

Pittsburgh Public Schools Collective Impact Feedback Workshop

PROPRIETARY

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Workshop Overview

The Millions UPrep Community Planning Session brought together approximately 90 community members, UPrep parents, students, staff, and school district leadership.

On March 2, 2016, the Pittsburgh Public Schools (PPS) held a workshop initially designed to solicit feedback on the Collective Impact work that the Millions UPrep Vertical Design team is producing. PPS wanted community stakeholders, parents and students to weigh in and provide feedback on two critical pieces of work, the Shared Vision and Shared Priorities, as well as to invite community stakeholders to sign-up to share in the responsibility of providing support to the UPrep community.

Because of the need for the community to understand and discuss events that had taken place at the school on that previous Monday, February 29, 2016, the goals of the workshop transformed. Rather than solely discussing the vision and plans for the future, PPS also had Superintendent Dr. Linda Lane, Deputy Superintendent Dr. Donna Micheaux, Assistant Superintendent Dr. Wayne Walters and Millions UPrep Principal Christopher Horne address community members and parents. Participants in the audience were then invited to speak during a Q&A session.

At the end of the meeting, participants were asked to provide feedback on the Shared Priorities as well as to fill out the Shared Responsibility worksheet with their own contact information and ways they could provide support to the Millions UPrep community as it undergoes this transformation.



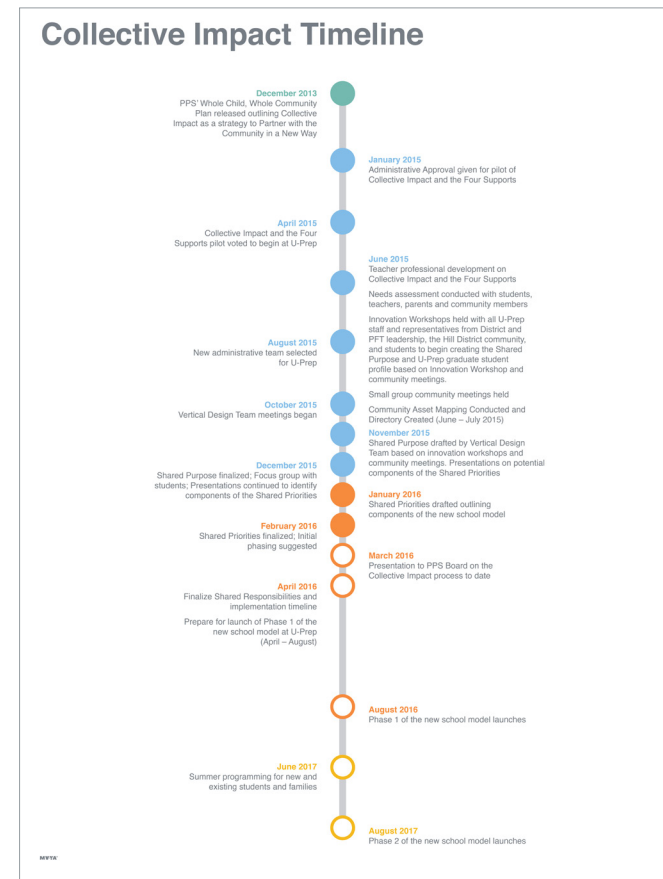
Errika Fearbry Jones kicks off the UPrep Community Planning Session on March 2, 2016.

Materials Provided for Community Input

MAYA worked with the PPS team to reformat their Collective Impact content into materials that could be evaluated at the Workshop. These materials were either on poster boards at the front of the room, or provided as 11x17 handouts at people's tables.

