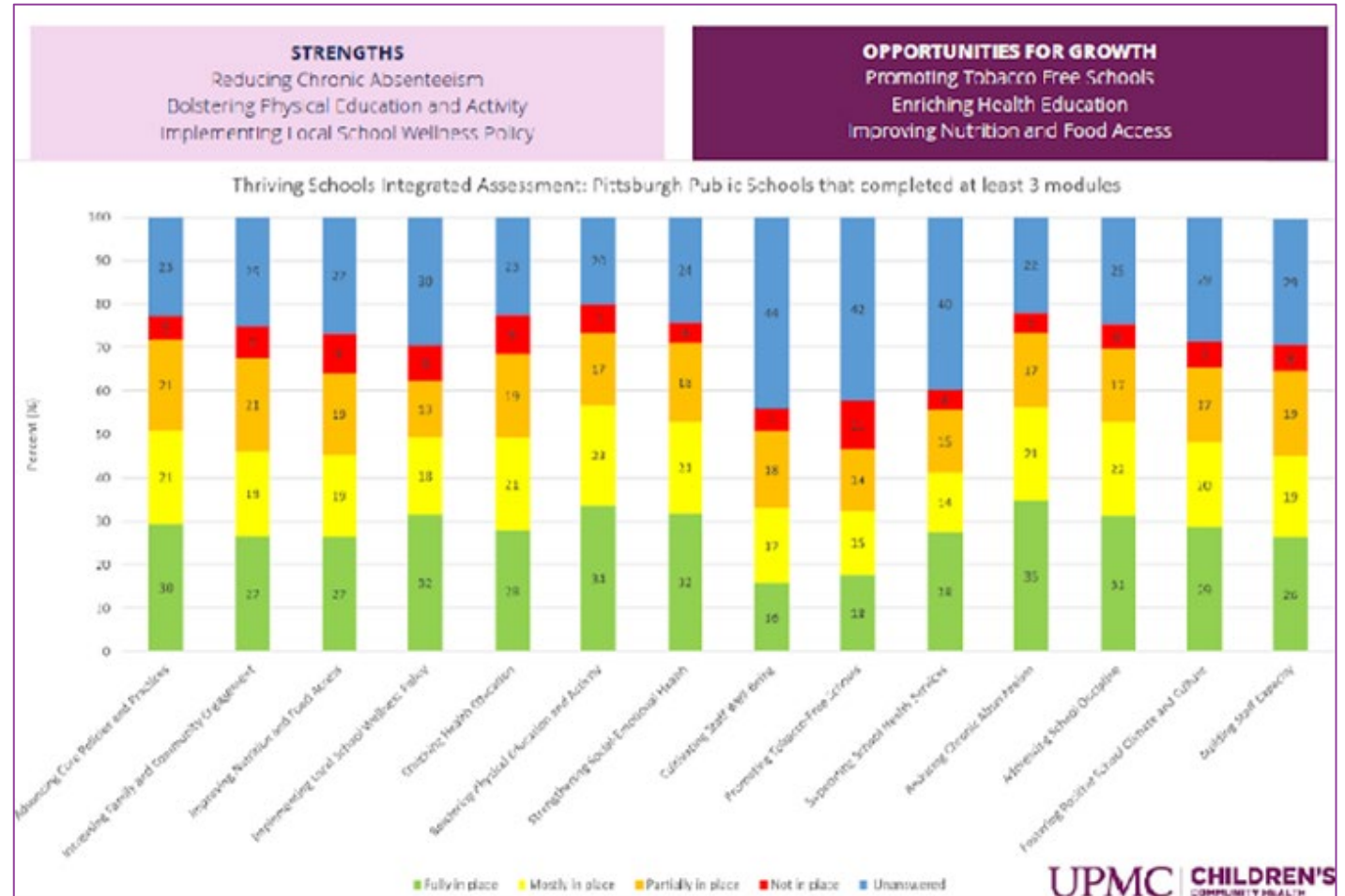
- Technical Assistance:** Thriving Schools Integrated Assessment, Alliance for a Healthier Generation Awards, Engaging Students and Families in Healthy Summer Habits
- Monthly Resources:** from UPMC Children's and Western Behavioral Health on Social Emotional Health, Child Mental Health, Physical Activity, Nutrition, Black History Month, Oral Hygiene, Outdoor Play, and Community Events
- School Nurse Clinical Resources:** Diabetes, Asthma, COVID-19, and More
- Healthy Schools Prize Kits:** Active Recess, Calm Down Room, Staff Wellness, Active Hallways
- RESET.RECHARGE. Staff Wellness Supports**

**DISTRICT WINS:**

- Fifth Year** partnering with CHP Healthy Schools Program
- High School eligible for **Healthier Generation Award**
- Launched AnywhereCare@School pilot**
- Teen Driving Event** with CHP Injury Prevention
- Received Healthy Schools Staff Wellness Prize Pack**

**UPMC | CHILDREN'S COMMUNITY HEALTH**

Thank you for partnering with UPMC Children's this year!!



# 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](mailto:Kristi.burry@upmc.edu)*



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**Learn more about TPS!**

<https://thepittsburghstudy.org>

**Join our efforts!**

<https://thepittsburghstudy.org/collaborate-with-us/>

**Contact us: PGHSTUDY@pitt.edu**

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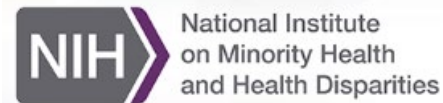


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