



LSC

**Innovative School-
Based CVI Strategies -
Diversionary
Restorative Mentoring**

STOP School Violence

Specialized TTA to Advance School-Based CVI Approaches

December 2024

Acknowledgement/Disclaimer

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Utilizing Data to Prioritize School-Based CVI Efforts

1. Welcome/Housekeeping

2. Panel Presentation

- **Dr. Oscar Harris**, OH Associates and Chief Family and Community Engagement Officer, Spokane Public Schools
- **Nicole Rosenkrantz**, HEAL: Holding Equity & Alliance in Leadership and Director of Community Relations and Diversity Trainings, Spokane Public Schools

3. Q&A

4. Additional Opportunities for Engagement/Closing

Spokane Public Schools: Department of Family and Community Engagement



- Community Partnerships
- EPIC Volunteer Mentoring
- Family Engagement
- Foster Care
- Native Education
- Re-Engagement
- Restorative Practices
- RISE (Restorative Interventions to Suspensions & Expulsions)
- Truancy

RISE Program Development

Georgetown University In-School Diversion Program

Team included: Restorative Practice Manager, Attorney from Team Child, Juvenile Probation Supervisor, Spokane NAACP Vice President, Campus Resource Officer, Myself

Impacted Family listening sessions

Community Meetings

Data driven decisions for school placement

RISE Goals

- Provide an in-school diversion option to prevent or lessen the amount of time for an in-school suspension or out of school exclusion.
- Provide one-on-one mentoring based on the evidence-based Check and Connect model; increase safety, connection, and hope for the future.

RISE
Excellence for Everyone

Last Name
Initial:

Name: _____ Grade: _____ IEP/504: _____
Last First MI

Race: _____ Youth Email: _____ Youth Phone: _____
Hisp./Latino?

Parent Name: _____ Parent Email: _____ Parent Phone: _____

Mailing/Physical Address: _____

Referral Reason: _____ School: _____

Referred by: _____ Credits Needed: _____

PROGRAM OUTLINE:

Mental Health Evaluation Drug and Alcohol Evaluation Counseling Evaluation

Please note, for all evaluations, it is expected the youth and parents will follow treatment recommendations. If there are no recommendations, this portion of agreement is complete.

To Be Scheduled By: _____ Location: _____

Notes: _____

Pro-Social Activity: Club: _____ Sport: _____ Other: _____

Restorative Intervention Session: _____

Social/Emotional Learning: _____

Community Service Hours: _____ Location: _____ Complete By: _____

Please note, hours worked for a for-profit establishment will not be credited without prior approval.

No intentional contact with: _____

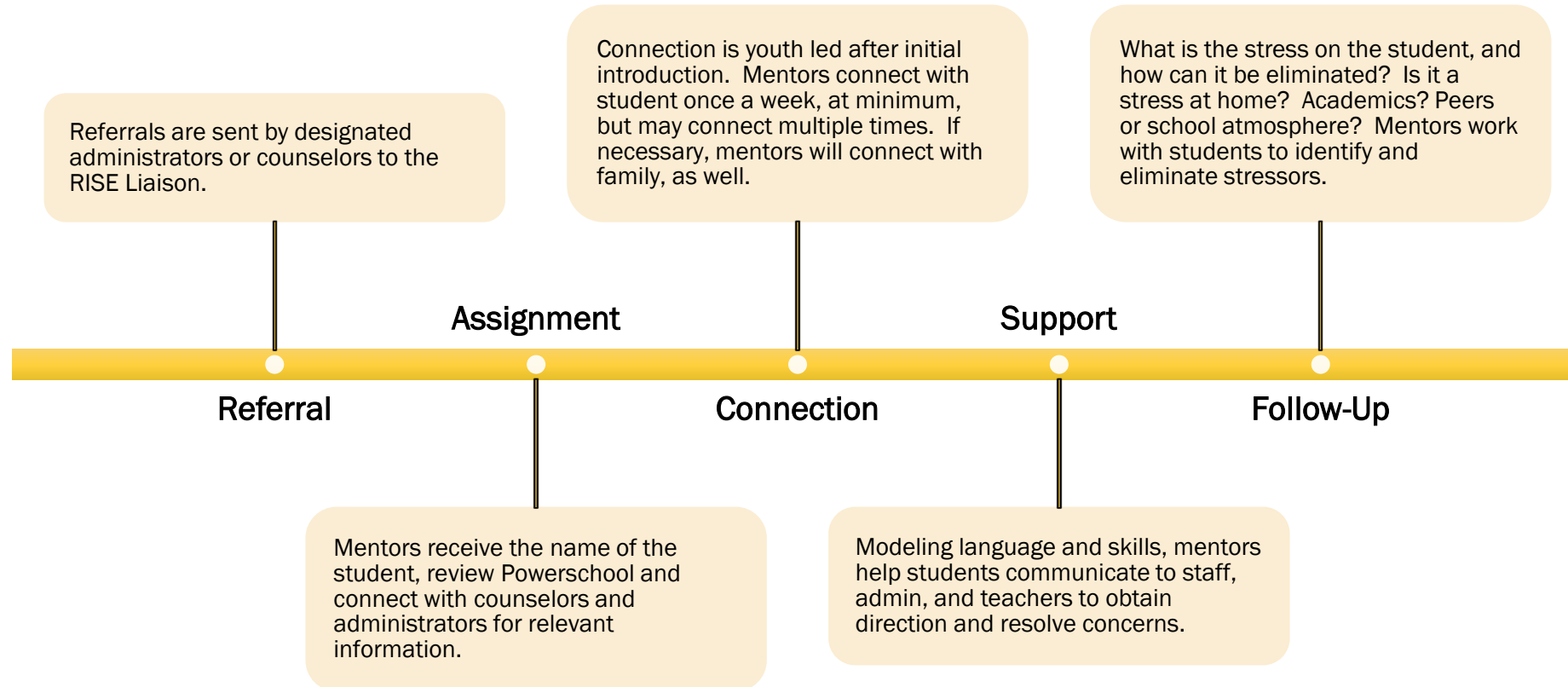
Mentor Name: _____ Email: _____ Phone: _____

