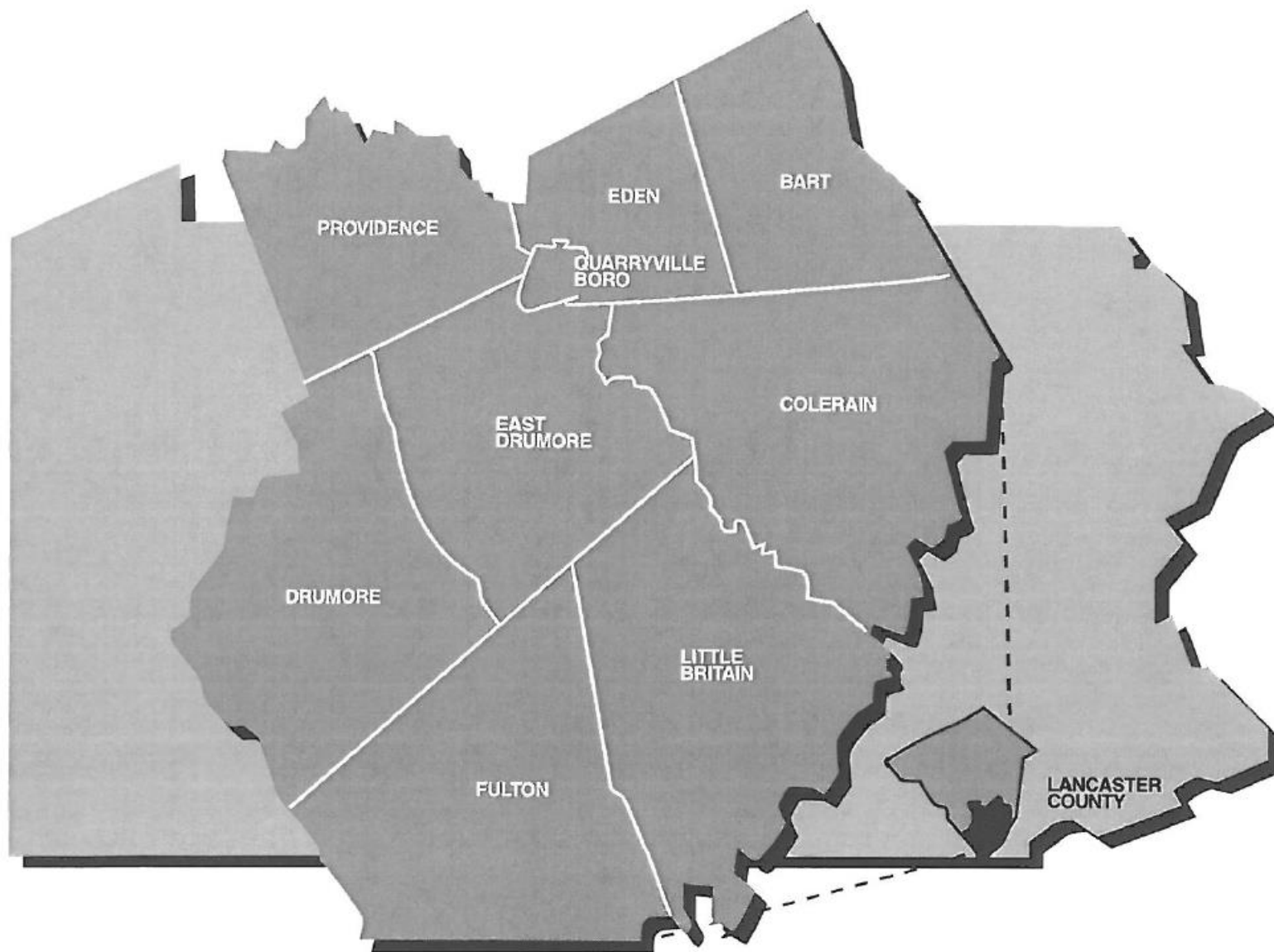




IMPROVING EDUCATIONAL EFFORTS THROUGH UNIVERSITY-SCHOOL DISTRICT PARTNERSHIPS

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Dr. Carlo Panlilio, Pennsylvania State University

October 11, 2016



Fast Facts – Solanco School District

- ▶ SoLanCo = Southern Lancaster County
- ▶ 3,700 students/7 schools/182 sq. miles
- ▶ Lowest taxing district in area/debt free
- ▶ 54% poverty rate
- ▶ Dairy judging team—2nd in nation
- ▶ Bart-Colerain Blue Ribbon twice
- ▶ Harrison Ford movie “Witness”
- ▶ Robert Fulton birthplace



| RETURNS | | ANNUAL INCOME |
|--|--------|----------------------|
| 973 | 7.4% | 1 - 999 |
| 729 | -1.9% | 1001 - 2999 |
| 579 | -8.5% | 3001 - 4999 |
| 540 | -13.2% | 5001 - 6999 |
| 440 | -18.1% | 7001 - 8999 |
| 445 | -21.4% | 9001 - 10999 . . . |
| 395 | -25.1% | 11001 - 12999 . . |
| 338 | -28.6% | 13001 - 14999 . . |
| 336 | -31.2% | 15001 - 16999 . . |
| 296 | -34.0% | 17001 - 18999 . . |
| 463 | -35.0% | 19001 - 21999 . . |
| 451 | -38.6% | 22001 - 24999 . . |
| 656 | -40.5% | 25001 - 29999 . . |
| 642 | -45.6% | 30001 - 34999 . . |
| 599 | -50.8% | 35001 - 39999 . . |
| 1,049 | -51.9% | 40001 - 49999 . . |
| 1,780 | -54.3% | 50001 - 74999 . . |
| 1,075 | -73.2% | 75000 - 99999 . . |
| 937 | -82.4% | 100000 - 150000 |
| 321 | -94.2% | 150000 - 250000 |
| 123 | -98.1% | 250000 or MORE |
| | | |
| | | |
| 50% of the Community Less than \$30,001 | | |
| Approx. 75% of the Community Less than \$45,001 | | |
| Joint Filers above \$75K are in top 10% | | |

