

Pottstown Year 1 Report



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EXECUTIVE SUMMARY

Year 1 activities of the Pottstown Trauma Informed Community Connection (PTICC) included a variety of activities, including: consultation to the PTICC leadership and Steering Committee; completion of key informant interviews; development of a working logic model in collaboration with the Steering Committee to guide initiative activities; launch and sustainability of Community Partner's Meeting and Trauma 101 Trainings; launch of a pilot implementation of a Social and Emotional Learning curriculum to be aligned with PTICC objectives; and completion of evaluation activities to track PTICC implementation and impact. Throughout the year, the consultation team worked closely with the School District and PTICC leadership, with Mary Rieck and Superintendent Jeffrey Sparagana leading the effort.

ACCOMPLISHMENTS

PTICC had a very successful year, making great strides towards a trauma-informed community in Pottstown. Below are several major accomplishments.

- The PTICC Steering Committee sustained membership throughout the year and served as the major leadership body for the Connection. Consisting of 27 members, the Steering Committee held 10 meetings over the course of the year, with the majority of members attending each meeting. A total of 13 organizations are represented on the Steering Committee.
- Across four months, the Steering Committee developed a comprehensive **logic model** to guide the initiative. The logic model development process included input from all committee participants, with facilitation and coordination provided by the consultation team. One outgrowth of this process was that the group established a common vision for the initiative and a realistic foundation for implementation that included identified outcomes to be achieved at the individual, family/community, and service system level.
- A central feature of the logic model was the establishment of **workgroups** to guide implementation of the initiative. Three work groups were established: **1) Training and Education; 2) Networking; and 3) Communications.** Workgroups met at least monthly during Steering Committee meetings and also completed activities in the period between meetings to complete identified tasks.
- Once the Steering Committee workgroups began implementing specific activities identified in the logic model, they expanded their efforts to the broader community by launching the **Community Partner's Meeting.** This meeting began a process of engaging broader community sectors to help create a vision for a trauma-informed community in Pottstown. Initially, the Steering Committee established a goal of having 50 people attend the kick-off

Community Partner's Meeting. However, the community response was so positive that 107 people attended. There was a lot of energy and enthusiasm at the meeting as demonstrated by responses to a survey given at the meeting (see below).

- Another accomplishment of the past year was that about 250 pre-K and K-12 teachers from the Pottstown School District participated in **Trauma 101 training** in Fall 2015. This training is an introduction to the potential consequences of childhood trauma, with the goal of increasing awareness of how these consequences can affect individuals, families, early childhood care and education settings, organizations, and communities. In 2016, the Steering Committee began to offer targeted Trauma 101 trainings to the public. The first such training was held in August 2016 and involved over 80 school support staff, including custodians, lunch aids, and office staff. Upcoming trainings in Fall 2016 are already full. In addition, 15 individuals from the school district and PEAK partners completed the more advanced Enhancing Trauma Awareness training.
- Another accomplishment this year was the development and implementation of a strong **branding and communication plan** by the Communications workgroup. This included developing a name for the initiative (the Pottstown Trauma-Informed Community Connection [PTICC]), talking points and messaging, a PTICC website (www.pottstownmatters.org), a logo, brochures, tablecloth covers, wallet cards, lanyards, and standing banners. The steering committee also created a system for tracking all presentations on PTICC. Thus far, 19 presentations have been completed since June 2016.
- In addition to creating a website, the Steering Committee also launched a **social media and website presence**. PTICC has its own group on ACESConnection.com, an online community of practice with over 10,000 members. In addition, PTICC has developed a Facebook page and Twitter and Instagram accounts, and has also been featured in *The Mercury* and other local news outlets, as well as the Pottstown Area Health and Wellness Foundation *Fall 2016 Community Benefit Report*. Finally, PTICC and PEAK were the subject of a 10-part training video produced by *Better Kid Care Penn State Extension*, an organization committed to professional development for early childhood professionals.
- Another development this year was the decision by the School District to **implement Social and Emotional Learning (SEL)** in the Pottstown schools this year. SEL aligns very well with trauma-informed practice as well as the PEAK initiative, and will be a major focus of PTICC activities this year.
- Finally, during Year 1, we implemented several **evaluation** activities to support PTICC. This included conducting key informant interviews and

developing, administering, and analyzing surveys of participants at the Community Partner's Meeting and Trauma 101 trainings.

CONSULTATION AND EVALUATION FINDINGS

Major consultation and evaluation activities this past year included completion of key informant interviews and facilitation of a logic model development process in collaboration with the Steering Committee. In addition, we worked with PTICC leadership and workgroups to launch the Community Partner's Meeting and Trauma 101 trainings, and to complete surveys for these activities. These assessments indicate a promising start to engaging community partners and to enhancing trauma-related knowledge and attitudes.

NEXT STEPS

In the coming year, PTICC will continue to implement activities specified in the logic model. This will include implementation and evaluation of SEL in the schools. PTICC will also seek a deeper engagement of families and other populations such as the faith community. This will also include data collection of outcomes in the logic model, such as changes in trauma knowledge and trauma-informed practices by individuals as well as changes in community service system collaboration. PTICC will continue to identify and apply for additional foundation funding to further support and expand its efforts to build a trauma-informed community in Pottstown.