Dated: _____ Parent Signature: _____

Admin. Signature: _____

Mentor Signature: _____ Youth Signature: _____

RISE Mentor Process



What Else Do Mentors Do?



RISE Senior Class of '23 Data

proud of where youre at!!!

Ik said just hope I'll be able to do it all and figure it out. I really wouldn't be where I am without you. Your help is the number one thing that has gotten me through these almost two years we've been working together

You are so beyond welcome. You got a big spark in you and just needed a little air to catch fire 🔥 you should be so proud of yourself. You have worked so hard!!!!

I literally can not thank you enough like you help me so much more than you know. I tried to call my mom before you and she was absolutely no help. Thank you for talking to me thank you so much

Just got enrolled for classes because I've been procrastinating so much lol. I just want you to know how much I've appreciated all your help, no one has had my back like you have and your support has gotten me so much father than I would have thought. Literally couldn't thank you enough 🧡🧡

If I don't pay my missing books soon I don't get the diploma right? Bc I don't think I'm gonna find them

HEART is paying your fines 😊 you get your diploma

Okay thank you so much literally saving my life everyday

Data-Driven School Prioritization for RISE

- Data insights informed the selection of specific middle and high schools for the RISE program, targeting schools with high exclusion rates and behavioral challenges. Rebekah's team focused initially on **3 out of 6 Middle schools**, providing concentrated support.
- Staff development included training for teachers to ensure they understood how and when to engage RISE staff if a student required additional support.

RISE Program Sub-Groups

The RISE program formed sub-groups, such as a girls' group, to address specific needs and provide tailored support. This approach fostered a supportive environment and addressed unique challenges, promoting inclusivity and community among participants.

Program Outcome Data

Overview of Spokane Public Schools' Violence Prevention Program

The Spokane Public Schools' Violence Prevention Program focused on violence prevention and direct service prevention. Below are key insights and data points from the OJJDP report:

1. Program Reach and Admissions Over Time:
 - From 2019 to 2023, the program served a varying number of youth, with the highest admissions between July-Dec 2020 and Jan-Jun 2023.
2. Offending Rates:
 - Both short-term and long-term offending rates were at 0%, with no arrests or juvenile commitments.

Overview of Spokane Public Schools' Violence Prevention Program

3. Behavioral Changes and Attendance:
 - School attendance showed improvements, particularly in July-Dec 2020 and Jan-Jun 2021. Prosocial behavior changes were also tracked with improvements noted across periods.
4. Community Impact and Program Interventions:
 - Established framework of Restorative Practices and Positive Behavior Interventions (PBIS). Efforts included the RISE program, conflict resolution, and partnerships with community organizations like Spokane NAACP and SNAP.

Program Youth New Admissions Over Time

The highest admissions were recorded between July-Dec 2020 with 65 new admissions and Jan-Jun 2021 with 51. Despite COVID-19 disruptions, the program maintained steady intake, totaling 289 new admissions.