| | Tax Per \$100,000 Assessment | Tax per \$100K Difference From Solanco |
|-------------------------------------|---|---|
| Cocalico | \$ 2,282.00 | \$ 1,072.09 |
| Columbia Borough | \$ 2,876.00 | \$ 1,666.09 |
| Conestoga Valley | \$ 1,520.60 | \$ 310.69 |
| Donegal | \$ 2,202.43 | \$ 992.52 |
| Eastern Lancaster County | \$ 1,468.79 | \$ 258.88 |
| Elizabethtown Area | \$ 1,910.48 | \$ 700.57 |
| Ephrata Area | \$ 2,005.00 | \$ 795.09 |
| Hempfield | \$ 1,965.30 | \$ 755.39 |
| Lampeter-Strasburg | \$ 1,986.83 | \$ 776.92 |
| School District of Lancaster | \$ 2,721.29 | \$ 1,511.38 |
| Manheim Central | \$ 1,735.66 | \$ 525.75 |
| Manheim Township | \$ 1,864.09 | \$ 654.18 |
| Penn Manor | \$ 1,801.00 | \$ 591.09 |
| Pequea Valley | \$ 1,747.35 | \$ 537.44 |
| Solanco | \$ 1,209.91 | \$ - |
| Warwick | \$ 2,016.27 | \$ 806.36 |



