



University of
Pittsburgh

School of
Education

Pitt School of Education Awarded Grants

Fiscal Year 2020

School Mission-Vision Statement

“We ignite learning. We strive for well-being for all. We teach. We commit to student, family, and community success. We commit to educational equity. We advocate. We work for justice. We cultivate relationships. We forge engaged partnerships. We collaborate. We learn with and from communities. We innovate and agitate. We pursue and produce knowledge. We research. We disrupt and transform inequitable educational structures. We approach learning as intertwined with health, wellness, and human development. We address how national, global, social, and technological change impacts learning. We shape practice and policy. We teach with and for dignity. We think. We dream. We lead with integrity. We are the School of Education at the University of Pittsburgh.”

Introduction

Included in this report are grants from the 2020 fiscal year as well as comparison data from the 2019 fiscal year. Pitt School of Education faculty have been awarded more than \$23.9 million in research funding for projects examining the broad spectrum of learning, wellness, and human development. We develop thoughtful research with the purpose of real-world applications and benefits to educators and their students.

External organizations that have funded our research include:

- **Federal** - National Institutes of Health, the National Science Foundation, the U.S. Department of Education, the Centers for Disease Control and Prevention, and U.S. Navy
- **Local and State** - Commonwealth of Pennsylvania and Pittsburgh Public Schools
- **Private** - Spencer Foundation, Bill and Melinda Gates Foundation, Heinz Endowments, American Cancer Society

The grants in this report are organized by department and include the primary investigator, project title, agency name, award dates, and amount of money.

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I. Fiscal Year 2020 Breakdown and Comparison Data

FY20 newly awarded grant breakdown by department (*FY19 in italics*)

Department	Number of new awards	Amount of new awards
Administrative and Policy Studies	7 (<i>0</i>)	\$369,968 (<i>\$0</i>)
Dean's Office	5 (<i>3</i>)	\$2,282,667 (<i>1,193,757</i>)
Instruction and Learning	6 (<i>8</i>)	\$5,672,952 (<i>4,186,000</i>)
Falk School	1 (<i>0</i>)	\$31,000 (<i>\$0</i>)
Healthy Lifestyle Institute	3 (<i>2</i>)	\$964,591 (<i>\$438,975</i>)
Health and Physical Activity	4 (<i>3</i>)	\$681,837 (<i>\$2,555,714</i>)

Institute for International Studies in Education	1 (0)	\$259,014 (\$0)
Learning and Research Development Center	5 (7)	\$4,537,273 (\$10,350,841)
Office of Child Development	22 (23)	\$6,373,758 (\$7,545,210)
Psychology in Education	9 (6)	\$2,758,473 (\$282,315)
Total	63 (52)	\$23,931,263 (\$26,552,832)

Newly awarded research by year

FY20 - \$23,931,263 (63 new awards)
 FY19 - \$26,552,832 (52 new awards)
 FY18 - \$22,262,449 (51 new awards)

Active grant funded research by year

FY20 - \$24,284,994 (145 active grants)
 FY19 - \$23,214,044 (141 active grants)
 FY18 - \$21,309,579 (134 active grants)

Unique faculty with newly awarded grants

FY20 – 33
 FY19 – 26
 FY18 – 30

Research expenditures by year (This does not include Pitt’s Learning Research and Development Center)

FY20 - \$15,498,550
 FY19 - \$16,633,845
 FY18 - \$15,979,109

II. Newly Awarded Grants

ADMINISTRATIVE AND POLICY STUDIES

The Forum for Western Pennsylvania School Superintendents

Amount: \$90,000
Agency Name: The Grable Foundation
Award Dates: 7/16/19 – 7/16/22
Principal Investigator: Jerry Longo

The Forum for Western Pennsylvania School Superintendents has concluded its 23rd year of service to regional school superintendents. The Forum is about advocacy for children and youth, collaboration and collegiality among school leaders, mentoring emerging school leaders and becoming masters of a complex profession. The membership meets in retreat in the spring and fall of each year. These meetings focus on emerging problems and trends in basic education schools; ways to advocate for children and youth; fellowship and camaraderie, and encouragement. The membership is comprised of 55 school superintendents who represent school districts with differing governance structures, of varying sizes and of varying socio-economic conditions. They are a relatively young group of leaders who are supported by experienced mentor superintendents and university practitioner faculty.

Storytime STEM-packs: Entry Point for Early Computer Science and STEM Learning in PreK-2 Classrooms and Public Libraries

Amount: \$40,753
Agency Name: Allegheny Intermediate Unit
Award Dates: 5/1/19 – 8/31/20
Principal Investigator: Keith Trahan

CEAC to serve as external evaluator for the Allegheny Intermediate Unit Math & Science Collaborative PAsmart Grant to Advance Early STEM+C Education in Southwestern PA.

In its ongoing collaboration with the Allegheny Intermediate Unit Math & Science Collaborative (AIU-MSC), the Collaborative for Evaluation and Assessment Capacity (CEAC) will serve as external evaluator for the recently awarded \$400,000 PAsmart grant. The AIU-MSC has been awarded a PAsmart Advancing Computer Science and STEM Grant for \$399,379.00 to support Storytime STEM-packs™: Entry Point for Early Computer Science and STEM Learning in PreK-2 Classrooms and Public Libraries. Storytime STEM-packs™ are an educational innovation developed in 2014 by the AIU-MSC in collaboration with the Community Foundation of Westmoreland County and subsequently funded through NSF I-CORPS and numerous local foundation grants. CEAC has served as collaborator and external evaluator for the project since its inception.

The project will engage young learners in STEM and computer science through themed Storytime STEM-packs™ and related robot challenges. These materials enable educators with minimal prior knowledge of STEM to connect age-appropriate standards-based science, engineering, math, and computer science concepts to children's literature. Each Storytime STEM-pack includes: (1) a popular children's book; (2) all the physical and print materials to facilitate an engaging, hands-on STEM+C activity for 24 children; and (3) a facilitator guide that

makes connecting the story to the STEM+C activity easy. AIU MSC will develop and distribute 7 Storytime STEM-packs along with 7 companion computer science activities (STEM+C), to predominantly high needs schools and libraries across Allegheny and Westmoreland Counties. Participating classroom educators and children’s librarians will be involved in a total of 18 hours of professional learning and networking. Those served directly by this project will include 44 preK-2 school districts from both Allegheny and Westmoreland Intermediate Units, 13 public libraries, 60 AIU Head Start Classrooms, and 11 nonpublic schools within the Diocese of Pittsburgh; serving approximately 200 educators and librarians, and 3000 children in 2019-20.