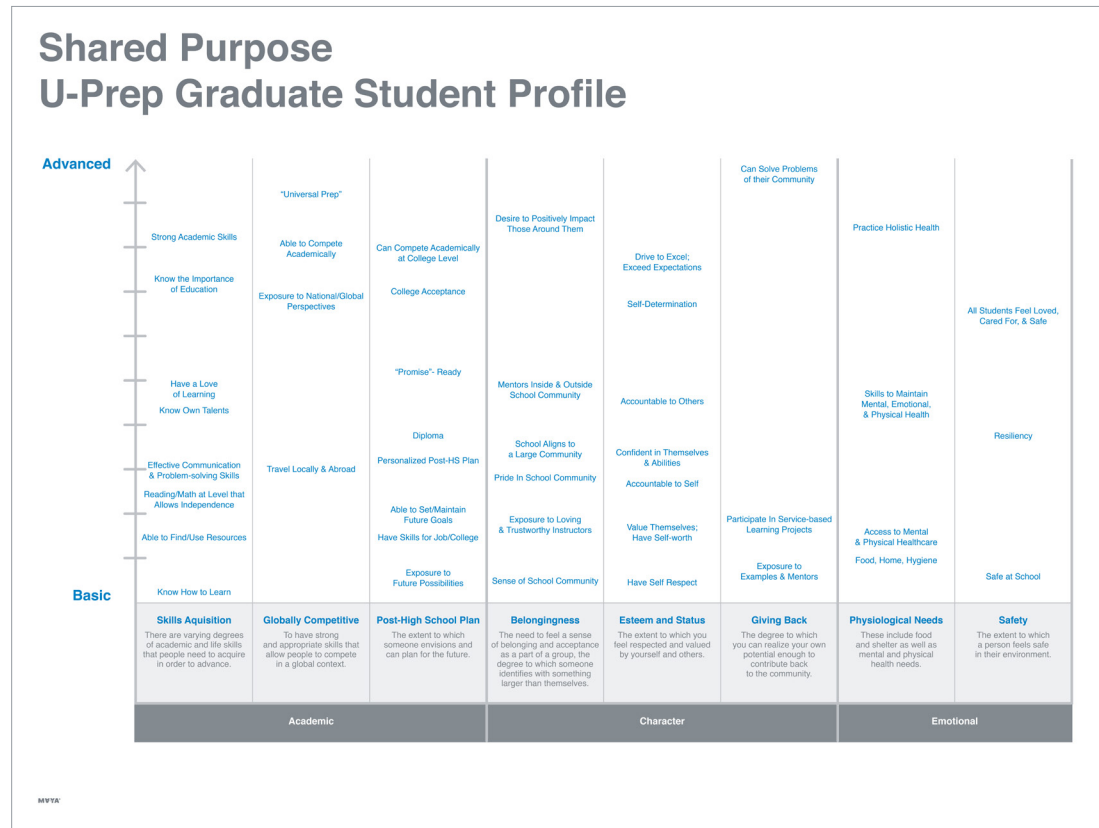


Description of the Collective Impact process in which PPS is engaged



The timeline of past and future Collective Impact milestones

Materials Provided for Community Input, cont'd



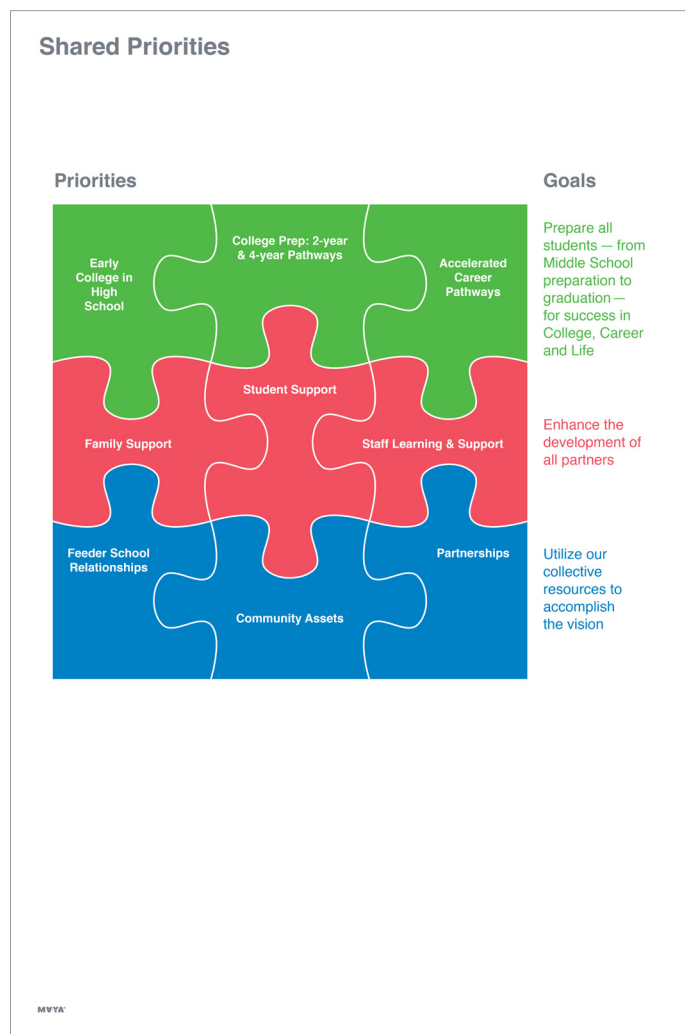
Shared Purpose

Our Collective Impact purpose is to ensure the graduates of Pittsburgh Milliones 6–12 are prepared for college, career, and life by utilizing our collective resources to provide targeted programs that promote academic, character and emotional development.

U-Prep Graduate Student Profile, an artifact produced from initial workshops held in June

The Shared Purpose statement drafted by Vertical Design team

Materials Provided for Community Input, cont'd



The Shared Priorities and associated Goals

Credits

The work you see today was created with input from over 150 stakeholders, representing Pittsburgh Public Schools and Pittsburgh Millions leadership and staff, the Pittsburgh Federation of Teachers, students, parents, community members and providers, and supporters, and was finalized by the Vertical Design Team.

Members of the Vertical Design Team

School Administration	Christopher Horne, Principal Timothy Freeman, Director
Teachers	Maria Germansky, Math Kyle Kline, Art Jessica Maers, Science and Promise-Readiness Corps lead
Student Services	Karen Walker, Counselor
Students	Dyzhon Sanders, 9th Grade
Parents	Carla Rivers, Middle School Parent Francine Bibbens, 9th and 11th Grade Parent Trula Dobbins, 10th Grade Parent Patricia Evans, High School Parent
Community Members / Providers	Terri Baltimore, Hill House DaVonna Graham / Sala Udin, Hill District Education Council Bonnie Laing, Hill District Consensus Group Malcolm Thomas, Reaching Back Tia Torres, A+ Schools
Advising Experts	Quintin Bullock, Community College of Allegheny County Suzanne Hull, Department of Human Services Kathy Humphrey, University of Pittsburgh Angela Mike, Career and Technical Education John O'Connell, Student Services Janard Pendleton, College and Career Readiness
Pittsburgh Federation of Teachers	William Hileman, Pittsburgh Federation of Teachers
Project Management	Errika Fearbry Jones, Pittsburgh Public Schools Camara Watkins, Pittsburgh Public Schools

A credits list documenting team participants

Materials Provided for Community Input, cont'd

Shared Priorities

Early College in High School	College Prep: 2-year & 4-year Pathways	Accelerated Career Pathways
Pathway for students to graduate high school with a high school diploma and having earned up to 42 college credits	Pathway that ensures every student is prepared for college upon graduation	Pathway for students to prepare for high-level careers by graduating with a workforce certification and/or college credits and ready to access a 2- or 4-year college
<ul style="list-style-type: none"> • Have an activity with rising 9th graders to work on skills they are lacking • College orientation class that introduces students to the college concepts/skillsets (time management, study skills, test taking) early • 9th grade students earn one college credit in the Fall semester and one college credit in the Spring Semester • 10th grade students earn up to nine college credits • 11th grade students earn up to 13 college credits • 12th grade students earn up to 18 college credits • College counseling while in high school for students and parents to prepare for college • College visits 	<ul style="list-style-type: none"> • Utilize Promise-Readiness data • Find/use a curriculum that reverses underachievement and accelerates achievement • Offer online remediation courses • Integrate Hill District history into the curriculum • Offer expanded Middle School electives • Offer expanded High School electives • Focus on school culture • Couple fun, student-centered activities while providing college information • Provide information on college scholarship opportunities at all grade levels • Increase global African-American awareness – What has been accomplished? Specific Hill District history awareness • Expose all to higher education early and often • Have college students in classrooms as tutors and to make the college experience known • College visits 	<ul style="list-style-type: none"> • Visit Career and Technical Education sites to learn about existing opportunities for students • Offer a computer and technology workforce certification • Offer a workforce certification in media-related careers • Develop a comprehensive communication plan explaining what college and CTE are for/about • Identify the skillsets that students should demonstrate mastery in (i.e., writing, Math, communication) • Career Exploration course in middle and high school • Career Exploration Assessment (identify individual strengths and weaknesses, understand various career options) • Host parent/guardian info sessions (Review and discuss: What is college? How do these pathways lead to careers?) • Tour 4-year and 2-year colleges • All graduates have an individual career plan that outlines the steps necessary for them to accomplish their goal(s) • Partner with the Learn and Earn program to get students jobs

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The Shared Priorities worksheet addressing the preparation of students for success in College, Career and Life

Materials Provided for Community Input, cont'd

Shared Priorities

Family Support	Student Support	Staff Learning & Support
Assist families with meeting the needs of students	Support students' academic, character and emotional development based on individual need	Provide professional learning opportunities and support to staff based on individual need
<ul style="list-style-type: none"> • Create programs to address student hunger • Start a food pantry at U-Prep • Create programs to address student tiredness • Create programs to address student trauma • Create programs that enable community support of families • Create programs to get students to school (address low attendance) • Offer laundry services for all families at the school • Share strategies with parents and the community for how to support students 	<ul style="list-style-type: none"> • Better utilize existing in-school support • Apply for Department of Human Services partnership that provides wrap-around mental health support • Create a communication plan and training for students, families, and staff on how to utilize in-school resources • Site-based continual assessment – what's available, what's working, grow the resource base • Show how the community can help / where they fit in • Community partners provide programs • Offer supports in the summer • Focus on rising seniors — ensure they will have sufficient credits to graduate • Keep students connected to U-Prep after 12th grade, even if a student drops out • Create robust after-school programs and clubs based on students' interests 	<ul style="list-style-type: none"> • Provide training on relationship and community building amongst staff and students • Learn how to teach in an urban environment in a culturally responsive manner • Learn how to teach elementary-level content to upper grades to help students who need additional support • Learn how to respond to trauma reactions/behavior • Learn how to deal with the stress resulting from helping or wanting to help someone in need • Engage the coaching model similar to the ITL2s (Instructional Teacher Leaders) • Address vacancies — who, how, quickly — and train new staff well • Provide Staff mentors (1:1 relationship with a veteran teacher)