WTKF LANCASTER COUNTY, PA

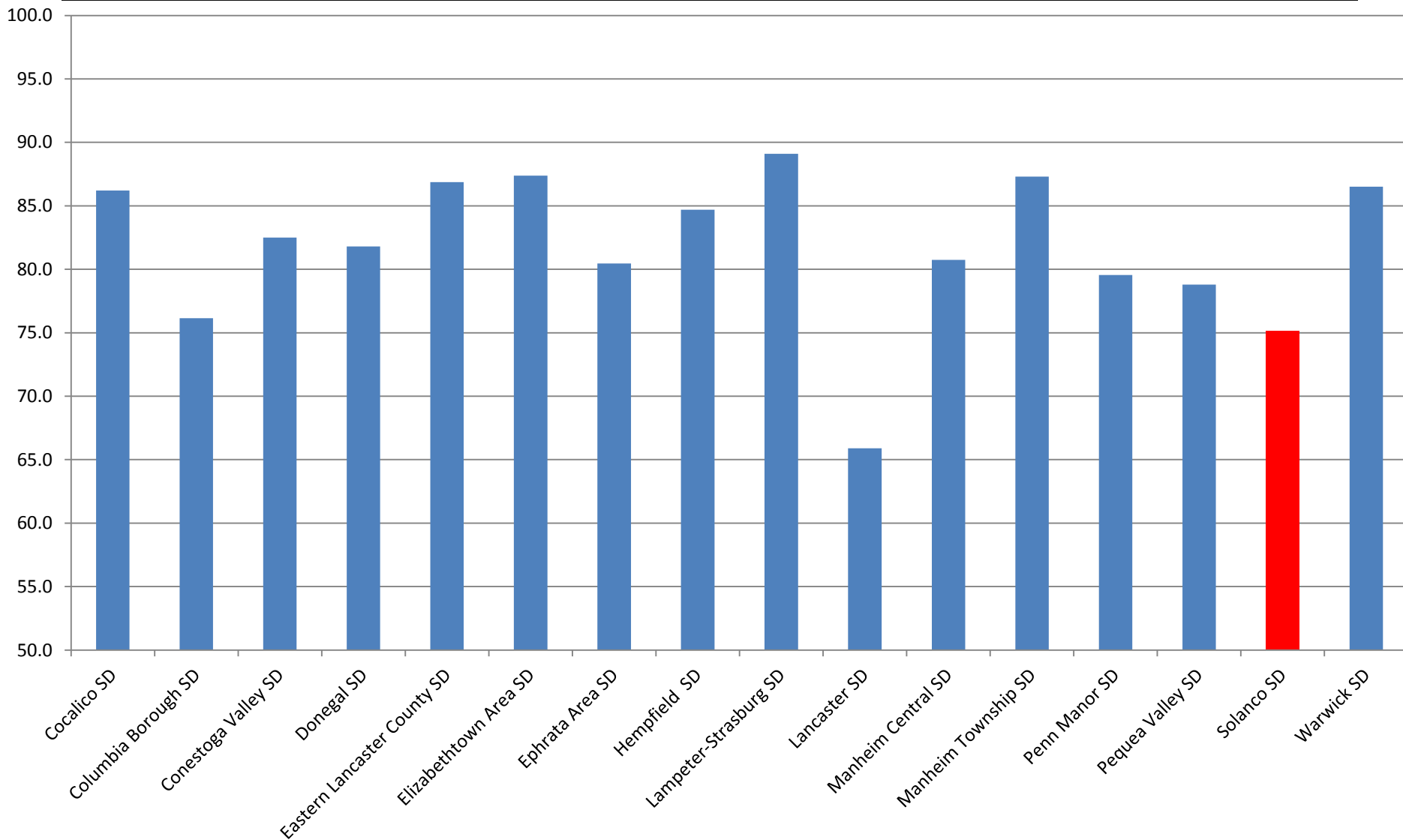
BREAKING NEWS

CNN AMISH SCHOOL SHOOTING

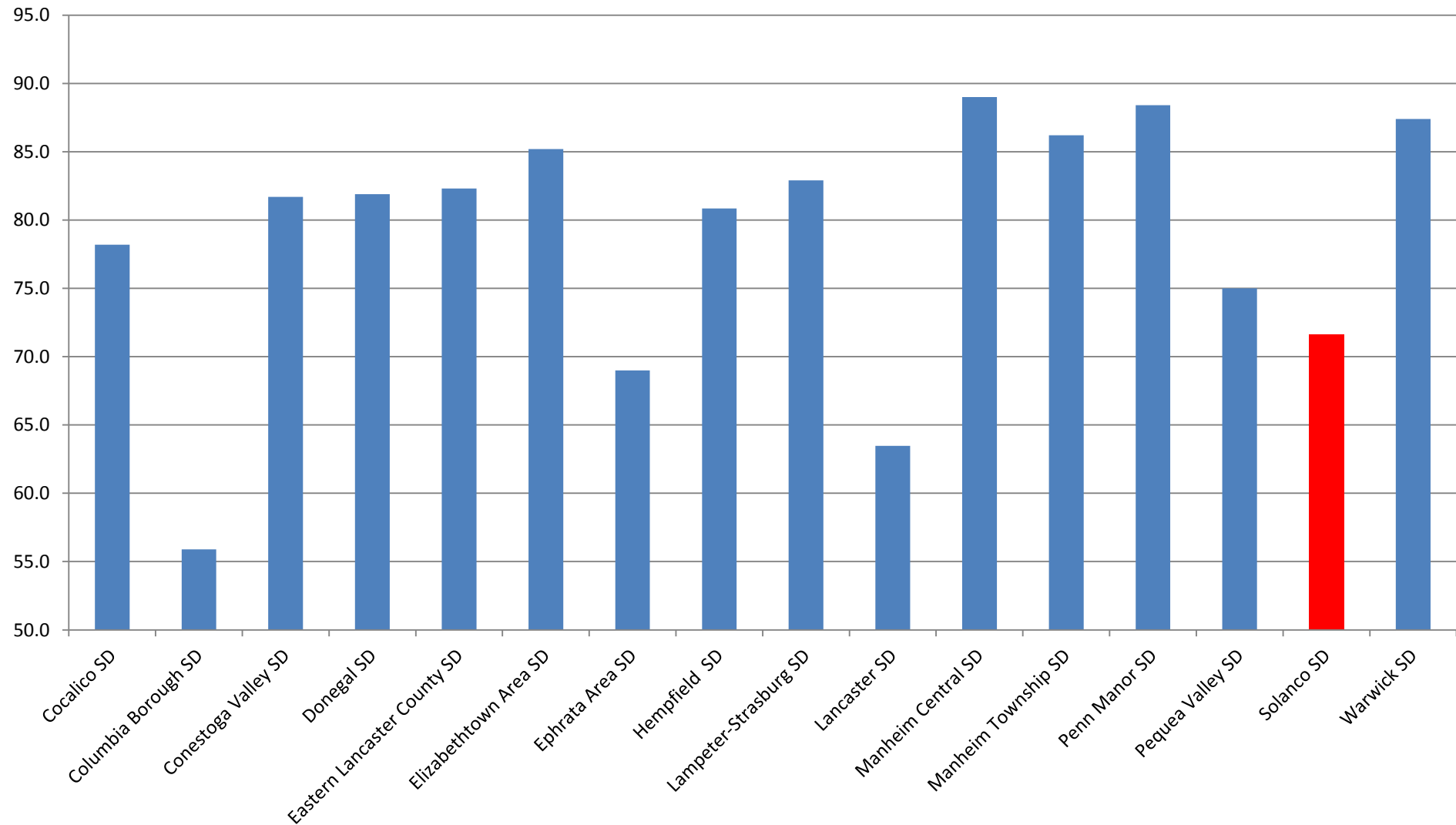
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IR WILL PLAY THE TITLE CHARACTER IN "IRON MAN" — AP **CNN** VETE