CEAC Program Evaluation Project with Propel Schools

Amount: \$29,994

Agency Name: Pennsylvania Department of Education

Award Dates: 12/1/19 – 11/30/20

Principal Investigator: Keith Trahan

The Collaborative for Evaluation and Assessment Capacity (CEAC) in the University of Pittsburgh School of Education will again work with Propel Charter Schools After School Program, serving as the program evaluator for its 21stCentury Learning Center grant from the Pennsylvania Department of Education. CEAC is building upon prior work with Propel, having served in the same capacity with Propel on its prior 21CCLC grant from 2012-2016. Dr. Keith Trahan, CEAC Interim Director and visiting faculty in the School of Education, will lead CEAC team of graduate and undergraduate students in the evaluation project. CEAC will work across Propel’s thirteen school throughout Allegheny County, to engage stakeholders with the implementation and utilization of collaborative evaluation methods, in order to help improve after school programming for students and families.

The 21st Century Community Learning Centers grant program is authorized under Title IV, Part B, of the Elementary and Secondary Education Act, as amended by the No Child Left Behind Act of 2001, and administered by PDE. The purpose of this program is to create community learning centers that provide academic enrichment opportunities for children, particularly students who attend high-poverty and low-performing schools, to meet state and local student standards in core academic subjects, to offer students a broad array of enrichment activities that can complement their regular academic programs, and to offer literacy and other educational services to the families of participating children. At the same time, centers help working parents by providing a safe environment for students during non-school hours and periods when school is not in session.

DEAN’S OFFICE

NSF INCLUDES Alliance: Strengthening Precollege Programs as a Mechanism to Promote Equitable Access to University Admissions and Persistence in STEM

Amount: \$264,909
Agency Name: National Science Foundation
Award Dates: 9/1/19 – 8/31/24
Principal Investigator: Lori DeLale-O'Connor

The National Science Foundation has awarded a \$10 million INCLUDES Alliance grant to the team that makes up Pitt's Broadening Equity in STEM (BE STEM) Center and SLECoP, a national ecosystem of STEM programs and partners, to create a network of precollege programs with accreditation standards to boost college enrollment for underrepresented students majoring in science, technology, engineering and math. The five-year award makes Pitt the home base for the STEM Pathways for Underrepresented Students to HigherEd (STEM PUSH) Network through the collaboration of seven Pitt schools, centers and departments, including the Center for Urban Education. The network is a national collaborative of precollege programs, STEM educators, college admissions professionals and others committed to increasing racial and ethnic diversity in STEM. Dr. Lori Delale-O'Connor from the Center for Urban Education will serve as Senior Personnel and lead CUE's role in the work on the grant, which focuses on supporting the precollege programs and admissions departments in developing equity-focused, culturally sustaining recruitment practices and programming. Dr. Delale-O'Connor also served as co-PI on the 2017-2019 NSF INCLUDES Design and Development Launch Pilot Grant on which this project builds.

Remake Shifting Power

Amount: \$400,000
Agency Name: Bill and Melinda Gates Foundation
Award Dates: 10/22/19 – 7/31/21
Principal Investigator: Valerie Kinloch

The "Remake Shifting Power" grant from the Gates Foundation will be used to create an advisory group of Educators of Color from the Remake Learning Network (RLN) and to connect them with regional learning scientists operating within the RLN in order for educators to drive research and development around issues that are most relevant and salient to them. A major goal of this grant is to intentionally shift traditional power structures away from elevating the needs, aspirations, and interests of researchers to focusing, instead, on centering and uplifting the identities, voices, power, and brilliance of Educators of Color so that they can lead research and development processes with learning scientists as supportive collaborators. Working with educators, researchers, and ed-tech developers across various school districts, higher education institutions, and out-of-school learning organizations will allow us to improve how Educators of Color design, engage with, and lead research and evidence produced through Community Engaged Initiatives and Research Practice Partnerships.

Ending Racial Opportunity Gaps in Mathematics: New Paths Forward

Amount: \$144,656

Agency Name: Heinz Endowments

Award Dates: 7/15/19 – 5/31/21

Principal Investigator: T. Elon Dancy

The Center for Urban Education's Ready to Learn (RTL) program is a research-practice partnership that supports personalized learning through tutoring and mentoring and connects University of Pittsburgh undergraduate students with students in the Pittsburgh Public Schools. RTL's goal is to support grade school students' academic improvement in mathematics, critical thinking, and personal development. More broadly, the program seeks to mitigate access barriers shaped by persistent structural disparities.

FALK SCHOOL

Pittsburgh Scholars

Amount: \$31,000

Agency Name: Heinz Endowments

Award Dates: 8/1/19 – 6/30/20

Principal Investigator: Jill Sarada

Earlier this spring, Ms. Jill Sarada, newly appointed Falk School Assistant Director for Elementary Grades Learning, along with colleagues from the School of Education and Pittsburgh Public School, secured a \$31,000 grant from the Heinz Endowments to build communities of practice among Falk and Pittsburgh Public School teachers, University-affiliated researchers, family service specialists, and early childhood coaches in order to implement new classroom practice that reflect 21st-century skills.

Their work began with a two-day institute at Falk School in early August. After attending theme-based sessions in which information was shared from multiple perspectives, participants were tasked with creating a plan for the upcoming school year that takes their learning into their practice.

HEALTH AND PHYSICAL ACTIVITY

Maximizing Adolescent Potentials Program (MAPS)

Amount: \$493,640

Agency Name: Allegheny County

Award Dates: 7/1/19 – 6/30/20

Principal Investigator: Carl Fertman

Maximizing Adolescent Potentials secured a contract with the Allegheny County Office of Behavioral Health in the amount of \$493,640. This funding will support community-based Prevention and Behavioral Health programming in Allegheny County schools.

As a contracted prevention provider, the program will continue its school and community programming with children, adolescents and their families implementing evidence-based curriculum. Areas of focus include prevention of gambling, alcohol, tobacco and other drugs.

In addition, this funding supports the assignment of Behavioral Health Liaisons in schools to provide technical assistance and training to staff while also supporting students experiencing a barrier to learning. Our program provides support to students in pre-K through 12th grades.

Disentangling Subclinical Cardiovascular Risk Associated with Insomnia, Short Sleep Duration, and Their Combination

Amount: \$155,723

Agency Name: National Institutes of Health

Award Dates: 8/1/19 – 7/31/21

Principal Investigator: Christopher Kline

Poor sleep is consistently linked with adverse cardiovascular outcomes. However, the independent cardiovascular risk associated with insomnia and short sleep duration have not been isolated. The purpose of this study is to examine the subclinical cardiovascular profile of two groups: (1) adults with isolated short sleep duration (i.e., without insomnia), and (2) adults with isolated insomnia (i.e., with ≥ 6 h sleep duration). These data will be combined with data collected from another grant (NIH K23HL118318) in which the subclinical cardiovascular profile of two other groups were examined: (3) adults with both insomnia and short sleep duration, and (4) adults without insomnia or short sleep duration. Comparing these four groups will allow us to disentangle the subclinical cardiovascular risk associations with isolated insomnia, isolated short sleep duration, and their combination.