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The Shared Priorities worksheet addressing the development of all partners

Materials Provided for Community Input, cont'd

Shared Priorities


Feeder School Relationships	Community Assets	Partnerships
Work with students who will eventually attend Milliones U-Prep in preparation for their success	Work with community members and providers to meet the holistic needs of students	Build and enhance partnerships so that resources are aligned and used to accomplish the vision
<ul style="list-style-type: none"> • Summer activities for incoming 6th and 9th graders to help them learn the culture of the new school • Activities during the school year so that incoming 6th and 9th graders can get to know current U-Prep students • Offer academic preparation in the summer for new incoming students • Align expectations for students in feeder schools and U-Prep • Ensure a smooth transition from elementary to middle to high school 	<ul style="list-style-type: none"> • Utilize the strengths of community providers to meet the holistic needs of students • Ensure students are aware of Hill District history and culture • Have community members volunteer in the school (i.e., mentoring, transition times, cafeteria) • Pair teachers with community volunteers to help in classrooms (i.e., make History current, assist with cultural relevancy, add capacity to helping students) • Link students and families with resources in their community • Assess where the gaps in services are • Have the community create a way to support students outside of school • Demonstrate a shared expectation that students are in school every day, that they graduate, and that they pursue a quality life after graduation • Bring Hill District artists, speakers and community members into the classroom • Conduct Hill District tours with teachers 	<ul style="list-style-type: none"> • Establish clear communication pathways amongst partners, including the school • Develop a system for identifying who can offer programs that meet the needs of students and staff • Maintain relationships with higher education schools • Share resources across partners • Create clear roles and ways for others to help • Hold all partners to high expectations • Assess the impact of partners

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The Shared Priorities worksheet addressing the need to use collective resources

Materials Provided for Community Input, cont'd

Shared Responsibilities Worksheet



Name: _____

Contact Info: _____

Affiliation: _____

Skills:

Area of Expertise:

Areas of Interest:

Resources & Capabilities:

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☐

Early College
in High School

☐

College Prep: 2-year &
4-year Pathways

☐

Accelerated Career
Pathways

☐

Family Support

☐

Student Support

☐

Staff Learning & Support

☐

Feeder School
Relationship

☐

Community Assets

☐

Partnerships

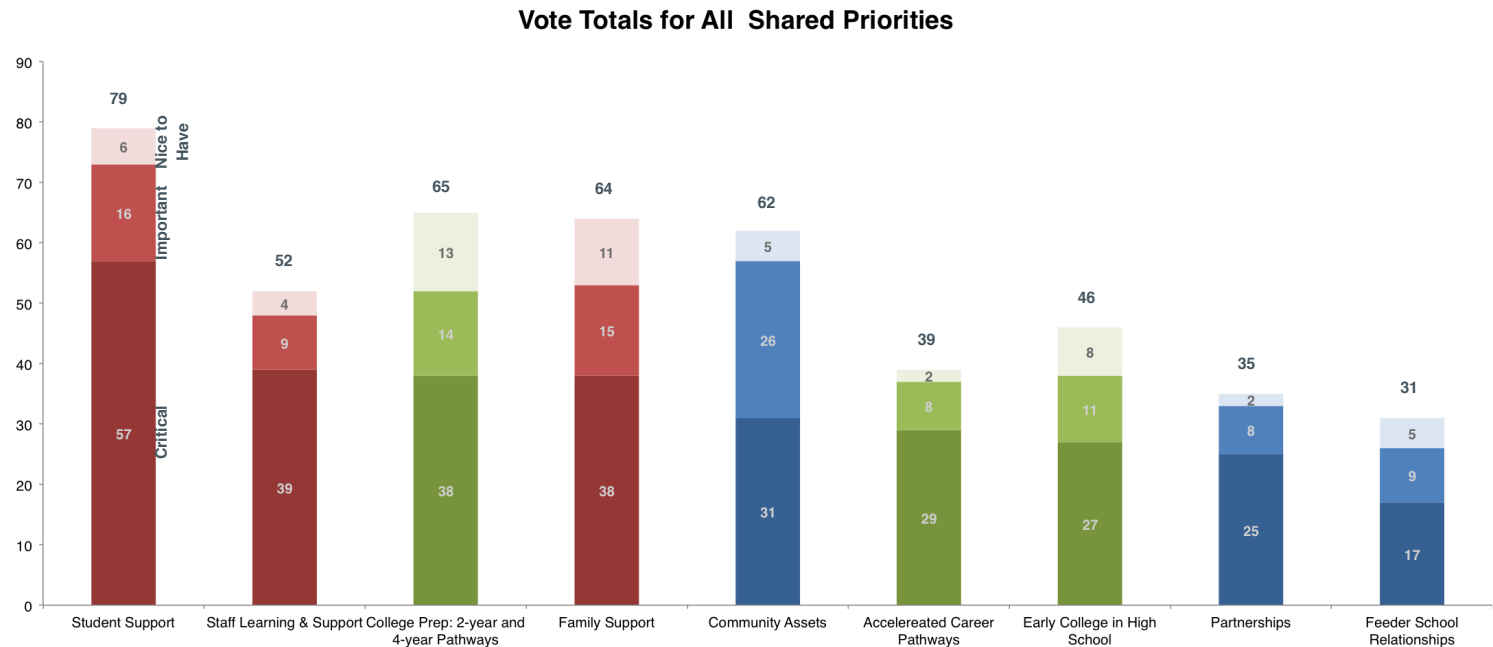
The Shared Responsibilities worksheet for community stakeholders to fill out

Community Feedback on the Shared Priorities

At the end of the meeting, participants were asked to rank the detailed priorities from the Shared Priorities worksheets, as to whether they felt that priority was “Critical,” “Important,” or “Nice to Have.”

In this graph, the Shared Priorities are first ranked by the vote totals for priorities deemed Critical. The highest number by far were for the priorities in the Student Support section which received 57 votes for Critical. The next highest were 39 Critical votes for Staff Learning & Support, and 38 for both College Prep and Family Support priorities.

Overall, the Student Support priorities received a total of 79 votes for things deemed Critical, Important and Nice to Have. The second highest total was the College Prep priorities with 65 total followed by Family Support with 64 total votes.