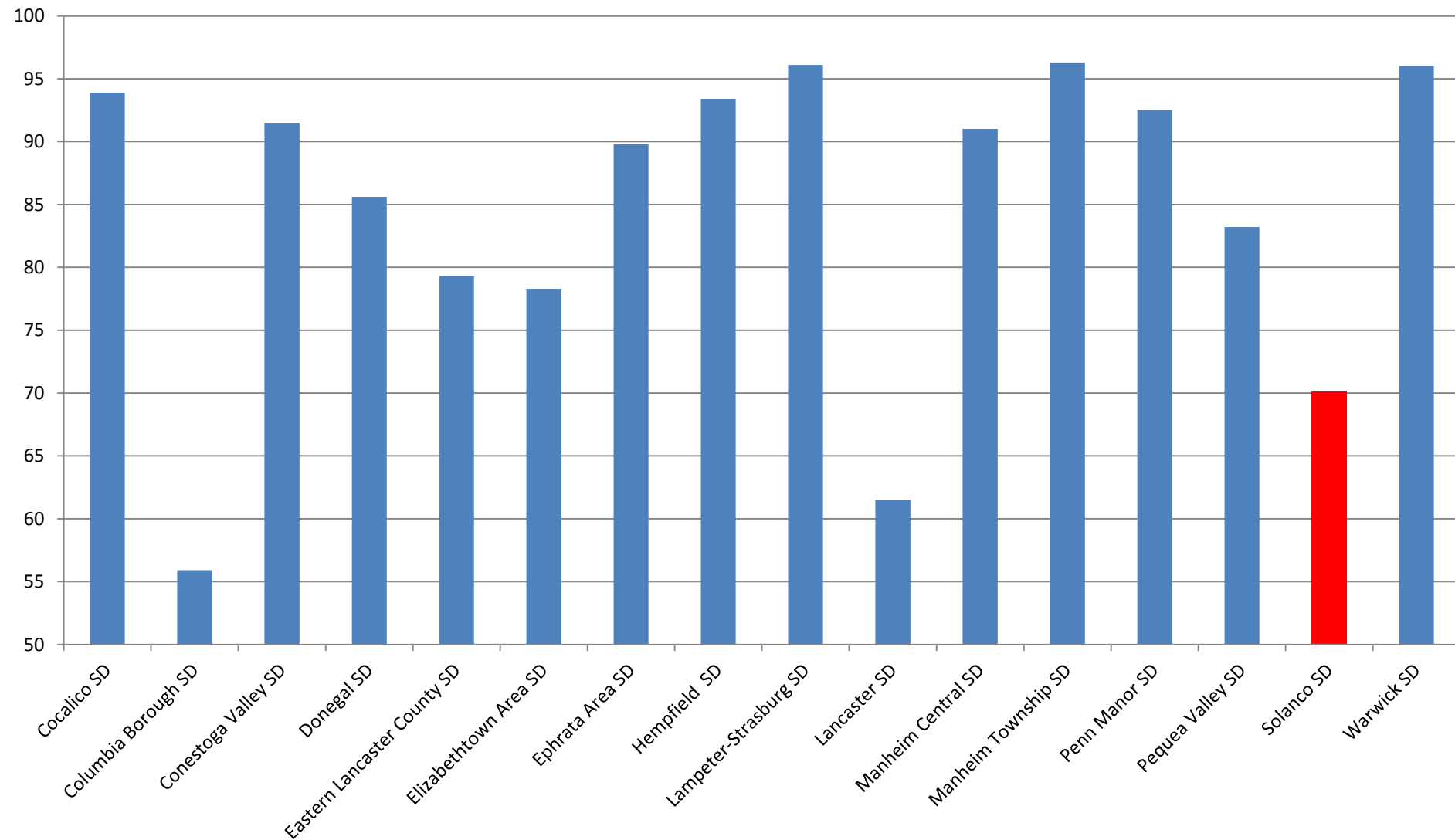
Elementary Average SPP



Middle School Average SPP



High School Average SPP



HOW DID WE RESPOND?

If kids come to us from strong, healthy functioning families, it makes our job easier. If they do not come to us from strong, healthy, functioning families, it makes our job more important.

-Barbara Colorose

. . . . The shift from what's wrong with you to what happened to you



A Community Mobilized

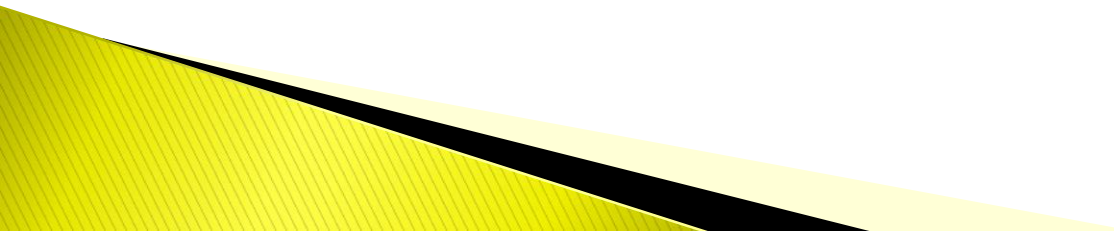
- ▶ 100th District Whip Representative
- ▶ Bethany Christian Services
- ▶ Black Rock Retreat
- ▶ COBYS Family Services
- ▶ Community Action Program of Lancaster County
- ▶ CompassMark Family Services Advocate
- ▶ Encounter Church
- ▶ Lancaster County Children & Youth Agency
- ▶ Lancaster County Judicial Probation Office
- ▶ Lancaster County Prison
- ▶ Lions Club
- ▶ Mechanics Grove Church of the Brethren
- ▶ Memorial Methodist Church
- ▶ Morning Star Counseling Center
- ▶ Naaman Center
- ▶ New Directions
- ▶ New Hope Counseling Center
- ▶ New Providence Church of God
- ▶ North Star Initiative
- ▶ PA Counterdrug Joint Task Force
- ▶ Pregnancy Resources at Cornerstone
- ▶ Providence Church
- ▶ Quarryville Borough Police
- ▶ Quarryville Faith Reformed Presbyterian Church
- ▶ Quarryville Judicial Office
- ▶ Quarryville Library
- ▶ Senator Smucker's Office
- ▶ Solanco Connectors
- ▶ Solanco Neighborhood Ministries/Strengthening Families
- ▶ Solanco Prayer Network
- ▶ Solanco School District Social Worker
- ▶ Solid Rock Youth Ministry
- ▶ South End Community Agency (SECA)
- ▶ St. Joseph Children's Health
- ▶ Union Church Youth Leader
- ▶ United Way of Lancaster County
- ▶ WDAC Radio
- ▶ Wesley United Methodist Church
- ▶ Wrightsdale Baptist Church
- ▶ Young Life