Molecular Transducers of Physical Activity Consortium (MoTrPAC) Ancillary Study of Physical Activity Sedentary Behavior

Amount: \$699,942

Agency Name: National Institutes for Health

Award Dates: 12/1/19 – 11/30/20

Principal Investigator: John Jakicic

This project is an ancillary study to the multi-center MoTrPAC Study that has been awarded to the University of Pittsburgh (Principal Investigator: John M. Jakicic, PhD; Co-Investigators:

Renee J. Rogers, PhD; Lindsay Page, PhD; Anne Newman, MD; Daniel Forman, MD; Erin Kershaw, MD; Bradley Nindl, PhD). The focus of this ancillary study is to leverage and enhance the value of the actigraphy data to characterize free-living physical activity and sedentary behavior, and to harmonize the exercise heart rate data that are being collected at the clinical centers in MoTrPAC. These data will provide important phenotypic data to characterize the study participants that can contribute to the understanding of variability in response to exercise training. This ancillary study will also add measurement using an activPAL device to the existing wrist-worn accelerometry to enhance the measurement of physical activity, sedentary behavior, and sleep.

Developing worker-centric recommendations for sit/stand duration: Determining the feasibility of using weight shifts as a marker of discomfort

Amount: \$25,000

Agency Name: Office of Ergonomics Research Committee

Award Dates: 05/01/20 – 04/30/21

Principal Investigator: April Chambers

Dr. April Chambers, Department of Health and Human Development, has received funding from the Office of Ergonomics Research Committee in collaboration with her Co-Investigator, Dr. Nancy Baker, Department of Occupational Therapy, Tufts University. The project, entitled developing worker-centric recommendations for sit/stand duration, aims to determine the feasibility of using biomechanical measures to recommend appropriate sit/stand dosage for height adjustable workstations. Sit/stand desks are increasingly a part of the office workplace. They have been touted as tools to improve physical activity and energy expenditure and as a method to improve discomfort by changing postures. The ability of sit/stand desks to improve health and discomfort rests on the ability to identify the correct dosage: how much time sitting versus how much time standing is needed to prevent discomfort in both positions. As such, this funding will be used to develop a worker-centric method that will help each worker identify his or her own dosage based on biomechanical factors.

INSTITUTE FOR INTERNATIONAL STUDIES IN EDUCATION

Comparative and International Education Society Office

Amount: \$259,014

Agency Name: Comparative and International Education Society

Award Dates: 8/1/19 – 7/31/21

Principal Investigator: M. Najeeb Shafiq

The Executive Committee of the CIES has selected the University of Pittsburgh to provide operational and managerial support for the Society, including the provision of Executive Director, managerial, and operational services. M. Najeeb Shafiq (Professor, School of Education) will serve as the Executive Director. The initial terms for this Office of the Executive

Director will be two years beginning August 1, 2019 for \$260,000/year exclusive of any cost-sharing and overhead reduction. According to the CIES Bylaws, there is possibility for subsequent renewals for additional five-year terms. The scope of work of the CIES Office of the Executive Director at Pitt includes: maintenance of office and operations; oversight, administration, and maintenance of the membership management service; production the newsletter and weekly announcements; supporting the Board of Directors and Executive Committee; supporting conference services; maintenance of digital archives; maintenance of all financial services; and maintenance of website and social media.

INSTRUCTION AND LEARNING

Pennsylvania Alternate System of Assessment (PASA)

Amount: \$4,148,418

Agency Name: Commonwealth of Pennsylvania

Award Dates: 7/1/19 – 6/30/20

Principal Investigator: Debra Moore

PASA is a \$4.2 million project awarded to the Department of Instruction and Learning, School of Education and funded by the Pennsylvania Department of Education. The project is led by Director, Debra W. Moore, and Senior Advisors, Steven R. Lyon and Clement Stone.

The PASA project develops annual assessments in reading, writing, math, and science for approximately 20,000 Pennsylvania school students with the most significant cognitive disabilities and cannot participate in the Pennsylvania System of School Assessment (PSSA). The assessments are specifically designed to increase access to the general education curriculum for this population of students further increasing equity in educational experiences for all students in Pennsylvania.

In addition to developing the assessments, the project also delivers and scores the assessments, trains test administrators, reports results from the assessments to stakeholders including parents, and conducts validity studies to ensure technical adequacy while maintaining compliance with federal laws and Pennsylvania School Code. The assessments are periodically subject to peer review by the U.S. Department of Education and, most recently, were deemed to ‘substantially’ meet requirements, a distinction rare among alternate assessments nationally.

Improving STEM undergraduate teacher education and developing the STEM teaching profession through institutional transformation

Amount: \$186,878

Agency Name: National Science Foundation

Award Dates: 9/1/19 – 8/31/24

Principal Investigator: Elizabeth Birr Moje; co-PIs: Emily C. Rainey, Tim McKay, Kendra Hearn, Shari Saunders, & Angela Calabrese Barton

In this research and development project, we seek to transform how undergraduates are prepared to be STEM teachers by building a new system that would support them from their freshmen STEM coursework at the University of Michigan through their first three years of full-time teaching in Detroit Public Schools--a full 7-year span. At the core of this project is a “Teaching School” concept, which draws upon the design and structures of the teaching hospital used to prepare novice physicians for skilled and contextually sensitive professional practice. Like a teaching hospital, the Teaching School will be a space in which faculty attendees, residents, and interns engage together in research-based professional practice (the teaching of adolescents) and coordinated professional learning (the preparation of early career teachers). We will employ design-based research methods and process evaluation across iterative cycles of work to examine 1) how undergraduates' learning is supported within this system; 2) how teachers prepared in this system contribute to adolescents' STEM learning; and 3) the sustainability and practical value of the Teaching School model. Our analysis will enable us to improve our model while also establishing a proof of concept that could be further developed by other institutions.

What might we learn, practice, and inspire when we combine improvisation and creative writing?

