

PCRC

Peninsula Conflict Resolution Center

**A nonprofit organization serving
San Mateo County since 1986...**

OUR MISSION

PCRC partners with individuals, groups and institutions to empower people, build relationships and reduce violence through collaborative and innovative processes.



OUR HISTORY

PCRC has been serving San Mateo County for over 30 years, starting with a community-based mediation model. Over the years the organization has grown to include other services that compliment and build on mediation fundamentals. PCRC is structured in three Initiatives and a Core Services Department

CORE SERVICES



Facilitation: Design inclusive participatory processes customized to needs.



Mediation: Interest-based approach to conflict resolution.



Training: Focused on communication, conflict resolution and facilitation.



Conflict Coaching: One on one conflict coaching sessions.



Restorative Practices: Repairing harm through inclusive dialogue.



CIS Licensed Partner

Catalyzing your capacity to impact student outcomes



PCRC

PENINSULA CONFLICT RESOLUTION CENTER

- CIS will certify **PCRC** to deploy the CIS model in identified schools
- CIS model **implemented through PCRC** staff
- PCRC will have a CIS **advisory council** and 3-year initial commitment
- Benefits include building on **existing PCRC reputation** and **infrastructure** to deliver impact

1

Intensive resources, training and targeted support multiple schools and community partners

2

A staffing structure and action plan including placement of site coordinators dedicated to student success who work full-time in schools

3

Access to the CIS Data Management System to put structures to evaluate of student progress

4

A team of advisors to guide implementation to flexibly meet local needs

Communities In Schools Anthem 2018



In schools to help kids stay in school.

See how we help all kids succeed.
CommunitiesInSchools.org



Communities
In Schools

Our Mission

We surround students with a community of support empowering them to stay in school and achieve in life.

Removing Barriers



When:

1. They're hungry.
2. They're in poor health.
3. They can't see the smartboard.
4. They need school supplies.
5. They don't have shoes or clothes.
6. They need to support their family.
7. They're homeless.
8. They feel like they don't fit in.
9. They can't get there.
10. They need a caring adult in their life.

Our Listening Tour in NorCal

- There is **good work** happening - CIS can **leverage** rather than duplicate or alienate existing resources (e.g. social workers in high schools).
- We have experienced a **warm reception**. CIS' **needs assessment will inform our work**, but the **community** will be able to inform where CIS will **bolster services**.
- Great need around **absenteeism and educational equity**. Significant racial/ethnic disparity persists. CIS can support:
 - **Address chronic absenteeism** by putting data and support systems in place that help schools identify and assist children who miss 10% or more days of school.
 - Funding **evidence-based programs for children** who need additional support
- NorCal is saturated by nonprofits. CIS is an **expert in nonprofit service coordination**.

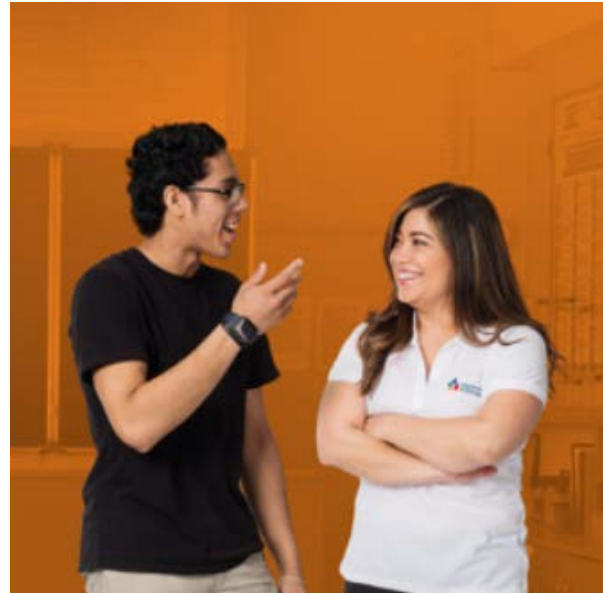
The Difference is “IN”



- **Experienced professionals** are trained by Communities In Schools and placed **in schools**, becoming an integral part of students' lives
 - These caring adults – site coordinators – coordinate services **in the school to connect students & families with resources they need most**
 - Students who need us most get **one-on-one attention** to ensure they stay **in school**



Site Coordinators In Schools



A trained professional who works with school administrators to assess needs, develop a plan and build a team to provide supports to schools and students.