Racing to Support

- ▶ Behavior Specialist
- ▶ Link Crew Program
- ▶ Expanded Anti-Bullying Program
- ▶ Student Accident Insurance Coverage for All Students
- ▶ Friday Food Bags K-8
- ▶ Cameras at MS/HS
- ▶ Strengthening Families
- ▶ Dynabites
- ▶ Parenting Wisely
- ▶ College Counselor
- ▶ Truancy Task Force
- ▶ Life Skills Apartment
- ▶ 3-D Printer Lab/Digital Production Studio
- ▶ Strength Training for Athletes Progression
- ▶ Solanco Virtual Academy
- ▶ Behavioral MTSS

* Introduction of Adverse Childhood Experiences concept

Adverse Childhood Experiences

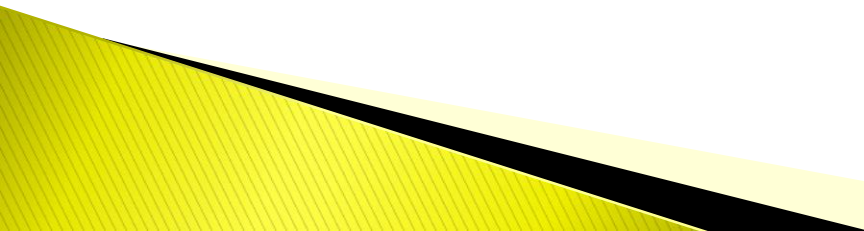
1. Physical Abuse
 2. Emotional Abuse
 3. Sexual Abuse
 4. Physical Neglect
 5. Emotional Neglect
 6. Single Parent Home (separation, divorce, incarceration)
 7. Household Violence
 8. Community Violence
 9. Household Substance Abuses
 10. Household Mental Illness
- 

Expertise Needed

- ▶ Solanco School District requested capacity from Penn State to develop sound methodologies to better support students who have been traumatized
- ▶ A mutually-beneficial partnership between Penn State and Solanco formed



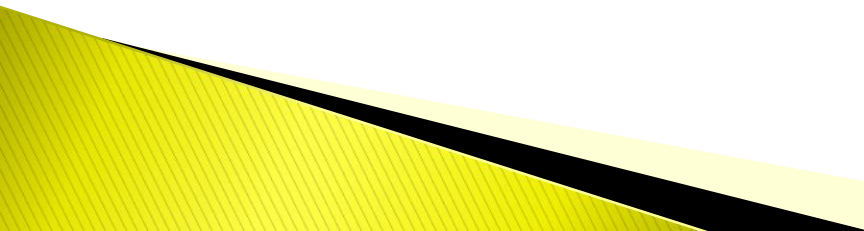
The Relationship

- ▶ Penn State researchers provided expertise, a research-based perspective, and academic rigor in approach
 - ▶ Solanco provided an organized community and focus groups of administrators, teachers, community members, and faith-based organizations
 - ▶ Partnership demonstrably viable – researcher expertise and focus group enthusiasm were marked
- 

School and Community: Strengths & Needs

»» Focus Group Findings

Perceptions of Overall Trauma-related Problems

- ▶ Child-level factors
 - Mental health concerns and access to services
 - ▶ Family-level factors
 - Poverty
 - Family instability
 - Maltreatment
 - Drugs and alcohol
 - Firearms
 - Lack of support
 - Multigenerational problems
 - School-level factors
 - Increasing reliance on schools to provide more support for students
 - Community-level factors
 - Ease of access to firearms
 - Drugs and alcohol problems
- 

Understanding of, and Experience with, Trauma

- ▶ Understanding the differential impact of trauma on children's functioning
 - Developmental considerations
 - Early versus late onset of trauma and maltreatment
 - Definition of maltreatment might change based on child age
 - Effects at each developmental period
 - Including developmental considerations for triggers
 - Children's support based on developmental period
 - Long-term sequelae
 - "internalizers" versus "externalizers"
- Inconsistencies in daily functioning
- Impact on academic functioning
- Risk and resiliency, including coping mechanisms
- Manifestation of traumatic symptoms and how to recognize them
- Individual differences in the impact of trauma

Understanding of, and Experience with, Trauma

► School-wide impact

- “wipes out schools”
- “ripple effect” for teachers
 - Teacher burnout
 - Secondary trauma
- Post-mandated reporting
 - Reaction of students and parents against teacher
- Classroom content as possible triggers
- Building capacity for teachers to be a major player in helping students with trauma histories
- School-wide support
- Teacher response towards students with trauma histories:
 - Variability in empathy, sensitivity, and acceptance
- Teacher preparedness
 - Variable based on years of experience
 - Need support for newer teachers
- Communication strategies
- Professional support among teachers and staff

Understanding of, and Experience with, Trauma


► Family and community

- Challenge with engaging families
- Problems are intergenerational
- Education about trauma for parents and other family members
- Parents struggle with managing resources
- Dealing with parents as potential cause for trauma
- Parents want to do right for their children
 - May need the tools
- Parents often do not show up for parent-teacher conferences
 - Particularly for at-risk students
- Cultural differences/norms around firearms
- Cultural differences/norms around discipline
- Lack of understanding of the impact of actions and words on the children
- Families may not want to admit they need help
- Multiple media platform exposure and influence around violence