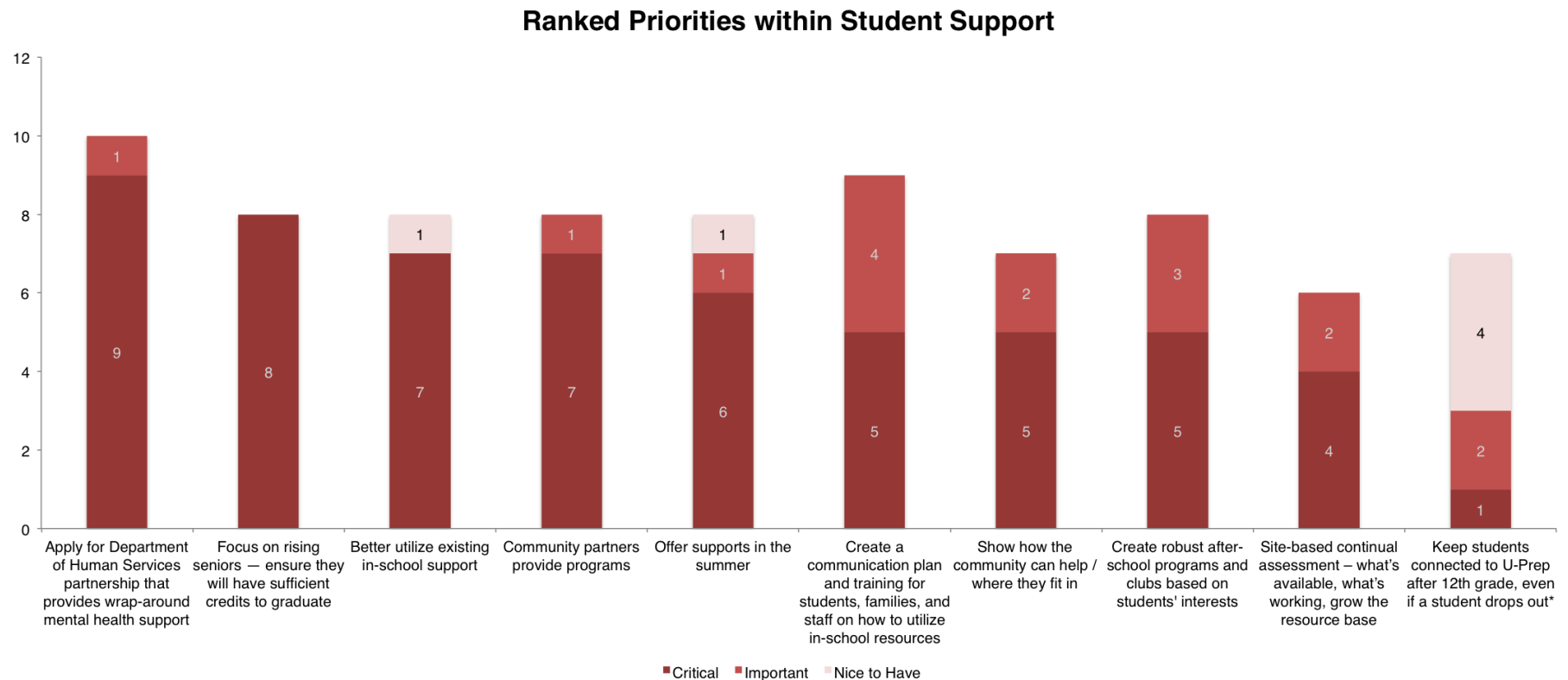
Ten Top-Ranked Critical Priorities

Based on the priorities which were ranked critical by participants, these are the ten top-ranked priorities. All fall within Family Support, Student Support and Staff Learning & Support.

1	Apply for Department of Human Services partnership that provides wrap-around mental health support (Student Support)
2	Learn how to respond to trauma reactions/behavior (Staff Learning & Support)
3	Focus on rising seniors — ensure they will have sufficient credits to graduate (Student Support)
4	Create programs to address student hunger (Family Support)
5	Create programs to address student trauma (Family Support)
6	Share strategies with parents and the community for how to support students (Family Support)
7	Better utilize existing in-school support (Student Support)
8	Community partners provide programs (Student Support)
9	Learn how to teach in an urban environment in a culturally responsive manner (Staff Learning & Support)
10	Address vacancies — who, how, quickly — and train new staff well (Staff Learning & Support)

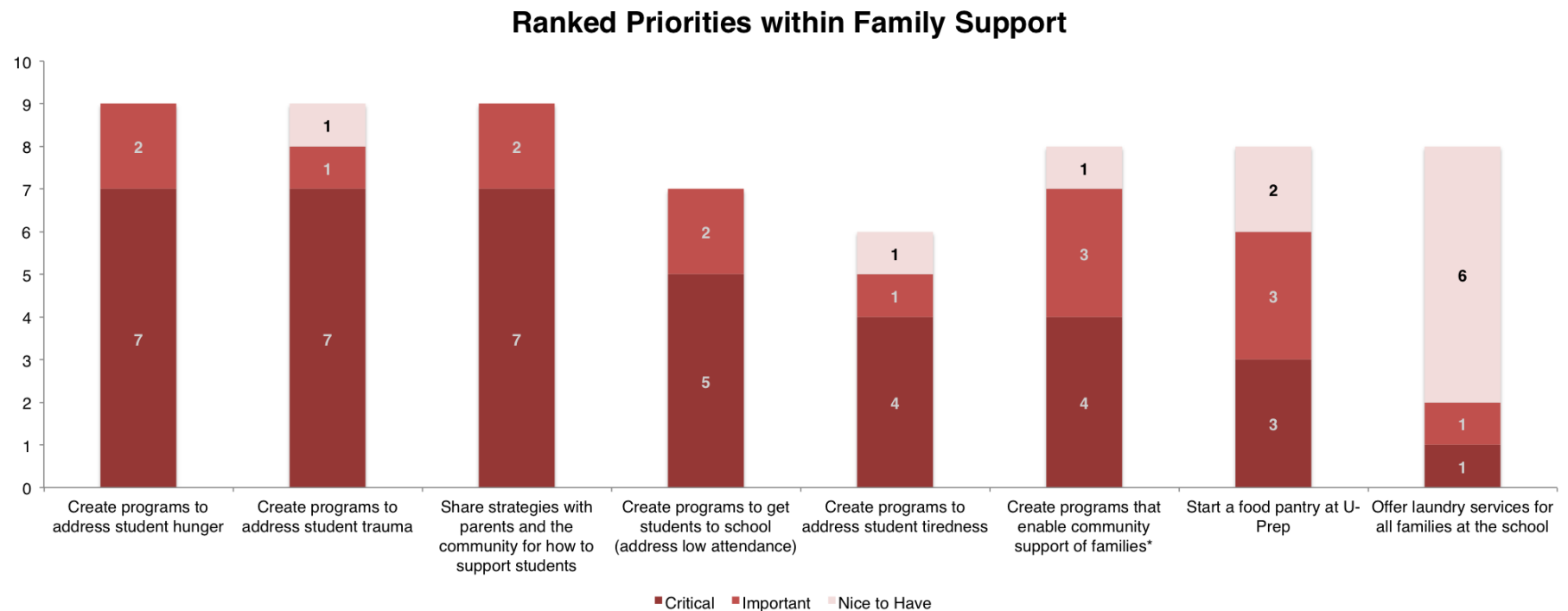
Ranked Priorities within Student Support

Within the Student Support Priorities, participants first thought the ability to provide wrap-around mental health through a Department of Human Services partnership was most critical, followed by a focus on rising seniors, and the ability to utilize existing in-school support as well as community partners providing programs.