Amount: \$20,000

Agency Name: Heinz Endowments

Award Dates: 4/16/19 – 5/31/20

Principal Investigator: Laura Roop

Improv+Writing=Playful, Joyful Learning for All

This pilot project, a collaboration between the Western Pennsylvania Writing Project and Steel City Improv Theater funded by Heinz Endowments, aims to explore an improvisational approach to creative writing through community engagement programming where children, ages 5-10, families, and educators learn alongside each other. Our central question is, “What might we learn, practice, and inspire when we combine improvisation and creative writing?” Through improv games using our bodies as well as our pencils on a page, we will play, fail, try new ways, laugh, listen, connect, and learn together. Whole-body, interdisciplinary, and playful learning approaches allow all children to engage deeply with their internalized dispositions for learning. Observation during programming and feedback from participants will inform the Western Pennsylvania Writing Project in the future as we craft relevant programming for University of Pittsburgh’s Community Engagement Centers and other contexts. Pilot locations include Greater Valley Community Services, Camp WOW! (Braddock); Pittsburgh Faison preK-5, Faison Freedom Summer School (Homewood); Carnegie Library Hazelwood (Hazelwood); and Pittsburgh Urban Christian School (Wilksburg). WPWP co-director Melissa Butler, who also directs the Children’s Innovation Project, is leading this effort with support from the Writing Project.

Project Certified Rehabilitation counselors and Educators Supporting Transition Success (CRESTS)

Amount: \$1,180,874

Agency Name: U.S. Department of Education

Award Dates: 9/1/20 – 8/31/25

Principal Investigator: Tessa McCarthy

The focus of Project Certified Rehabilitation counselors and Educators Supporting Transition Success (CRESTS) is to provide scholars with the opportunity to become highly qualified, highly collaborative professionals who are certified as teachers of students with visual impairments or rehabilitation counselors. Two programs at the University of Pittsburgh are involved in Project CRESTS, the Vision Studies Program, offered at the master's level which takes three years to complete and the Rehabilitation Counseling Program, offered at the master's level which takes two years to complete. Scholars will graduate with either a master's of education (MEd) and certification as a teacher of students with visual impairment or a master's of science (MS) and certification as a rehabilitation counselor. All scholars will participate in inter-disciplinary coursework and enrichment experiences with an emphasis on supporting students who are blind and visually impaired as they transition from secondary education settings resulting in improved career outcomes and quality of life for the students the scholars teach.

Scholars will participate in an intensive on-ramp training along with a preliminary field experience, two or three years of coursework, two field experiences, and eight enrichment webinars as a part of Project CRESTS.

The total grant award is \$1,180,874 over the next five years, and with this funding we will be able to provide full tuition awards for a total of 10 master's students in the Teacher of Students with Visual Impairments Program and 8 master's students in the Rehabilitation Counseling Program. Additionally, the grant will provide full funding for one PhD student in Vision Studies. The first cohort of students will begin in summer 2020. During enrichment activities, we will be partnering with two state agencies: the Office of Vocational Rehabilitation and the Bureau of Blindness and Vision Services.

The LEND Center at the University of Pittsburgh

Amount: \$15,182

Agency Name: US Department of Health & Human Services

Award Dates: 7/1/19 – 6/30/20

Principal Investigator: Rachel Robertson

The LEND (Leadership Education in Neurodevelopmental and Related Disabilities) Center at the University of Pittsburgh is a leadership education program funded by the Maternal and Child Health Bureau (MCHB) of the Health Resources and Services Administration (HRSA) in the department of Health and Human Services (DHHS).

At the University of Pittsburgh, the LEND Center is a program of Children’s Hospital of Pittsburgh of UPMC. It is an interdisciplinary program that prepares graduate and post-graduate students, practicing professionals, and family members of children with disabilities to assume leadership roles in their respective fields. While striving to understand factors that help all individuals attain optimal health and developmental trajectories over a lifetime, the LEND Center forges partnerships of university faculty and students, community service providers, health professionals and educators, leaders in government, business, and philanthropy, as well as individuals with disabilities.

LEARNING AND RESEARCH DEVELOPMENT CENTER

Discussion Tracker: Development of Human Language Technologies to Improve the Teaching of Collaborative Argumentation in High School

Amount: \$750,000

Agency Name: National Science Foundation

Award Dates: 9/1/19 – 8/31/22

Principal Investigator: Amanda Godley/Diane Litman

The project is with Diane Litman (computer science) and focuses on developing a computer-driven interface so that English teachers can easily see information about quality and equity in student talk during discussions and make adjustments to their teaching.

NSF INCLUDES Alliance: Strengthening Precollege Programs as a Mechanism to Promote Equitable Access to Universities

Amount: \$2,333,693

Agency Name: National Science Foundation

Award Dates: 9/1/19 – 8/31/24

Principal Investigator: Jennifer Iriti

Overview: The Bio+ Alliance vision is to transform K-20 STEM pathways into the biotechnology, bioengineering, and biomaterials workforce (bio-workforce), particularly for underrepresented minorities (URMs), through a functional and scalable Networked Improvement Community (NIC). The aim is to comprehensively study the effectiveness of the Bio+ Alliance NIC as well as leverage the NIC in broadening participation (BP) efforts that will eliminate barriers that have impeded URMs from entering the bio-workforce. To address these goals, we will target the K-20 continuum, integrate a public-private regional (then national) network, and leverage best practices from many existing, federally-funded BP programs that the Bio+ Alliance has direct access to, thus positively impacting URM-participation metrics for the bio-workforce.

Supporting the Informal Learning Initiative, Phase II

Amount: \$624,000

Agency Name: William Penn Foundation
Award Dates: 8/1/19 – 12/30/22
Principal Investigator: Kevin Crowley/Karen Knutson

This grant is to study and support the expansion of the Informal Learning Initiative in Philadelphia. This Initiative supports literacy rich, community-based informal learning experiences for low-income families with young children across Philadelphia. These experiences are developed by a network of partnerships between informal learning institutions and community-based organizations. Each partnership focuses on a specific geographic and/or cultural community in Philadelphia, and develops engaging programming to support family learning through a playful exploration of topics such as science, art, creativity, nature, and healthy eating.

Climate Rural Systems Partnership (CRSP)

Amount: \$794,923
Agency Name: National Science Foundation
Award Dates: 7/15/19 – 6/30/21
Principal Investigator: Kevin Crowley

This grant to Pitt is part of our ongoing research practice partnership with the Carnegie Museum of Natural History, who received separate funding from NSF for their part of the partnership. Working with networks of local organizations, our partnership will (1) support rural Western PA communities to have science-based discussions about human-caused climate change; (2) build regional capacity for information exchange among the museum, rural organizations, and individuals in Western PA to support greater community engagement when addressing the impacts of human-caused climate change; and (3) improve methodologies and practices for organizations to effectively address climate change issues with audiences across rural and urban communities.

The Pittsburgh Promise 2019-2020 Annual Metrics

Amount: \$34,657
Agency Name: The Pittsburgh Promise
Award Dates: 9/15/19 – 9/14/20
Principal Investigator: Jennifer Iriti

The Pittsburgh Promise offers a significant financial incentive for students and their families to do their part to get ready for post-secondary education while in high school. However, in order for The Promise to realize the full range of its goals for catalyzing reform in the education systems, the PK-12 and Higher Education providers must have access to data that shows the effects of their efforts to prepare and support students in the pursuit of a post-secondary degree. The work outlined in this proposal is intended to continue and deepen the Pittsburgh Promise's data-reporting regarding college-going patterns of PPS graduates, detailed postsecondary data

and patterns for each PPS high school, and the provision of ongoing, responsive research and data support.