Teachers' Needs around Childhood Trauma

- ▶ Knowledge about trauma
 - To understand what children are going through, especially impact on development and learning
 - To help children develop coping skills
- ▶ Trauma-informed responding
 - Need sensitivity training
 - Boundary-setting with parents
- ▶ Building trust and rapport with students
- ▶ Attitudes
 - Teachers need to feel safe dealing with trauma
 - Compassion towards students
 - Treating students as individual and investing in them
- Understanding the prevalence and incidence of trauma in their schools
- New teacher preparedness
 - Hiring the “right teachers”
 - Need to have “heart”
- Self-care and work-life balance
- Mentorship from more experienced teachers
- Professional development
- Interactive training around trauma
- Long-term support
- Communication
- Empathy
- Careful selection of reading materials for class to prevent inadvertent retraumatization


What do you want implemented to help address trauma?

- ▶ Universal definition of trauma and what signs to look for
 - ▶ Structural changes to address neglect
 - ▶ Periodic, well-planned, efficient information built into current department or MTSS meetings
 - Not a separate meeting/training
 - ▶ Review topics about trauma
 - Including warning signs
 - ▶ System for ongoing training for experienced and new teachers
 - ▶ Ongoing teacher coaching
 - ▶ Incorporate strengths-based (positive) approach
- 

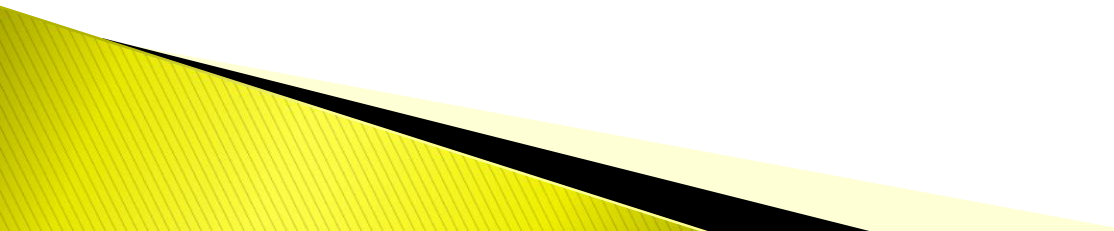
Traditional Methods of Implementation

- ▶ When used alone, these methods do not result in use of innovation as intended:
 - Diffusion/dissemination of information
 - Training
 - Passing laws/mandates/regulations
 - Providing funding incentives
 - Organization change/reorganization
- ▶ Organizational systems may overwhelm any intended effects of a program

(Aldridge, Blasé, & Fixsen, 2014)



Research-to-Practice Gap

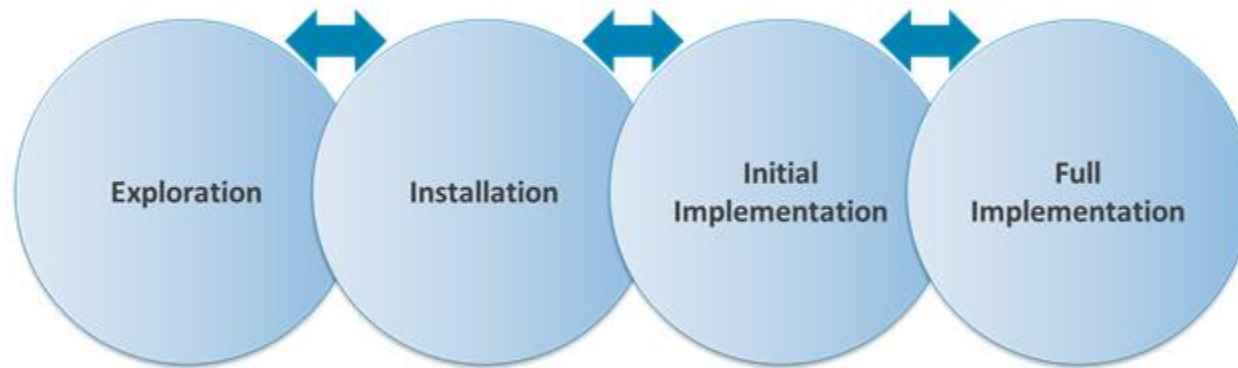
- ▶ There is a research-to-practice gap between research knowledge of effective interventions and the services received by people who could potentially benefit from these research-based interventions
 - ▶ The translation from research to practice has a lag time of >20 years
- 

Applied Implementation Science

- ▶ Core sets of strategies needed for effective implementation
- ▶ The National Implementation Research Network (NIRN) organized these within the Active Implementation Frameworks
 - Usable interventions
 - Implementation stages
 - Implementation drivers
 - Implementation teams
 - Improvement cycles
- ▶ <http://implementation.fpg.unc.edu/modules-and-lessons>