School-based coordinators remove barriers for vulnerable students by leveraging evidence, relationships and local resources to drive results.



ACADEMIC ASSISTANCE



BASIC NEEDS



BEHAVIORAL INTERVENTIONS



COLLEGE & CAREER PREP



COMMUNITY & SERVICE LEARNING



ENRICHMENT



FAMILY ENGAGEMENT



LIFE SKILLS

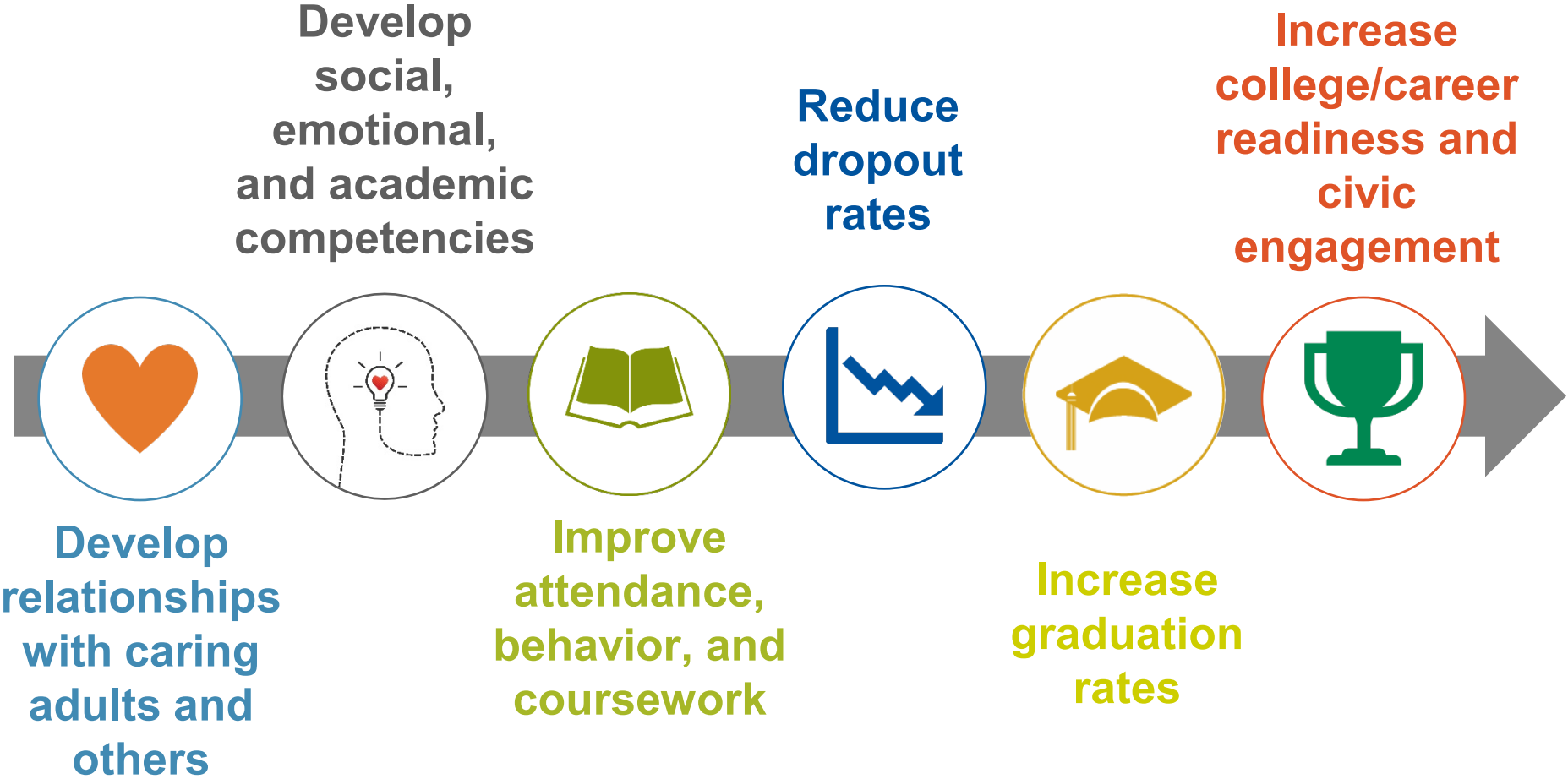