School Attendance Improvements Over Time

Attendance improvements were consistent in key periods, with 100% improvement rates. Highlights include:

- Jan-Jun 2022: 127 students (100%) improved attendance.
- Jul-Dec 2021: 108 students (100%) improved attendance.

In total, 440 students showed attendance improvements, illustrating the program's impact on student engagement.

Prosocial Behavior Improvements Over Time

Prosocial behaviors, such as cooperation and conflict resolution, improved among students:

- Jan-Jun 2022: 127 students (77%) demonstrated prosocial behavior improvements.
- Jul-Dec 2021: 68% improvement rate.

These changes highlight the program's success in fostering a positive school climate.

Lessons Learned for Replication

Family & community is key



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graph TD; A[Family & community is key] --> B[Building together]; B --> C[Data driven decision making]; C --> D[The success of all students is always the North Star];
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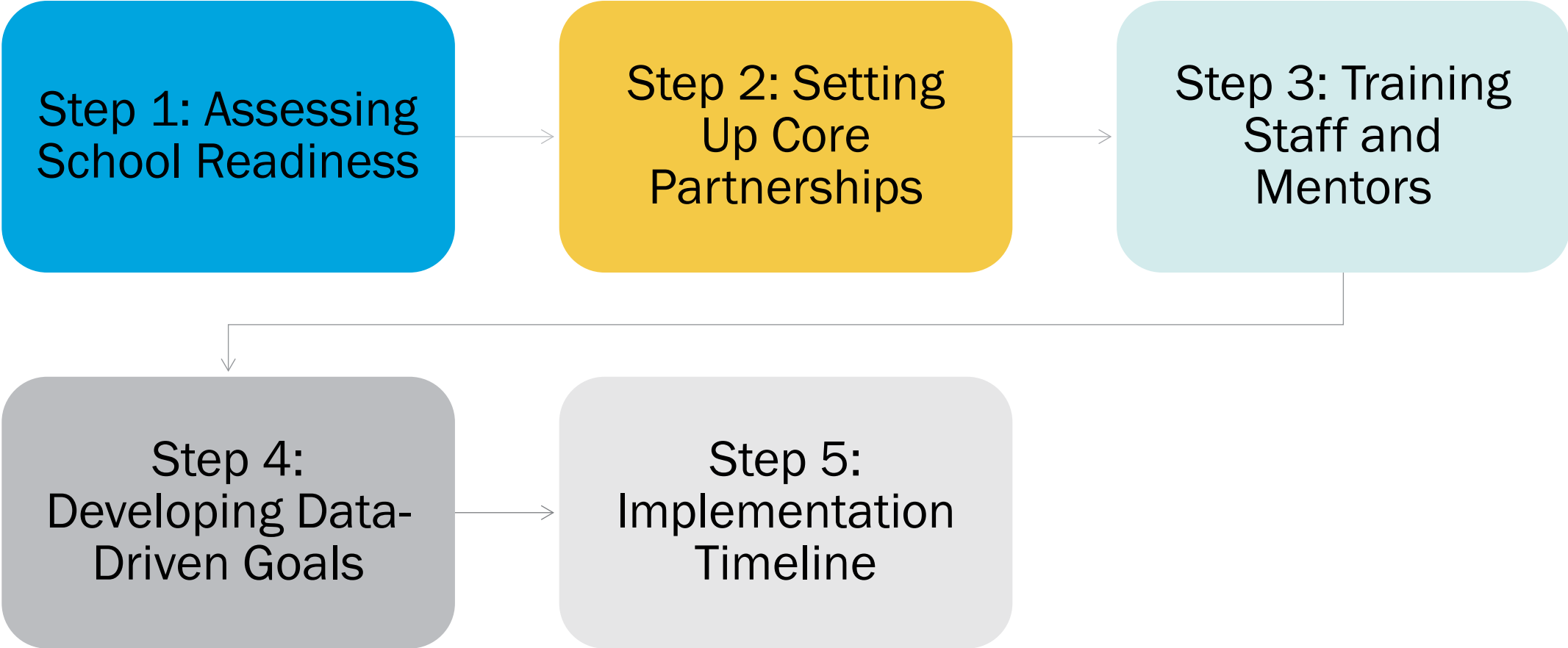
Building together