THE OFFICE OF CHILD DEVELOPMENT

Partnerships for Family Support

Amount: \$200,000

Agency Name: Allegheny County

Award Dates: 7/1/19 – 6/30/20

Principal Investigator: Colleen Young

The Partnerships for Family Support program seeks to enhance quality in a primary prevention system for families with young children in Allegheny County. The approach of this system is the implementation of the family support principles, which highlight community governed, designed, and improved services and activities. Cornerstones of the prevention system are the promotion of evidence-based home visiting and the use of the Protective Factors framework to strengthen families and improve the outcomes for young children.

Project Title: Real Help, Real Time

Amount: \$75,000

Agency Name: Providence Connections Inc

Award Dates: 7/1/19 – 6/30/20

Principal Investigator: Colleen Young

The Real Help, Real Time program seeks to meet basic needs in support of Allegheny County Family Support Network families in obtaining and retaining employment through providing grants. The majority of funds typically go towards housing, utilities, and transportation. Additionally, families are offered targeted assistance and referrals in a variety of areas (e.g., budgeting, vocational training, child care assistance, housing referrals, etc.). In addition to the center-based work that supports families to obtain and retain employment, the Network focuses on developing new strategies to strengthen regional partnerships that will improve employment opportunities for families. The Office of Child Development will perform the program management and evaluation services of the project.

Early Head Start

Amount: \$4,319,152

Agency Name: Allegheny County

Award Dates: 9/30/19 – 9/29/20

Principal Investigator: Shannon Wanless

Family Foundations Early Head Start (EHS) provides early, continuous, intensive, and comprehensive child development and family support services to low-income families with children from birth to age three.

Family Foundations is a program of the University of Pittsburgh Early Head Start Grant, operating in high-risk neighborhoods in six local communities: Clairton site and East End site, hosted by The Consortium for Public Education; Sto-Rox site hosted by Focus on Renewal; Hill District site and Northside site hosted by Community Human Services Corp; and the Tri-Boro site hosted by Turtle Creek Valley MH/MR, Inc.

Healthy CHILD/Various Sites

Amount: \$296,706

Agency Name: Pittsburgh Public Schools

Award Dates: 7/1/19 – 8/31/20

Principal Investigator: Tracy Larson

The HealthyCHILD team will apply the “lessons learned” from the Mellon-funded and evidence-based HealthyInfants model of tiered supports and the 5 innovations focusing on caregiver-child interactions (both child care provider and parent); this “morphing” of the HealthyInfants model elements into the PPS HS Program will enhance the quality of care provided via a prevention-to-intervention model of graduated supports which promotes the use of developmentally-appropriate practices centering on positive caregiver-infant/toddler attachment relationships.

The HealthyCHILD program service model is based on a framework of three dimensions or approaches of early childhood practices supported by both Head Start Standards and Early Childhood Best Practices (National Association for Education of Young Children-NAEYC and Division for Early Childhood of the Council for Exceptional Children). The three primary and overarching dimensions include:

1. Recognition and response to intervention for involving graduated prevention to individualized interventions for children and teachers and parents;
2. Positive behavior approach with a strong emphasis on prevention and family support;
3. The Teaching Pyramid, a model for supporting social competence and prevention of challenging behavior in young children (CSEFEL); and Mentoring model to nurture responsive caregiving interactions

COTRAIC EHS 19-24

Amount: \$176,835

Agency Name: Council of Three Rivers American Indian Center

Award Dates: 8/1/19 – 8/31/20

Principal Investigator: Tracy Larson

The HealthyCHILD team will apply the “lessons learned” from the Mellon-funded and evidence-based HealthyInfants model of tiered supports and the 5 innovations focusing on caregiver-child interactions (both child care provider and parent); this “morphing” of the HealthyInfants model elements into the COTRAIC EHS Program will enhance the quality of care provided via a prevention-to-intervention model of graduated supports which promotes the use of developmentally-appropriate practices centering on positive caregiver-infant/toddler attachment relationships.

COTRAIC EHS Expansion

Agency Name: Council of Three Rivers American Indian Center

Amount: \$827,952

Award Dates: 9/1/19 – 8/31/24

Principal Investigator: Tracy Larson

The HealthyCHILD team will apply the “lessons learned” from the Mellon-funded and evidence-based HealthyInfants model of tiered supports and the 5 innovations focusing on caregiver-child interactions (both child care provider and parent); this “morphing” of the HealthyInfants model elements into the COTRAIC EHS Program will enhance the quality of care provided via a prevention-to-intervention model of graduated supports which promotes the use of developmentally-appropriate practices centering on positive caregiver-infant/toddler attachment relationships.

Thrive 18 Evaluation

Amount: \$45,000

Agency Name: Project Destiny

Award Dates: 7/15/19 – 12/31/20

Principal Investigator: Caitlin Spear

The University of Pittsburgh Office of Child Development (OCD) Evaluation and Research Team (ERT) will serve as an external evaluator for the Thrive18 program under the proposed evaluation plan. OCD will partner with Thrive18 to conduct an independent, comprehensive evaluation of the Thrive18 program.

ERT will conduct a comprehensive evaluation of Thrive18 using a customizable, multi-phase mixed method process evaluation that is composed of three unique phases. We have designed these phases to build upon each other, yet offer flexibility to decide on next steps based on lessons learned from previous phases. Overall, this process evaluation will provide information about the ways in which Thrive18 processes align and promote Thrive18 outcomes.

Healthy Start Evaluation

Amount: \$112,500

Agency Name: Healthy Start Inc.
Award Dates: 9/1/19 – 3/31/24
Principal Investigator: Caitlin Spear

The University of Pittsburgh Office of Child Development (OCD) Evaluation and Research Team (ERT) will serve as external evaluator for the Healthy Start Pittsburgh (HSPgh) program. OCD will partner with Healthy Start Pittsburgh to conduct an independent, comprehensive evaluation of the Healthy Start Pittsburgh program.

ERT will conduct a comprehensive evaluation of the HSPgh program using a multi-phase mixed method participatory evaluation design, which will include process, outcome, and impact evaluation components. This evaluation will include five unique phases that build upon each other, yet offer flexibility to decide on next steps based on lessons learned from previous phases. Overall, this evaluation will provide information about the process, outcomes, and impact of the HSPgh program.