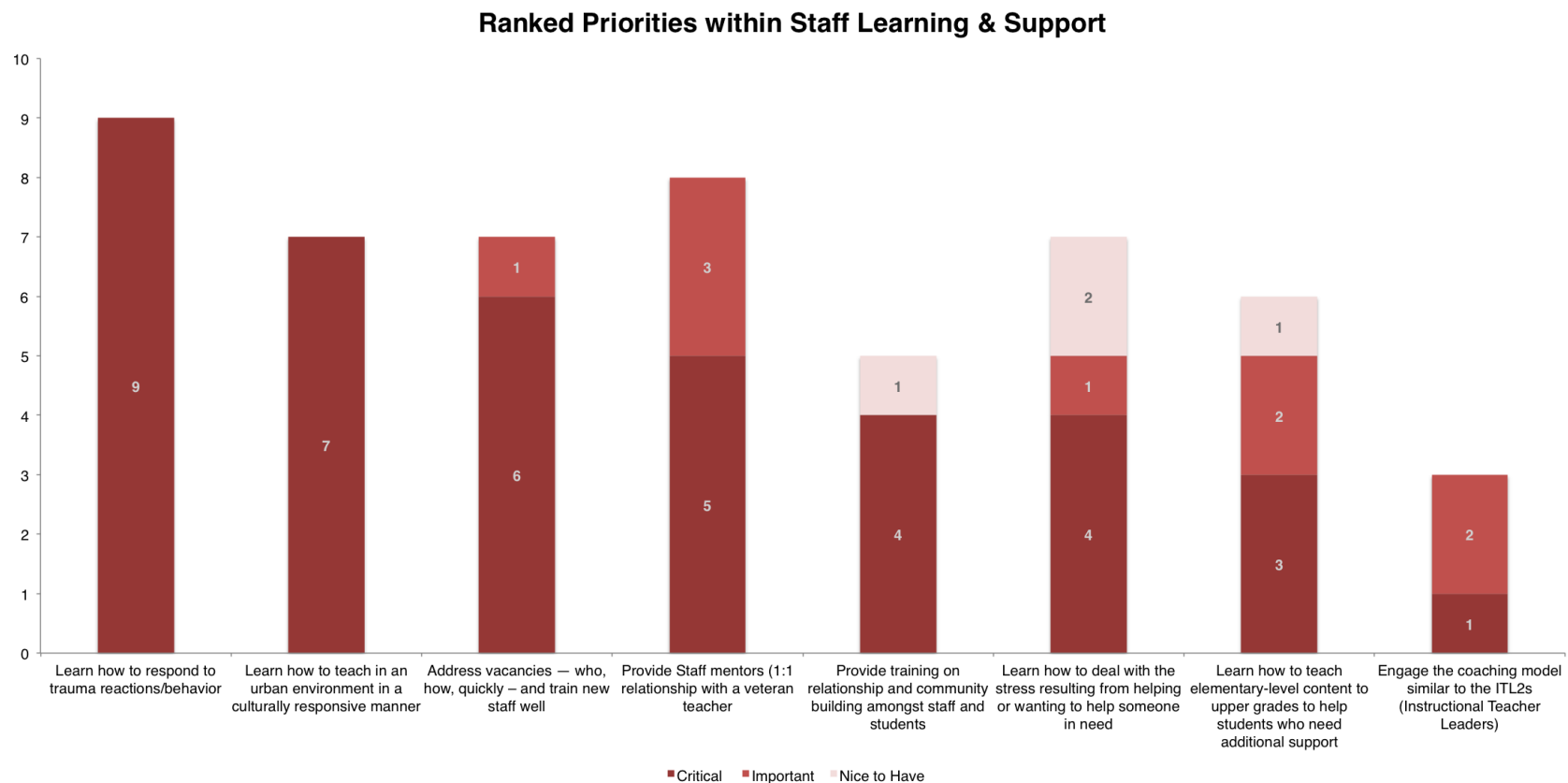
Ranked Priorities within Family Support

Within the Family Support Priorities, participants ranked equally critical the ability to create programs to address student hunger and trauma, as well as sharing support strategies among parents and community members.



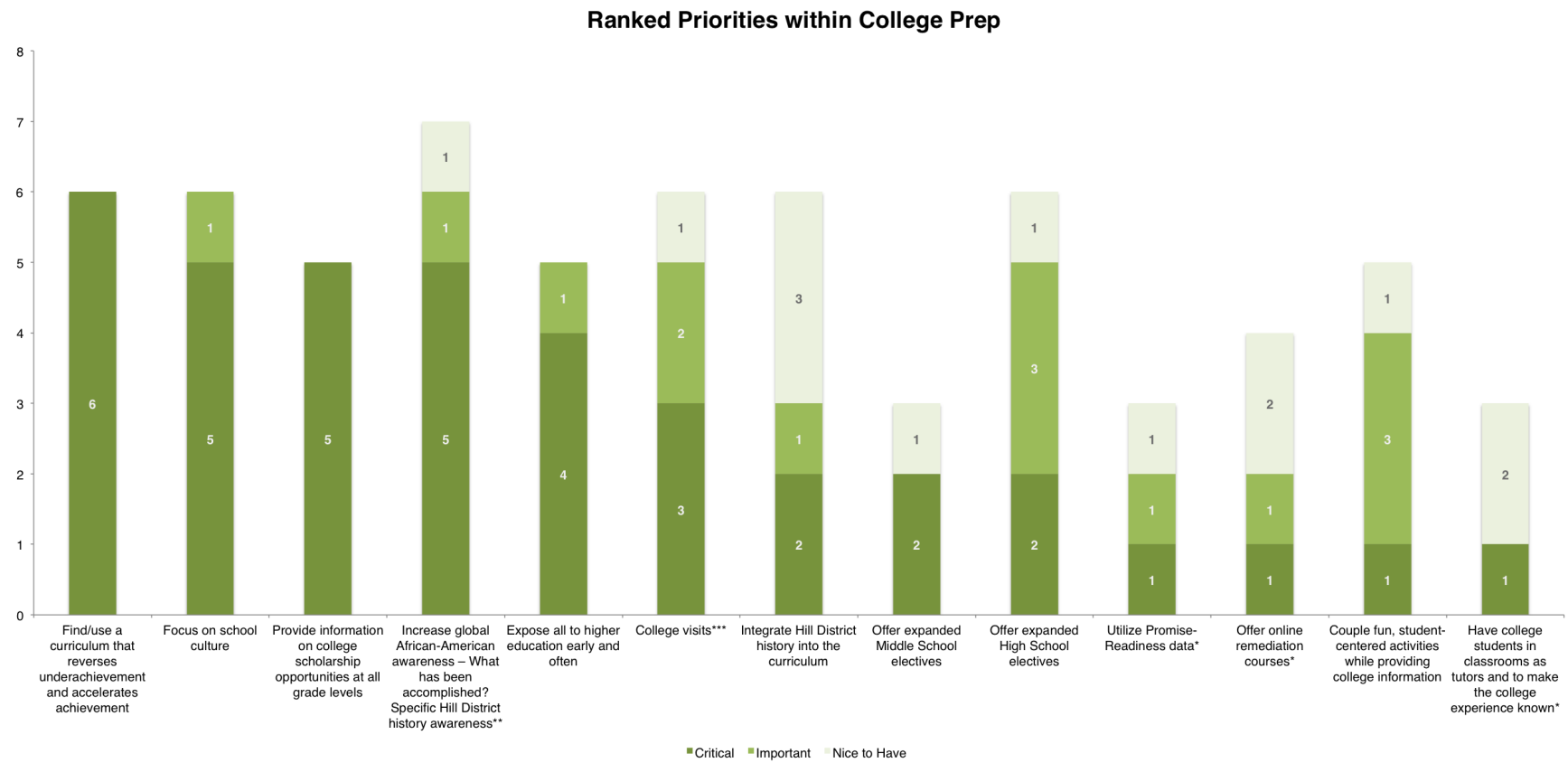
Ranked Priorities within Staff Learning & Support

Within the Staff Learning & Support Priorities, participants thought it most critical that staff learn how to respond to trauma reactions/behavior. This was followed by the importance of staff learning how to teach in an urban environment in a culturally responsive way, and to address vacancies quickly.