MENTAL HEALTH



PHYSICAL HEALTH

CIS Theory of Change



Our Results

99% of CIS case managed kids stay in school.

With:



4,400 nonprofit and youth development professionals



8,700 community partners



43,000 volunteers

CIS Served:



1.56 million students

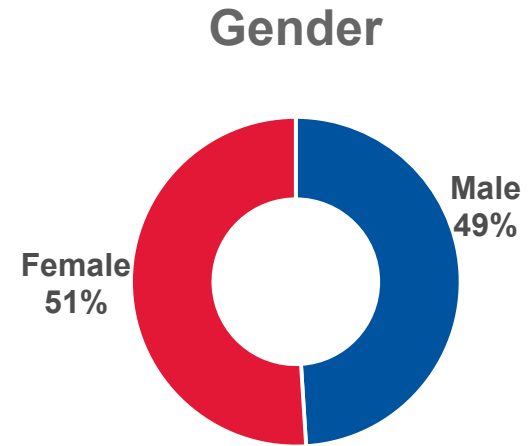
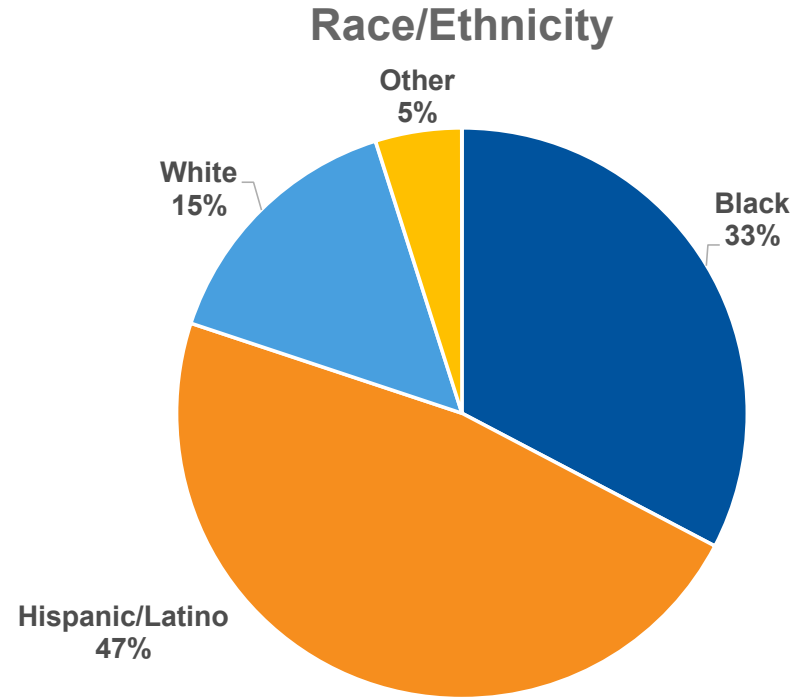