Early Head Start

Amount: \$21,689
Agency Name: National Institutes of Child Health and Human Development
Award Dates: 7/1/19 – 6/30/20
Principal Investigator: Shannon Wanless

This grant is a subaward through a Nursing NICHD grant)... to study lifestyle behaviors to decrease obesity with Parent-Preschool Child Dyads using event history calendars.

Family Support Mindfulness Collaboration

Amount: \$40,000
Agency Name: Staunton Farm Foundation
Award Dates: 11/1/19 – 10/31/20
Principal Investigator: Colleen Young

The Office of Child Development in partnership with UPMC Children’s Hospital of Pittsburgh and Awaken Pittsburgh will design and deliver curricula to teach and support trauma-informed and equity-focused mindfulness strategies to Family Support staff and families. There is an abundance of evidence that mindfulness practices can support the emotional wellbeing of caregivers. Our goal is to create simple and accessible ways for these caregivers to learn about and incorporate mindful practices into their lives to improve their capacity to care for themselves, foster healthy relationships with their children and families, and model social and emotional regulation skills and practices.

Shared Power and Inclusive Family Voice

Amount: \$19,942

Agency Name: Frank and Theresa Caplan Fund for Early Childhood Development

Award Dates: 11/1/19 – 10/31/20

Principal Investigator: Colleen Young

There is a wealth of evidence that sharing power with families is an essential practice to lifting the well-being of children. Yet too often, the voices of families are not prioritized. This project seeks to answer the following questions:

How do we best support families to identify and develop solutions in their own communities with full access to the power needed make choices and changes?

How does white supremacy culture influence the present resistance toward full family engagement and inclusion in agenda-setting and decision-making?

Black Language- Black Families; Literacy and Racial Pride

Amount: \$24,844

Agency Name: Frank and Theresa Caplan Fund for Early Childhood Development

Award Dates: 11/1/19 – 10/31/20

Principal Investigator: Aisha White

The project consists of 2-hour sessions designed to help Black parents/families learn about, understand, and embrace AAVE (African American Vernacular English). Parents will: 1) Gain knowledge about AAVE through a strengths-based lens; 2) Determine their own views toward the language; 3) Have space to discuss with other parents their attitudes around their children's use of the language; 4) Become aware of classroom strategies that embrace AAVE and produce positive educational outcomes; and 5) Build a repertoire of advocacy strategies to support their children in the school setting.

Exploring the Use of Children's Literature to Support Race-Based Conversations in Early Childhood

Amount: \$25,000

Agency Name: Frank and Theresa Caplan Fund for Early Childhood Development

Award Dates: 11/1/19 – 10/31/20

Principal Investigator: Jennifer Briggs

The purpose of this project is twofold. First, we aim to develop a deeper understanding of both parent and teacher perceptions and openness to using children's literature as a mechanism to support critical conversations about race with young children. Second, we aim to use these findings to inform the development of a system to examine and classify children's books as a way to inform and support parents and educators when choosing, reading, and discussing books about race. Toward these dual purposes, we will address a range of research questions, including:

If and how do educators utilize children’s literature to have critical discussions about topics such as race with young children? What texts do educators select and why? How confident are educators in their ability to use books as a tool for talking about race?

If and how do parents utilize children’s literature to have critical discussions about race with young children? How do parents feel about educators using children’s literature to discuss race?

Do parents and educators select the same books to talk about race? If yes, do they provide the same rationale? If no, what is the difference and why?

Based on responses from parents and teachers, and a review of the literature, is there a systematic way to code and classify children’s literature to support parents and educators in selecting, reading, and discussing books about race in early childhood?

Western PA Early Childhood Education Collaborative

Amount: \$25,000

Agency Name: The Grable Foundation

Award Dates: 04/30/20 – 10/29/20

Principal Investigator: Colleen Young

In Partnership with the School of Education’s Forum for Western Pennsylvania School Superintendents, the Office of Child Development (OCD) will support up to 7 local school superintendents to visit the University of Nebraska’s Buffet Early Childhood Institute to learn about the implementation of their [Superintendents’ Early Childhood Plan](#). The goal of this professional development experience is for each district to develop an actionable Early Childhood Plan supported through the development of a local district collaborative. OCD will work with district leaders to determine how to implement ongoing conversations, including local district ECE tours, ongoing shared learning and resource platforms, and ECE-focused sessions during existing Forum bi-annual retreats. As the collaborative grows, other districts will have the opportunity to join and learn from local leaders who can share successful strategies and lessons learned. OCD will support resource and information sharing among the collaborative and out to the region.

Healthy Child

Amount: \$152,000 (Total for all awards)

Agency Name: Pittsburgh Public Schools, Pittsburgh Board of Education

Award Dates: 01/31/20 – 08/31/20

Principal Investigator: Tracy Larson

HC Connected for EHS-CCPs: Budget = \$45,000

HealthyCHILD will develop electronic resources and implement innovative technological approaches (video modeling, virtual meetings, email and texting) to increase professional communication between the HC DHC and the Childcare teachers, ease the scheduling of appointments and most importantly increase the DHC’s ability to follow up after classroom visits

to give feedback, send resources and provide additional targeted education/consultation. We will scaffold the use of technology onto the existing HC tiered approach, to support teachers in creating a healthy space and in using best practice in the area of Social Emotional Development and Support. These new, innovative uses of technology will enable HC to provide consultation to childcare administrators, teachers and parents in a flexible way that best meets their needs. In addition, to extend our reach, HealthyCHILD will train the education coaches how to use of the resources to enhance their coaching.

HealthyCHILD EHS Teen Parent Support at Brashear: Budget = \$50,000

HealthyCHILD will collaborate with the family service specialist and teen elect program at PPS EHS at Brashear High School to plan and offer 6 sessions Positive Parenting Group for the teen parents. HealthyCHILD will work closely with EHS staff to schedule the groups and plan a tentative outline of topics based on pre-existing and self-identified needs of the parents and the evidence-based curriculum. The group is designed to provide systematic self-identified parent support and evidence-based positive parenting practices. The group is not intended to replace the already existing and very valuable weekly teen ELECT Advisory Meetings (EHS) or the monthly parent meetings by Family Support Specialists, instead it is an added support group that will build on the already important work completed by the Teen ELECT Advocates and Family Support Specialists. These groups can be linked to the Head Start Parent, Family, and Community Engagement Framework outcomes of “Family Connection to Peers and Community”, “Positive Parent-Child Relationships” and “Families as Lifelong Educators.”

In addition, HealthyCHILD will utilize cell phone technology to provide teen parents with video clips of their child interacting with his/her teacher, engaging in play, story time and mealtime. Sharing the video clips will help support their child’s learning and growing and increase the parent’s connection with the teachers and HealthyCHILD DHC. Each week, the DHC will spend approximately 5-10 minutes with the child’s parent reviewing and discussing the video clips. All video clips will display positive skills and interactions between the child and the child’s teacher. Consent for participation is required.