Ranked Priorities within College Prep: 2-Year and 4-Year Pathways

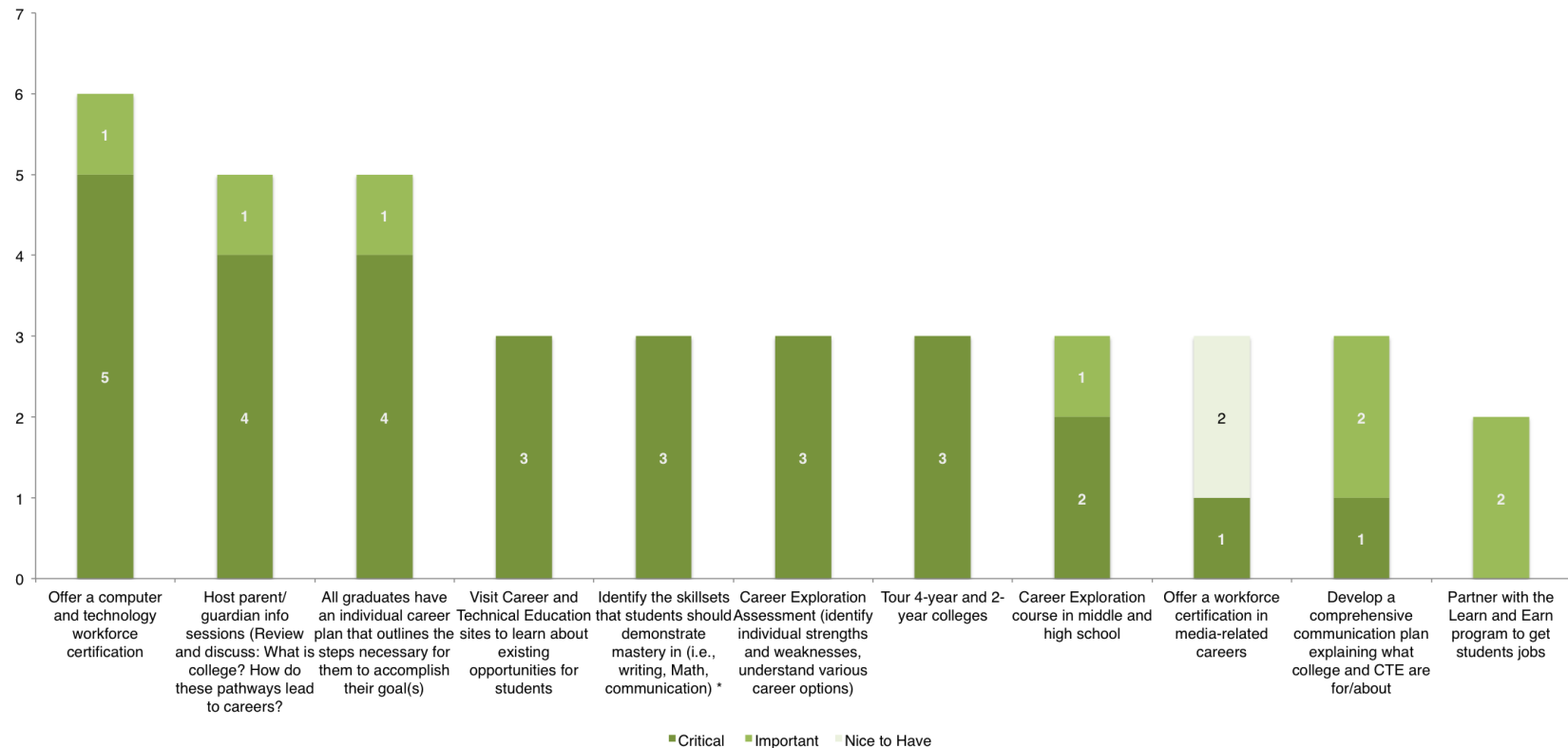
Within the College Prep Priorities, the ability to find/use a curriculum that reverses underachievement and accelerates achievement was most critical. This was followed by a focus on school culture, providing college scholarship opportunity information and increasing global African-American awareness.



Ranked Priorities within Accelerated Career Pathways

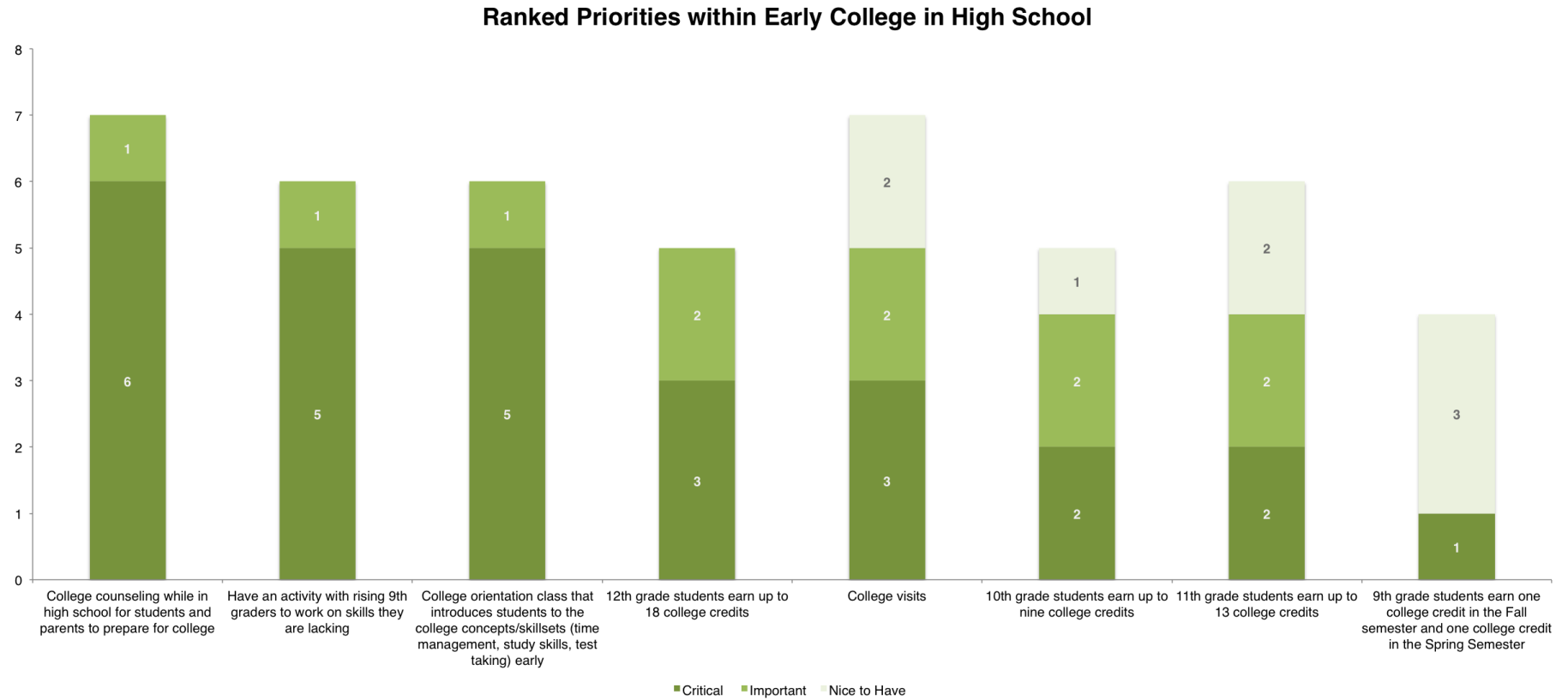
Within the Accelerated Career Priorities, the ability to offer students a computer and technology workforce certification was the most critical. This was followed by the ability to host college information sessions with parents/guardians, and giving all graduates an individual career path plan.