246,000 parents and guardians

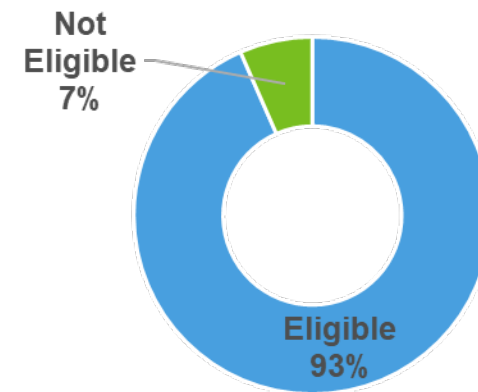


2,300 schools

Our Students Nationwide*



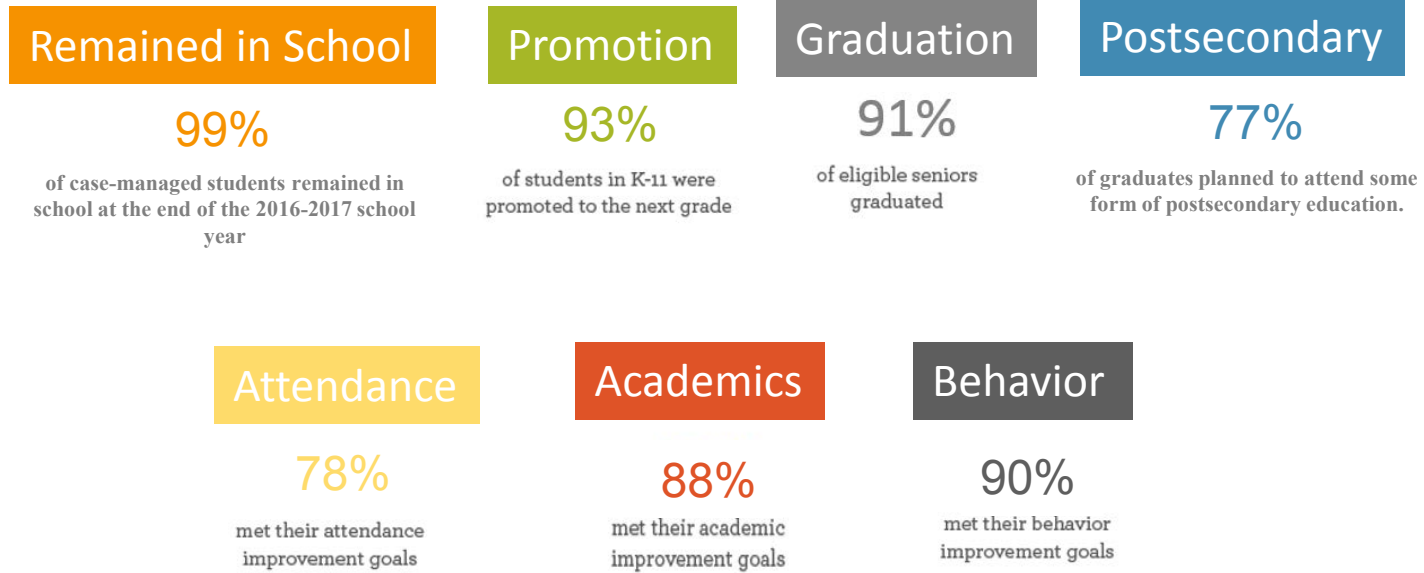
Free/Reduced-Price Lunch



*Data collected based on case-managed students

School Year 2017-18 By the Outcomes

Students at greatest risk of dropping out showed their will to succeed



Effective. Efficient. Evaluated.