Data driven decision making

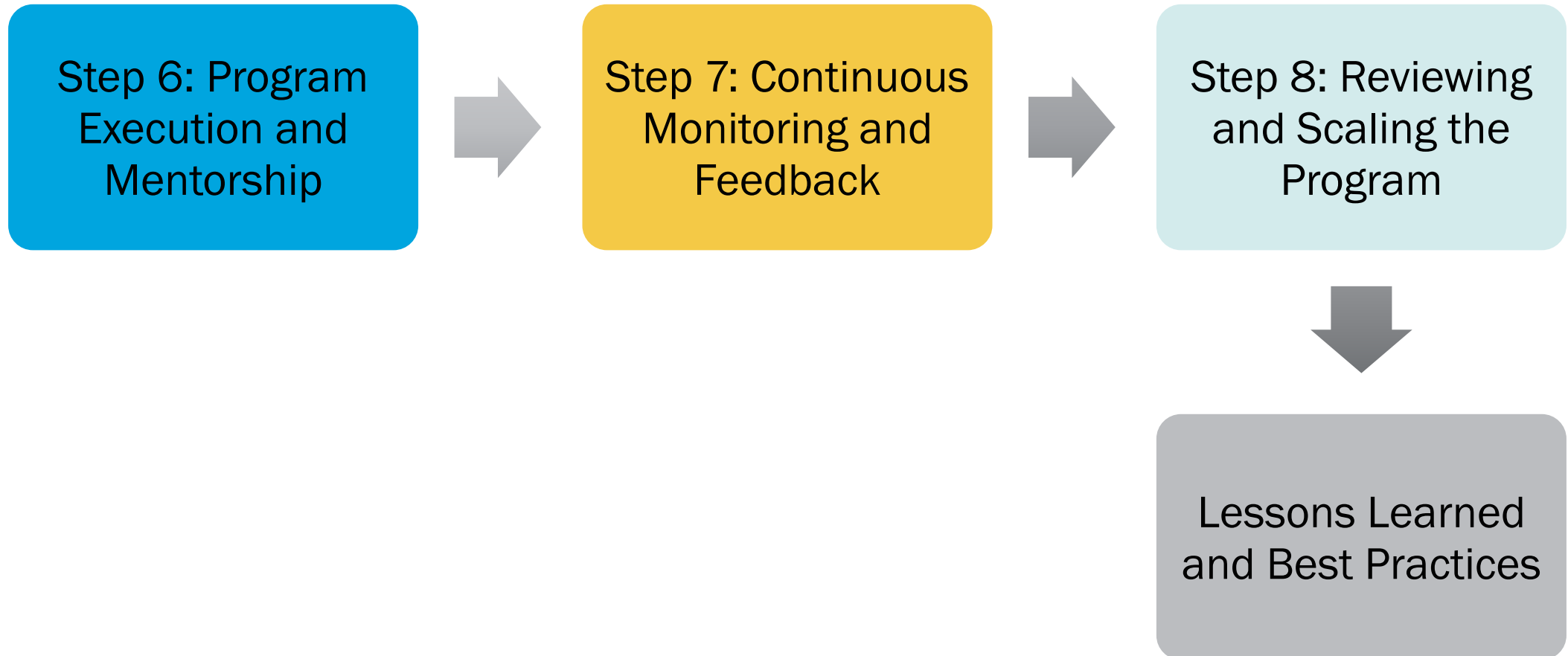
The success of all students is always the North Star

RISE Program Planning and Implementation

Program Planning



Program Implementation



Q & A

Contact

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HEAL: Holding Equity & Alliance in Leadership

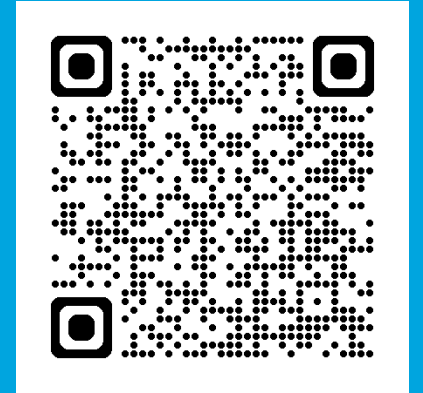
nicole@buildbelovedcommunity.com

STOP School-Based CVI Approaches

Upcoming Webinar Event:

Safe Passage Program

December 19, 2024: 2:00-3:30PM ET



Moderator:

- Melvyn Hayward III, Urban Peace Institute, Training and Technical Assistance Coordinator

Panelists:

- Ben “Taco” Owens, Urban Peace Institute, CVI Specialist
- Terrance Staley, Alliance of Concerned Men, Executive Director

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