



2026 REGIONAL IMPACT REPORT

Lunenburg County • Emporia & Greensville County • Petersburg • Richmond, Virginia

2,220

Virginia residents served

918

educators, counselors & staff trained

1,302

students reached

“To change the result... one must change the mindset.”

Founder: Dr. Mark "Coach" James, The Urban Healer

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Urban Trauma Healing Institute • 2026 Regional Impact Report



1. Executive Summary

In 2026, the Urban Trauma Healing Institute (UTHI) carried healing-centered education into four Virginia communities that differ in geography but share a common challenge: children are carrying adversity that schools must respond to, while educators and other frontline adults often face that burden without adequate trauma-informed support.

The communities UTHI serves are not average Virginia communities. Statewide chronic absenteeism has fallen to 14.8 percent. In Greensville County, which serves Emporia, it is 29 percent; Richmond City is at 20.5 percent; and Petersburg division officials reported 32.5 percent as of December 2024, with one school at 44.62 percent. [1][2][3][4]

This report separates three kinds of information: (1) UTHI-reported 2026 service delivery, (2) public data that describe community need, and (3) forward-looking 2027 targets. External community statistics are not presented as UTHI program results.

2026 impact at a glance

Measure	2026 result
Educators, counselors, and staff trained	918
Students reached through keynotes and workshops	1,302
Schools, agencies, and community sites served	22
Total unduplicated Virginia residents served	2,220
Trainings and keynotes delivered	85
Participants reporting increased ability to recognize signs of trauma	79%
Participants reporting increased confidence responding to a student in crisis	84%

Data status: 2026 program-delivery figures are UTHI-reported and presented as reconciled report totals. For external audit or grant-compliance use, retain the underlying attendance, sign-in, engagement, and survey records that support these totals.

The region UTHI serves, in numbers

Measure	Figure
Communities served	4
Students enrolled across the four divisions	29,138
Students chronically absent in those divisions	≈ 6,624
Students chronically absent beyond Virginia's 14.8% statewide rate	≈ 2,311
Students expected to carry at least one ACE, using Virginia's rate	≈ 10,023
Students expected to carry two or more ACEs	≈ 4,342



The 29,138-student service-area estimate uses Lunenburg (1,577), Greensville (2,017), Petersburg (4,582), and Richmond (20,962). Chronic-absence estimates apply each division's published rate; ACE estimates apply Virginia's 34.4 percent one-or-more ACE rate and 14.9 percent two-or-more ACE rate. [2][5][6][7][8]

2. Why These Four Communities

UTHI's regional footprint intentionally pairs urban centers with rural Southside communities where trauma-informed capacity building can be harder to access. The objective is not to treat community statistics as program outcomes, but to identify the conditions that make sustained educator and student support necessary.

Statewide baseline

- 34.4 percent of Virginia children have experienced one or more adverse childhood experiences (ACEs), and 14.9 percent have experienced two or more, as reported by a parent or caregiver. [8]
- 13 percent of Virginia children live in poverty. [9]
- Virginia's statewide chronic absenteeism rate fell to 14.8 percent in 2024-2025, a substantial improvement from the post-pandemic peak. [1]

Community conditions by locality

Locality / division	Enrollment	Chronic absenteeism	On-time graduation	Context
Lunenburg County Public Schools	1,577	16%	96%	Rural Southside; 2024-2028 division plan targets improved attendance. [5][10]
Greensville County Public Schools (Emporia)	2,017	29%	92%	1,590 of 2,017 students economically disadvantaged; 1,488 Black students. [2]
Petersburg City Public Schools	4,582	32.5% (Dec. 2024); one school 44.62%	82%	55% graduation rate for students with disabilities; 64% for students experiencing homelessness. [4][11]
Richmond City Public Schools	20,962	20.5% (2024-25)	80%	Current Virginia School Quality Profile reports an 80% four-year on-time graduation rate. [3][7]

The urgency in Petersburg

Petersburg's 2023 Community Health Assessment reported that 23.3 percent of high school students had seriously considered attempting suicide, compared with 16 percent statewide; among Petersburg's male students, the figure reached 29.7 percent. [12]