A culture of **measurement**, the highest system-wide **quality standards**, and **unwavering focus** on the goal of getting kids to graduation results in:

- 13 independent evaluations demonstrating **improved graduation, decreases in drop out, improved attendance, and improved academics**
- **93 percent graduation rate** for case-managed students
- Scalable and adaptable in urban, suburban, and rural communities
- **Strong ROI**: Every \$1 invested = \$11.60 return
- **40+ year track record**

The Latest MDRC Evaluation

After three years of implementation, CIS elementary schools experienced:

- Improvement in the **average daily attendance rate**
- Improvement in **standardized test scores for English Language Arts.**

After three years of implementation, CIS high schools experienced:

- Improvement in their 4-year cohort **graduation rate (on-time graduation)** equal to an additional 55 graduates, on average, per school
- Decrease in their **annual dropout rate** equal to the prevention of 35 high school dropouts, on average, per school.
- Improvement in **standardized test scores in English Language Arts.**

CIS in ESSA Tiers of Evidence

ESSA demonstrated commitment to using evidence to drive student outcomes. Here is an easy crosswalk of **CIS' results from third party evaluations** with the evidence tiers defined within ESSA.

ESSA Evidence Tier* and Criteria		Tier 1 (strong) one experimental study with a statistically significant positive effect.	Tier 2 (moderate) The program has at least one quasi-experimental (i.e., matched) study with a significant positive effect.	Tier 3 (promising) The program has at least one correlational study with a statistically significant effect.	Tier 4 (evidence-building) The program is based on a strong theory and is being studied to examine its effects.
School-Level Outcomes	Average Daily Attendance		✓ (Elementary Schools)		✓ (Middle and High Schools)
	Annual Dropout Rate				✓ (High Schools)
	On-Time Graduation Rate		✓ (High Schools)		
	Promotion Rate				✓ (High Schools)
Student-Level Outcomes	Average Daily Attendance	✓ (9 th grade transition)			
	Credit Completion/ GPA	✓ (9 th grade transition)			
	Social Emotional Competencies	✓ (6 th -12 th grade)			

*Program must meet criteria for tier 1, 2, or 3 to qualify for competitive preference points in Title IV competitive grants. School improvement plans supported with Title I set-aside for school improvement must include at least one intervention supported by Tiers 1, 2, or 3. Otherwise, any evidence meeting criteria for Tiers 1-4 is sufficient to qualify the program as "evidence-based" under ESSA.

PCRC/CIS Roles in San Mateo

Executive Director	Program Director	Site Coordinator	School Leader
			
<ul style="list-style-type: none"> • PCRC-based “Face of CIS” • Engages partners & secures resources • Participates in city- and county-wide initiatives • Builds local advisory board 	<ul style="list-style-type: none"> • Advocates for Schools and Coordinators • Staffs student cases • Facilitates community partnerships • Oversees data driven decision-making 	<ul style="list-style-type: none"> • Campus liaison • Conducts needs assessments • Leads campus plan • Brokers and provides tier 1-3 supports • Monitors and adjusts • Reports outcomes 	<ul style="list-style-type: none"> • Leads school • Advocate for team to plan, communicate, and work together • Provide space to deliver programs and services • Ensure data is gathered

Roosevelt High School's SY17-18 Campus Plan



2,800 students grades 9-12

87% students of color

66% economically
disadvantaged

12% English Language
Learners

3 Site Coordinators + **1** Clinician

252 students on caseload

Integrated student supports provided

- **Tier 1 supports** – food pantry, college access
- **Tier 2 supports** – gender groups, attendance monitoring, SEL groups, new student welcome
- **Tier 3 supports** – clinical counseling

Goals:

- **Increase student achievement** (improve academics, improve behavior, improve attendance)
- **Reduce dropout rate** (improve stay in school rate, increase diplomas, increase promotion)

Results

Since CIS was secured as a partner with new school leaders, the graduation rate has increased to **87.3%**