Ranked Priorities within Accelerated Career Pathways



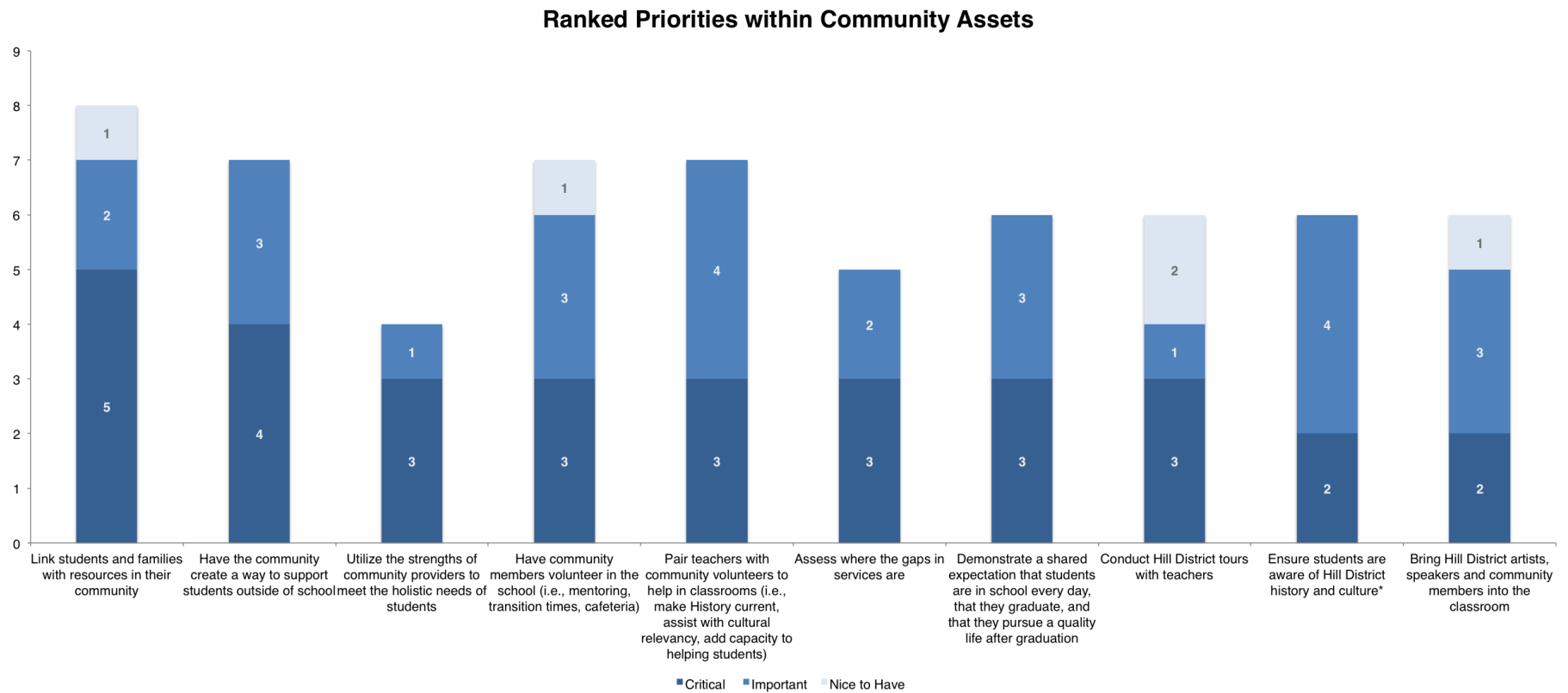
Ranked Priorities within Early College in High School

Within the set of Early College in High School Priorities, college counseling while in high school for both parents and students was the most critical. This was followed by having rising 9th graders work on skills they are lacking and a college orientation class introducing students to college concepts early.



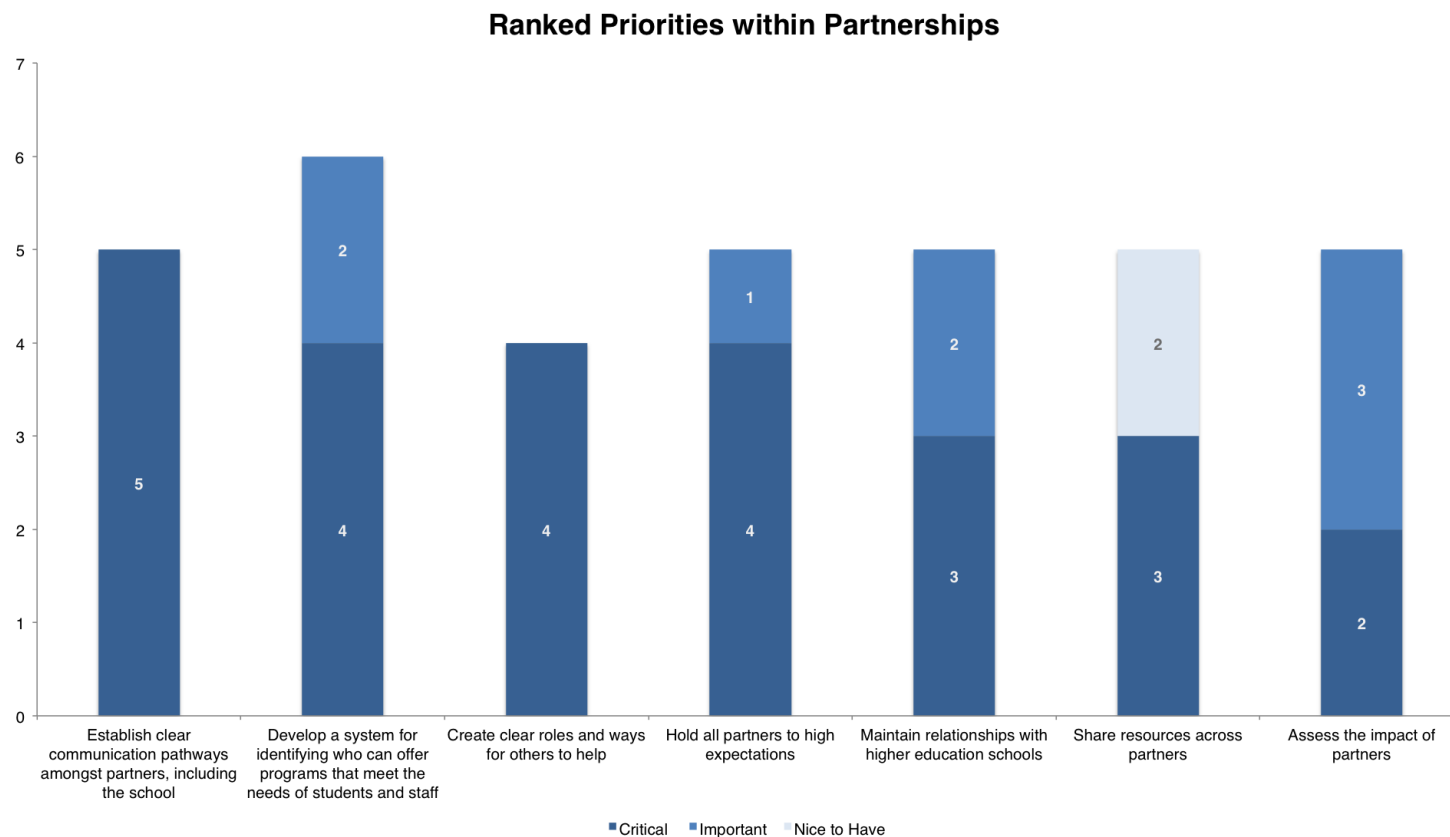
Ranked Priorities within Community Assets