HealthyCHILD EC: Budget = \$57,000

SEL (Social Emotional Learning) 2.0: Budget = \$15,000

HealthyCHILD will facilitate SEL 2.0, a collaborative project designed in partnership with Pittsburgh Public Schools Early Childhood Program Leadership. SEL 2.0 has two broad purposes: (1) improving the skills and knowledge of educators through collaborative study, expertise exchange, and professional dialogue, and (2) improving the educational aspirations, achievement, and attainment of children through stronger leadership and teaching. This group uses an improvement science framework as a way to continually question, reevaluate, refine, and improve professional strategies, practice and knowledge related to social emotional development

and support. Participants apply to be part of the cohort and commit to participating in 3 workshops, 4 individual coaching sessions, creating and implementing an action plan, and sharing what they've learned with their peers. This intentional school-improvement strategy was designed to reduce professional isolation, foster greater collaboration, and spread the expertise and insights of individuals throughout their school and the district.

Positive Parenting Groups: \$42,000

HealthyCHILD will collaborate with PPS EC Family Support Specialists to implement four 10-session Positive Parenting Groups, enrolling up to a total of 50 parents of children ages 3-5. The groups are designed and implemented in partnership to provide systematic self-identified parent support and training on evidence-based positive parenting practices. These groups can be linked to the Head Start Parent, Family, and Community Engagement Framework outcomes of "Family Connection to Peers and Community", "Positive Parent-Child Relationships" and "Families as Lifelong Educators. The first goal is to create a relationship-based peer group that develops trust and support between each member and utilizes components of Motivational Interviewing (MI) strategies. The second goal is to support the use of evidence-based parenting practices related to the self-identified needs of each parent. The third goal is to integrate mindfulness practices in the groups for both parents and children. HC will work closely with EC staff to schedule groups and plan a tentative outline of topics based on pre-existing and self-identified needs of the parents and the evidence-based curriculum.

Early Head Start Supplemental Funds in Response to Coronavirus Disease 2019

Amount: \$271,250

Agency Name: Allegheny County

Award Dates: 09/30/20 – 09/29/21

Principal Investigator: Shannon Wanless

As a result of the CARES Act, funds are awarded for one-time activities in response to COVID-19. The Office of Child Development will use these funds to support the Early Head Start sites in the following activities:

- Mental health services, supports, crisis response, and intervention services.
- Training and professional development for staff on infectious disease management.
- Purchasing necessary supplies and contracted services to sanitize and clean facilities and vehicles.

Igniting Racial Equity in Allegheny County's Out-of-School Literacy Ecosystem

Amount: \$5,000

Agency Name: Grantmakers of Western Pennsylvania

Award Dates: 07/01/20 – 06/30/21

Principal Investigator: Meghan Orman

In partnership with the P.R.I.D.E. team at the Office of Child Development, this grant will provide a cohort of representatives from literacy-focused organizations in Allegheny County with a year-long project-based racial equity training. The representatives will be supported in learning about, discussing, and integrating racially-equitable practices into their children's programming so that all children who benefit from their services have positive identity-affirming experiences as they learn to read.

PSYCHOLOGY IN EDUCATION

SPECS for Pace/PLAID

Amount: \$88,700

Agency Name: Pace School

Award Dates: 7/1/19 – 6/30/20

Principal Investigator: Stephen Bagnato

Pace Approved Private School administrators and their Advisory Board have been engaged in the design of an innovative and more holistic school-family-community educational model to support the progress of students with significant social-emotional, behavioral, psychiatric, and neurodevelopmental disabilities. The new model, PLAID (Positive Learning and Integrated Design), was approved for continued funding from the Hillman Foundation, Benedum, and Grable Foundations and the Pace Endowments. The PLAID model integrates the collaboration among Pace School with Carnegie Mellon University, Carlow University, and the University of Pittsburgh.

How Parents Support Young Children's Mathematical Thinking Across SES

Amount: \$281,825

Agency Name: National Institutes of Health

Award Dates: 5/1/19 – 4/30/24

Principal Investigators: Heather Bachman/Melissa Libertus/Elizabeth Votruba-Drzal

Socioeconomic disparities in math skills have grown in recent years, as the math skills of children at the upper end of the income distribution have grown faster than those of children from middle- or low-income families (Reardon, 2011). SES gaps in math skills first emerge in preschool (Klibanoff, Levine, Huttenlocher, Vasilyeva, & Hedges, 2006; Stipek & Ryan, 1997) and are maintained as children progress through school (National Bureau of Economic Research, 2005). SES-related disparities in math skills are concerning to policy makers and educators because they have implications for long-term achievement and educational attainment in adulthood (Duncan et al. 2007; Ritchie & Bates, 2013). Thus, there is an urgent need to disentangle the mechanisms underlying SES disparities in math skills before children start kindergarten. This investigation aims to delineate the proximal experiences driving socioeconomic disparities in math skills in the home environment during early childhood. Study aims will be addressed using longitudinal, multimethod data from a socioeconomically diverse

sample of 4-year-olds (N = 400) and their parents, including direct assessments, in-home observations, surveys, and time diaries. Findings from this research will fill critical gaps in the extant literature and identify key targets for experimentally manipulated intervention and policy efforts which seek to improve the well-being of socioeconomically disadvantaged children.

Student Engagement in Mathematics: A Longitudinal Study of Classroom and Psychosocial Process

Amount: \$1,500,000

Agency Name: National Science Foundation

Award Dates: 9/1/19 – 8/31/22

Principal Investigator: Ming-Te Wang/Karen Kokka/Xu Qin

Increasing student engagement is an explicit goal of many reform efforts that address problems of student boredom, alienation, and low achievement. To better understand the processes linked to math engagement, it is important to study the trajectories and patterns of math engagement and differences by race and gender, the associated motivational and classroom factors, and the impact of engagement on achievement. Understanding the conditions under which classroom characteristics are most effective and for whom can lead to the development and refinement of contextually-relevant interventions and optimal teaching practices that enhance student engagement and achievement in math. This large-scale mixed-methods longitudinal study aims to investigate the classroom and psychosocial processes linked to mathematics engagement from 6th to 8th grade with a racially diverse sample. Understanding these processes among historically underrepresented groups of students is particularly important because it will enhance our ability to broaden participation in STEM and increase the access and involvement of underrepresented groups in STEM learning. The findings will identify groups of students who are at greater risk for disengaging from math and potentially turning away from STEM careers and to develop classroom-based interventions that reflect specific contexts, instructional practices, and motivational beliefs.