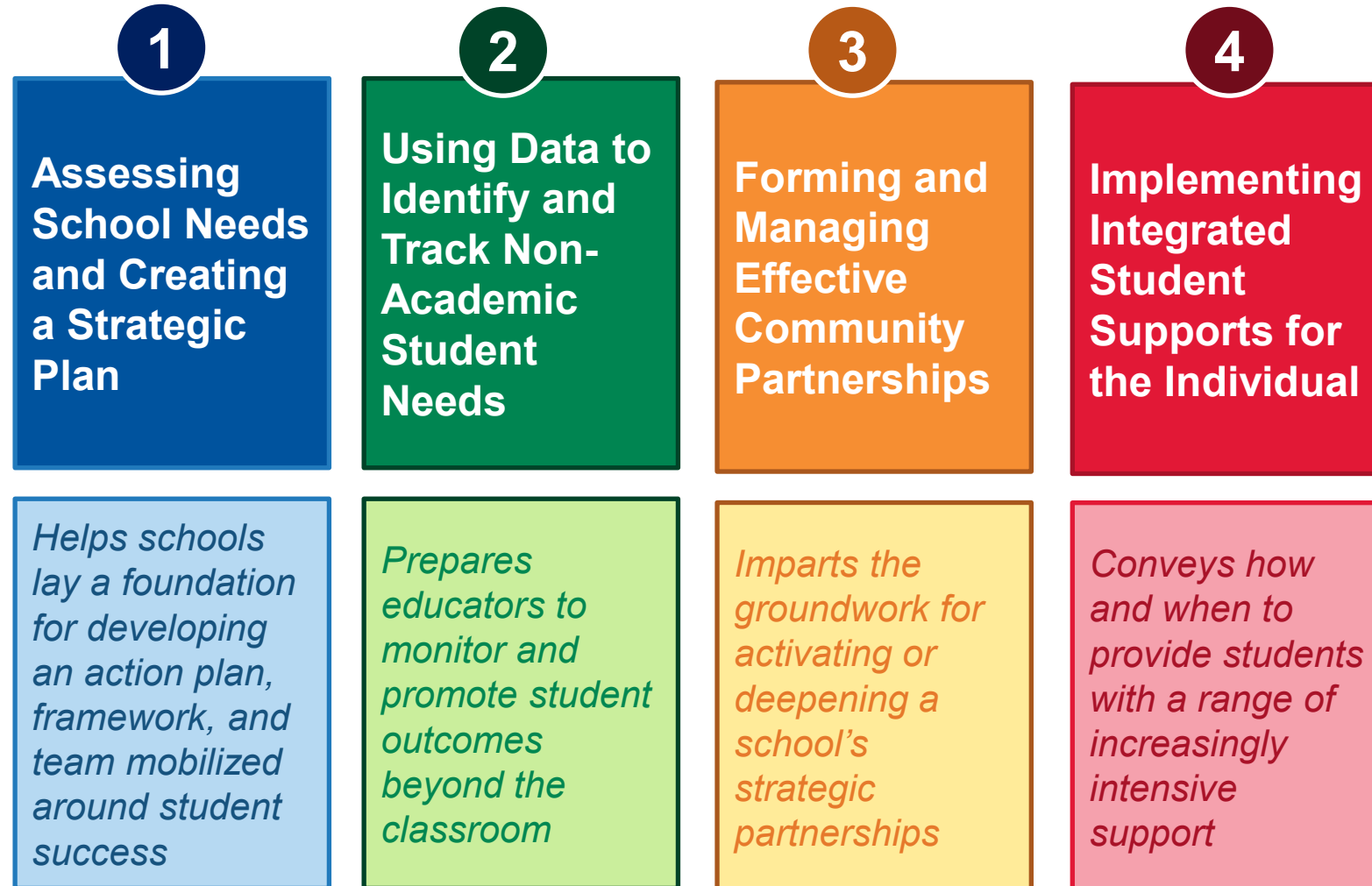
Last year, Roosevelt experienced a school-wide increase in attendance & decrease in disciplinary referrals

In SY2017-18:

Overall % Improved in Academics	192 out of 226	85%
Overall % Improved in Behavior	121 out of 128	95%
Overall % Improved in Attendance	139 out of 178	78%
Overall % Promoted	137 out of 191	72%
Overall % Graduated	32 out of 35	91%
Overall % Stayed in School	216 out of 226	96%

Elements of School Campus Support

PCRC and CIS will focused on strengthening student outcomes



Thank you!



Communities In Schools

In schools to help kids stay in school.