Within the Community Assets Priorities, linking students and families with community resources was the most critical. This was followed by having the community create ways to support students outside of school, having community members volunteer in the school and pairing teachers with community volunteers to help in classrooms.



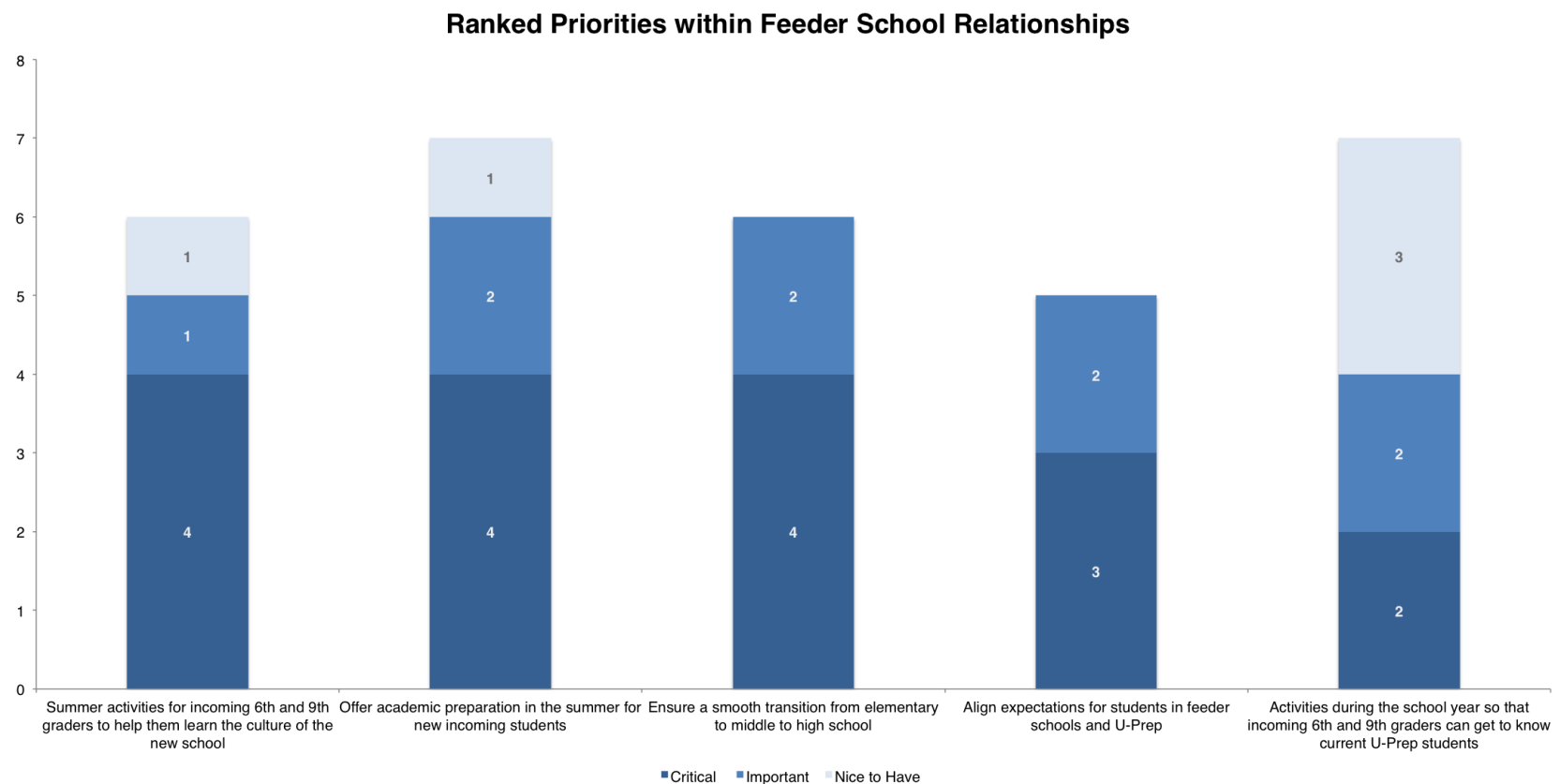
Ranked Priorities within Partnerships

Within the Partnerships Priorities, establishing clear communication pathways amongst partners was the most critical. Following that, developing a system for identifying who can offer programs and creating clear roles for others to help was also important.



Ranked Priorities within Feeder School Relationships

Within the Feeder School Relationship Priorities, three helping students transition ranked equally critically - offering academic preparation in the summer for incoming students, ensuring a smooth transition from elementary to middle school, and providing summer activities for incoming 6th and 9th grade students.



Priorities Added by Community Members

In addition to ranking the Shared Priorities, participants were asked to add any priorities they thought were important or did not see reflected in the worksheets. These are a list of those additions by Shared Priority category.

Early College in High School <ul style="list-style-type: none"> This list feels aggressive given current conditions at school 	College Prep: 2-year & 4-year Pathways <ul style="list-style-type: none"> There should be a focus on all neighborhoods' history, not just the Hill District 	Accelerated Career Pathways <ul style="list-style-type: none"> Have elders involved in the classroom
Family Support <ul style="list-style-type: none"> Dedicated service coordinator Community school model Parent voices such as PTOs or parent councils Basic communications between school and parent Rituals and routines 	Student Support <ul style="list-style-type: none"> Student-led youth summits building a culture of peace Community school model Teach effective communication skills & building healthy relationships Dress code and uniform exchange program 	Staff Learning & Support <ul style="list-style-type: none"> Recognize exceptional needs, one counselor is insufficient Teacher needs responded to in timely manner Ensure teachers have mat'ls & technology they need Consistent implementation of behavior strategies
Feeder School Relationship <ul style="list-style-type: none"> Rethink feeder pattern for African-American students Kids from different neighborhoods meet/mix before 6th grade Bring community and parents from Garfield & Hill District together with students 	Community Assets <ul style="list-style-type: none"> Understand the diversity of all neighborhoods, not just Hill District Greater community presence and organizations of faith Full-time service coordinator for UPrep Institute accountability measures 	Partnerships <ul style="list-style-type: none"> There is a need for parent involvement through PTOs, etc. Needs assessment Guiding principles for partners RFP and competitive bids to ensure best of breed partners