Applied Implementation Science: Active Implementation Frameworks

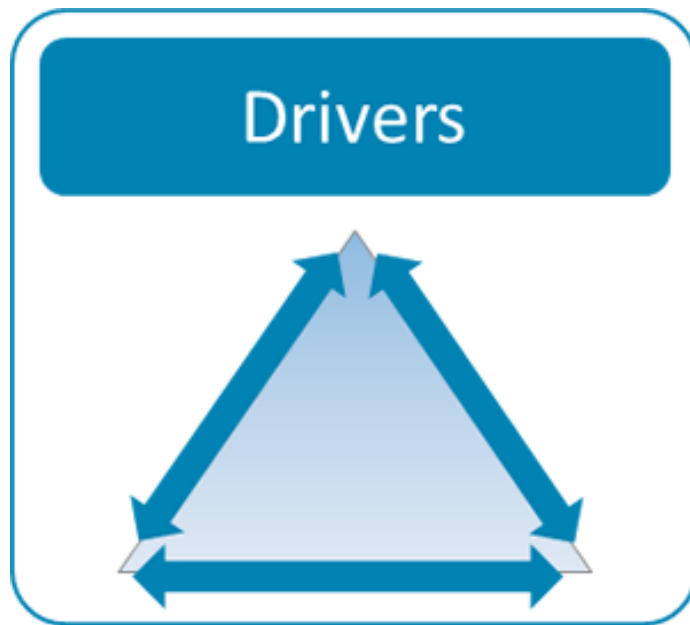
► Framework 2: Implementation Stages



Source: NIRN; <http://implementation.fpg.unc.edu/module-1/implementation-stages>

Applied Implementation Science: Active Implementation Frameworks

► Framework 3: Implementation Drivers



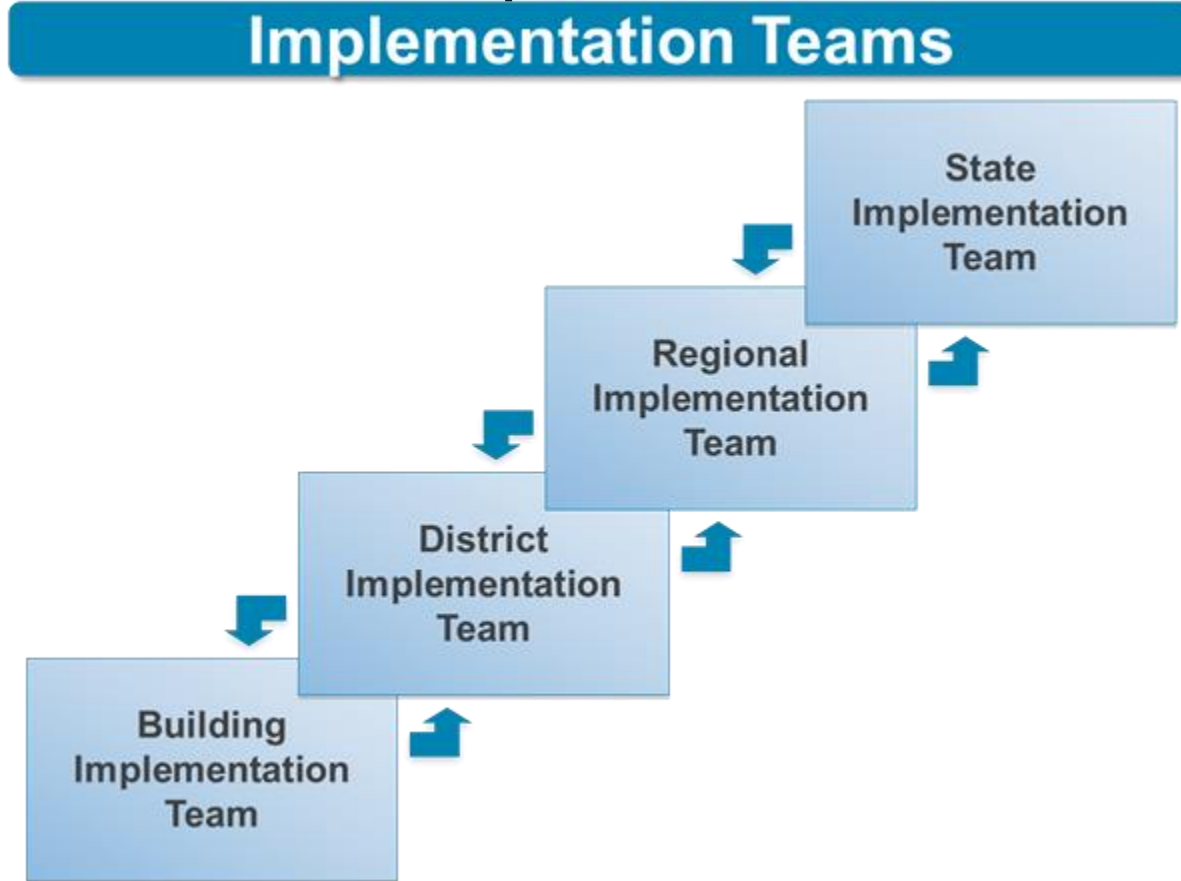
Three types:

1. Competency drivers
2. Organization drivers
3. Leadership drivers

Source: NIRN; <http://implementation.fpg.unc.edu/module-1/implementation-drivers>