Petersburg also has very low upward economic mobility: one cited analysis reports fewer than 2 percent of children raised in the bottom income quintile reaching the top quintile in adulthood, compared with 21 percent in Fairfax County. [13]



The urgency in Southside

Lunenburg County Public Schools is reported at approximately a 336-to-1 student-to-counselor ratio. In a division of that size, building trauma-responsive capacity among classroom teachers is a practical way to extend support beyond the counseling office. [14]

3. What UTHI Delivered in 2026

3.1 Service summary by locality

Locality	Educator/staff trainings	Staff trained	Student sessions	Students reached	Sites served
Lunenburg County	11	324	4	381	3
Emporia / Greenville County	15	126	9	572	3
Petersburg	8	66	5	125	5
Richmond	22	402	11	224	11
Regional total (unduplicated)	56	918	29	1,302	22

3.2 What was delivered

Educator professional development. Trauma-informed, healing-centered training designed to help teachers and school staff recognize the effects of trauma and respond with practical classroom strategies rather than defaulting to exclusionary discipline.

Student keynotes and workshops. Interactive sessions focused on self-confidence, critical thinking, mental-health awareness, academic motivation, and constructive decision-making.

The Ten-Point Mission System™. A secular, education-focused framework covering self-determination, conflict resolution, self-confidence, critical thinking, civic participation, mental-health awareness, and expanded academic and vocational opportunity.

The Cycle of Trauma™ Framework. UTHI's signature framework for trauma awareness, intervention, resilience-building, and community transformation.

3.3 Participant outcomes

Indicator	Result
Participants completing pre/post surveys	88%
Reported increase in ability to recognize signs of trauma	79%
Reported increase in confidence responding to a student in crisis	84%
Would recommend the training to a colleague	92%
Student participants reporting increased self-confidence	89%



4. Why This Work Changes Outcomes

The evidence below explains why trauma-responsive, restorative, and sustained school-based approaches are relevant to the outcomes these communities are trying to improve.

Trauma is linked to the outcomes schools are held accountable for. A national adolescent study found ACE exposure associated with substantially higher odds of suspension, lower grades, and chronic absenteeism after adjustment for sociodemographic variables. Elementary research similarly reports a dose-response relationship between ACE exposure and attendance, behavior, and academic performance. [15][16]

Restorative approaches can reduce exclusion, but implementation fidelity matters. A University of Michigan policy brief summarizes multi-district evidence of reduced middle-school out-of-school suspensions after restorative-practice implementation. A 2024 cluster randomized trial involving 2,248 students across 18 schools found no significant one-year intervention effect on overall school-climate perceptions, while students reporting greater exposure to restorative practices also reported more positive perceptions of support and disciplinary structure. This distinction supports sustained, high-fidelity implementation rather than one-time training. [17][18]

District-scale studies reinforce the importance of sustained implementation. RAND's evaluation of restorative practices in Pittsburgh Public Schools and broader trauma-informed school research provide evidence that multi-year, system-level implementation is the appropriate scale for testing changes in discipline and school climate. [19][20]

The adults need support too. A systematic review of secondary-school teacher burnout estimated substantial levels of emotional exhaustion, depersonalization, and low professional efficacy. Research on secondary traumatic stress also documents risk among educators working with high-need student populations. [21][22]

The cost of adversity is measurable. Peer-reviewed economic analyses estimate very large lifetime and annual health burdens associated with adverse childhood experiences. These studies do not establish the dollar value of UTHI's program; they establish the scale of the public-health burden that prevention and early intervention seek to reduce. [23][24]

5. How UTHI Measures Impact

UTHI's measurement framework separates reach, learning gains, school-level outcomes, and sustainability. The goal is to move progressively from participation and self-report measures toward outcome reporting that can be independently verified with partner data.

Domain	Method	Reporting approach
Reach	Attendance rosters and sign-in records; de-duplication across repeat participants	Per locality and engagement
Learning gains	Brief pre/post surveys on trauma awareness, confidence, and healing-centered practice	Percent showing gains
School outcomes	Where divisions share data: discipline referrals, out-of-school suspensions, and chronic absenteeism before and after	Annually, with division consent



Domain	Method	Reporting approach
	implementation	
Sustainability	Certification completion, practicum performance, continued practice among alumni, and staff-wellbeing indicators	Per cohort

Disclosure standard. Community-condition statistics in this report describe the environment in which UTHI works. They are drawn from external public sources and are not presented as UTHI program results. UTHI's 2026 program figures are reported separately. Underlying attendance, sign-in, engagement, and survey records should be retained for audit, grant compliance, and future independent verification.