Early Emergence of Socioeconomic Disparities in Mathematical Understanding

Amount: \$153,633

Agency Name: National Science Foundation

Award Dates: 9/1/19 – 8/31/22

Principal Investigator: Heather Bachman

Gaps in math skills related to socioeconomic status (SES) have grown in recent years, as the math skills of children from high income families have grown faster than those of children from middle- or low-income families. These disparities emerge in preschool and are large by the start of kindergarten. As children progress through school, math skills gaps persist or even widen. Importantly, SES-related disparities in math skills have implications for long-term academic achievement and educational attainment, as well as access to STEM education and professions in adulthood. Thus, there is an urgent need to identify the factors shaping early math development

before children start formal schooling. This investigation will provide foundational knowledge about the activities and interactions in the home environment that drive the early emergence of math skills disparities related to SES. Findings from this work have the potential to inform home visitation programs and early care and education curricula aimed at strengthening the early math skills of economically disadvantaged children. In doing so, the knowledge generated by this study has the potential to enhance equity in access to STEM education and professions for children from socioeconomically disadvantaged families.

UCLID-LEND Center Disabilities Institute

Amount: \$22,382

Agency Name: US Department of Health & Human Services, Maternal and Child Health Bureau

Award Dates: 7/1/19 – 6/30/20

Principal Investigator: Stephen Bagnato

Since 1995, The UCLID-LEND Center Disabilities Institute at the University of Pittsburgh and UPMC Children’s Hospital of Pittsburgh (www.lend.pitt.edu) has been one of 52 university centers of excellence in neurodevelopmental disabilities in 44 states throughout the US. UCLID-LEND is funded by the USDHHS and the US Maternal and Child Health Bureau.

The primary focus of the LEND network is the education, training, and mentoring of future interdisciplinary leaders to support and advocate for individuals (infants/toddlers to adults) and their families with neurodevelopmental disabilities, chronic medical conditions, challenging behaviors, and at-risk factors for future disabilities. LEND funding supports both faculty and student trainees in over 15 interdisciplinary specialties. Dr. Bagnato is the PIE/ADP core psychology interdisciplinary faculty member on the UCLID-LEND team who mentors ADP students in LEND.

Each year, on average, 2 Applied Developmental Psychology (ADP) students compete successfully to be selected for internship funding to become LEND trainees. All LEND trainees will become associated with the national professional organization which represents LEND and disabilities training in the US: Association for University Centers on Disabilities (AUCD) (www.aucd.org). At graduation from the LEND experience, LEND Trainees receive a special certificate of completion certifying their neurodevelopmental disability education through federal funding.

SPECS for Include Me research grant

Amount: \$57,000

Agency Name: Arc of Pennsylvania and the Pennsylvania Department of Education-Bureau of Special Education

Award Dates: 7/1/19 – 6/30/20

Principal Investigator: Stephen Bagnato

Stephen J. Bagnato, Ed.D., NCSP, Professor of Psychology & Pediatrics in the Department of Psychology-in-Education, Applied Developmental Psychology Program, is recipient of a contract renewal with the Arc of Pennsylvania and the Pennsylvania Department of Education-Bureau of Special Education. The contract, SPECS for Include Me, is the 10th year of a longitudinal program evaluation research effort for an innovative teacher inclusion mentoring initiative entitled “Include Me (IM)” involving a collaboration among Dr. Bagnato’s SPECS team at ADP; The UCLID-LEND Disabilities Institute at UPMC Children’s Hospital of Pittsburgh and the Arc of PA and PDE. IM is a Pennsylvania-wide initiative of the Arc of PA to partner with nearly 200 school districts to collaborate on the transition of students (K-12th grade) with severe developmental disabilities from segregated to inclusive classroom settings in their local schools. Throughout 10 years, IM has engaged in a mentoring process with over 1200 students and parents; 3000 teachers and administrators, and 200 school districts in this highly successful and positive program. SPECS research has demonstrated the quality, impact, and outcomes of individualized mentoring of varying content and intensities with parents and professionals and the positive impact on student behavior and achievement, improved teacher instructional and management practices; parent advocacy; and attitudes about inclusion and improvements in overall school and classroom climate. This next phase in IM involves Arc and PDE collaborations with a smaller set of specific school districts and to focus on all students with individualized needs with the district rather than with only single dyads of students and parents and teachers.

The Just Discipline Regional Impact Model

Amount: \$29,933

Agency Name: Heinz Endowments

Award Dates: 12/1/19 – 11/30/20

Principal Investigator: Ming-Te Wang

The Just Discipline Project is a \$250,000 collaboration between the Pitt School of Social Work’s Center on Race and Social Problems (CRSP), the Pitt School of Education’s Motivation Center, and the Woodland Hills School District. The project aims to implement a contextually tailored school discipline and school climate program that incorporates the most promising and equity-oriented approaches from around the country. To remedy the racial disparities in school discipline problems, our team and school district leaders have collaborated to define the local needs and to tailor the best practices nationally into a school-based intervention program that has the following core components:

1. Specialized School Culture Staffing from Pitt. The work of our restorative practice coordinator at WHIS includes training teachers on building relationships, understanding students within their social and community contexts, and using restorative practices in the classroom.
2. School-wide positive, relational culture efforts. We implement several mechanisms for building positive relationships and overall school culture, including community building circles and community-wide co-curricular events that build student-teacher-family bonds.

3. Responsive intervention system. WHIS staff and the restorative practice coordinator work together to insure that concerning student discipline or conflicts are met with an empathetic and growth-oriented response, in ways that resolve conflicts for the longer term.

4. Student-leadership training. Through our program a group of 40 students at the intermediate school serve as Leaders in Training (LIT Leaders), and learn about leadership, character building, and conflict resolution.

Justice Scholars Program Operation Grant

Amount: \$174,830

Agency Name: Pittsburgh Foundation

Award Dates: 11/16/19 – 11/15/21

Principal Investigator: Esohe Osai

Justice Scholars is a social justice informed effort that provides a credit-bearing, college preparatory experience to students in Westinghouse Academy in the Homewood community of Pittsburgh. The program was birthed in 2016 in response to low college matriculation and completion rates for the very capable students who graduate from the high school. Justice Scholars has partnered with the College in High School program at the Pitt to offer University of Pittsburgh courses to students. In the past three years, almost 200 University of Pittsburgh credits have been earned by students at Westinghouse. Our program alumni are currently in school at a number of universities, include Penn State University, LaSalle University, Duquesne University and Morehouse College, among others. In addition to the College in High School courses, we partner with additional units at Pitt to provide a suite of college preparatory support. These supports include college visits, college preparation workshops, and a research symposium that features students' work from community-engaged research projects. Finally, a subset of students in Justice Scholars participate in a paid, weekly afterschool learning opportunity. This new funding will allow us to hire a full-time program coordinator and support program expansion to another local high school.