Applied Implementation Science: Active Implementation Frameworks

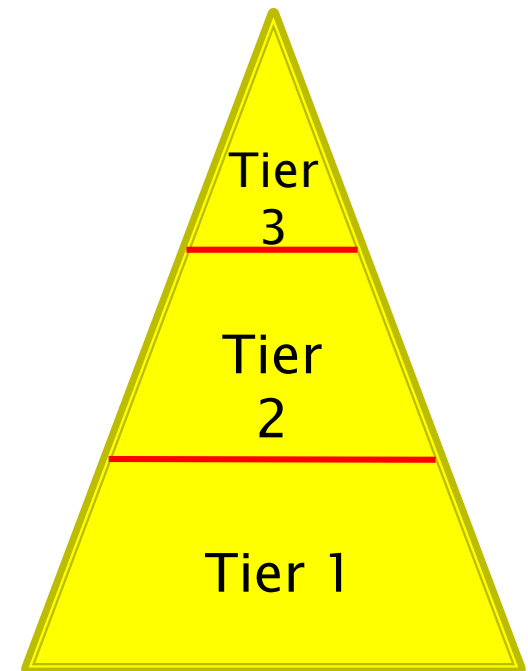
► Framework 4: Implementation Teams




Source: NIRN; <http://implementation.fpg.unc.edu/module-1/implementation-teams>

Where PSU fits based on needs


- ▶ Proposal for a program that offers an enhancement of standard practice that includes an evaluation plan to test effectiveness.
- ▶ Multi-tiered model for service delivery
 - Tier 1
 - Universal screening for trauma-related behaviors
 - Live training
 - Tier 2
 - Booster training
 - Remote teacher consultation around trauma and student performance
 - Use of the classroom check-up model
 - Tier 3
 - Community referral and care coordination



Tier 1 Proposed Training Modules

- 1) Understanding different types of trauma-related events
 - 2) Developmental impact of trauma (including impact on learning processes)
 - 3) Theory to practice: translational strategies for the classroom
 - 4) Detection and identification of trauma-related symptoms
 - 5) Communication and trauma-informed responding in the classroom
 - 6) Self-care
 - 7) Engaging families
- 

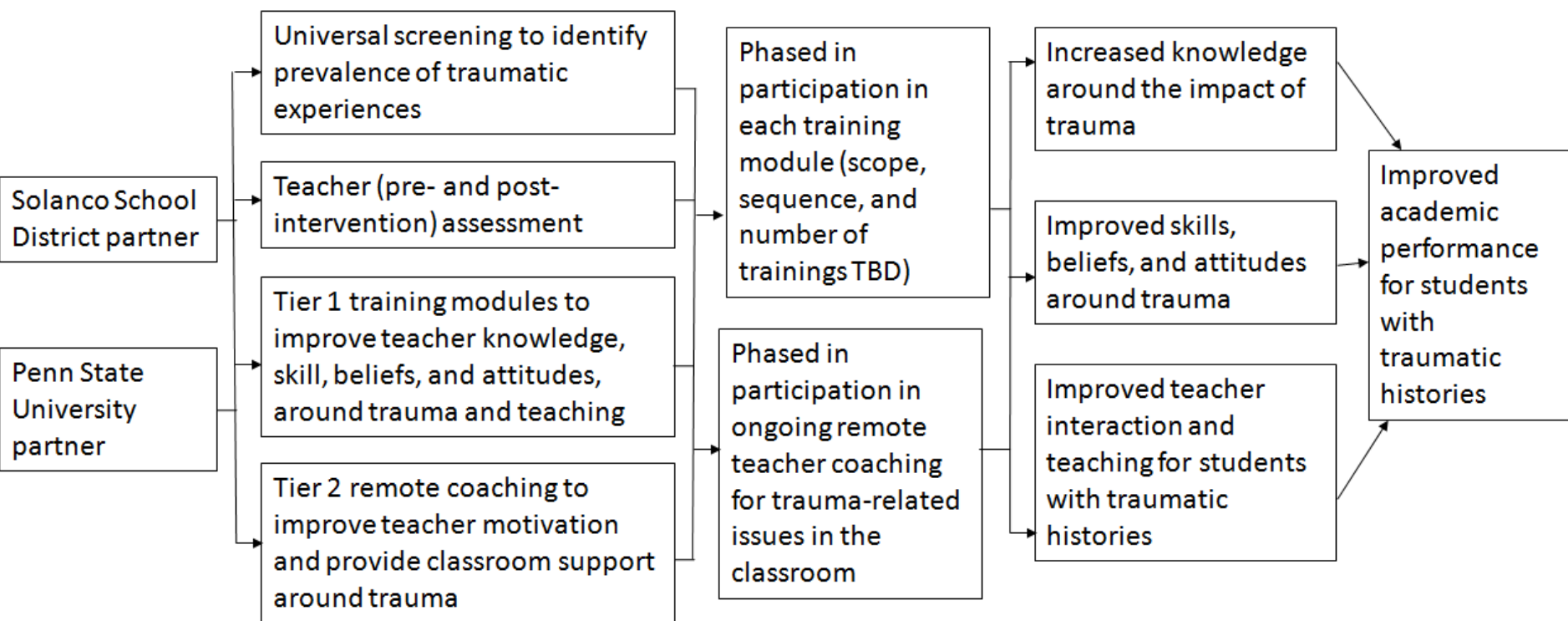
Program Details

- ▶ Two-year timeline for development and implementation of the pilot program
 - ▶ Development in collaboration with Solanco
 - ▶ Baseline measures will be collected at the onset of program implementation
 - ▶ Program components will be phased in and participating groups will be compared on outcomes and investment
 - ▶ Comparison of groups based on standard practice vs. enhanced practice
 - ▶ Lottery-based selection for each cohort of participants
- 

Program Details

- ▶ Year 1 (Tier 1)
 - Universal screening
 - Protocol development for identifying at-risk students
 - Phase in relevant training modules around trauma
 - School-based cohort or Grade-based cohort
 - Close consultation (on-site)
 - Preliminary data collection from training modules
- ▶ Year 2 (Tier 2)
 - Phase in remote teacher consultation

Inputs Activities Outputs Outcomes Impact



Questions

Thank you!