6. 2027 Strategic Priorities

Richmond resource center and navigator hub. Establish a brick-and-mortar UTHI resource center and navigator hub in Richmond within 12 to 18 months, creating a permanent regional base for training, referral, and family navigation.

Deepen the Southside footprint. Move from episodic engagements toward sustained, multi-year implementation in Emporia/Greensville County and Lunenburg County.

Certify a Virginia cohort. Build a cohort of Certified Trauma-Healing Specialists™ drawn from the four communities so regional capacity remains local.

Formalize division data-sharing. Secure data-sharing agreements with partner divisions so UTHI can report verified changes in referrals, suspensions, and absenteeism rather than relying only on participant-reported measures.

Build toward hands-on educational centers. Continue development toward hands-on educational centers serving Petersburg and Southside Virginia.



7. What a Gift Funds

The figures below describe what a gift purchases. They are not claims of outcomes achieved.

Gift	What it funds
\$1,997	One full Certified Trauma-Healing Specialist™ seat at the founding-cohort rate — 200 hours of training, practicum, examination, and lifelong alumni access for one educator from Petersburg, Emporia, Lunenburg, or Richmond.
\$999	Half of a certification seat, paired with a second donor or district contribution.
\$500	Scholarship support toward a certification seat for an educator in a division that cannot fully fund professional development.
\$250	Training materials and Ten-Point Mission System™ curriculum for one classroom cohort.
\$19,970	A full 10-educator regional cohort — enough certified practitioners to begin seeding trauma-informed practice across a small division.

The leverage argument. Using the cited Virginia 13.9-to-1 student-to-teacher ratio as a conservative benchmark, a \$1,997 certification seat equates to approximately \$144 per student represented by that staffing ratio in the first year, or roughly \$29 per student per year across a five-year teaching tenure. This is a cost-allocation illustration, not a measured program outcome. [25]

Where a gift lands. Across UTHI's four service localities, the report estimates approximately 6,624 students are chronically absent — about 2,311 more than would be expected if the four divisions performed at Virginia's 14.8 percent statewide rate. A certification gift therefore funds local adult capacity in communities facing measurable attendance and adversity challenges. [1][2][3][4][5][6][7][8]

8. 2027 Performance Targets

The following targets establish UTHI's operating priorities for 2027. They emphasize depth, local capacity, and stronger outcome verification rather than maximizing one-time participation counts.

Target	2027 goal
Educators certified as Trauma-Healing Specialists™ from the four-locality region	12 — a founding regional cohort
School divisions under a signed multi-year training agreement	4 of 4
Divisions with a data-sharing agreement for verified outcome reporting	1 — establishing UTHI's first verified outcome baseline
Educator and staff training engagements delivered across the region	8
Student keynotes and workshops delivered	10
Richmond resource center and navigator hub	Open within 12-18 months



Why these targets? Twelve certified educators across four localities represent one small regional cohort. The single data-sharing agreement is equally important: it is the mechanism that can move future reporting from participant-reported measures toward independently verifiable school outcomes.

9. Support This Work

UTHI is a 501(c)(3) public charity; gifts are tax-deductible to the extent allowed by law.

- Fund a certification seat for an educator from Petersburg, Emporia, Lunenburg, or Richmond.
- Sponsor a division-wide training so capacity stays in-house.
- Underwrite the Richmond navigator hub and help establish a permanent healing presence in the region.
- Partner with UTHI if you lead a school division, agency, health system, faith community, or funding organization in Central or Southside Virginia.

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Healing begins when the truth is spoken. We create positions of healing by speaking truth to power in education and communities.



Sources Appendix

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Source note: External-source links were carried forward from the reconciled draft except where the final report uses the Virginia School Quality Profile for Richmond and the Virginia Department of Education Superintendent's Annual Report for statewide pupil-to-teacher ratio documentation.