HPHC II-IV PEER-TO-PEER WEBINAR
“Successful Restorative Justice Activities: Planning, Implementation, and Impact”

September 23, 2014
Agenda

- Grantee Presentations with Q&A
- Peer-to-Peer Discussion
- Next Steps
THINK BEFORE YOU ACT RALLY
RESTORATIVE JUSTICE PROJECT (RJP)

Lorain County Urban League
Urban Youth Empowerment Program WORKS

Funded by the United States Department of Labor and the National Urban League.
Overview
RJPs are one of the six required NUL UYEP program components; UYEP affiliates (sub-grantees) must agree to conduct an average of six RJPs with approximately 80% participation over the course of the program.

Guiding Principles
RJPs must incorporate four guiding principles:
1. Provide a public good to the community
2. Provide tangible skills to the participant
3. Incorporate time for reflection
4. Entail a public awareness component

Criteria
RJPs must meet the following criteria:
1. Help participants build specific skills with identifiable workforce applications
2. Have a demonstratable impact on the local community
3. Provide adequate supervision of participants and coordination with Affiliate staff
Potential RJs are presented twice per month by:

1. UYEP WORKS participants
2. Community partners

Presentations include: community need addressed, explanation of project, expectations, potential partners, site supervisors, timeline, and budget

Potential RJs are vetted by selection committee prior to implementation:

- LCUL staff
- Core group of select UYEP WORKS participants

Selection committee reserves the right to ask questions, modify, or reject projects presented.

Majority rules in terms of RJP selection
Think Before You Act objectives were to:

- 1) Decrease the number of violent incidences that occur in the City of Lorain during the summer
- 2) Encourage students attending the Credit Recovery Academy (CRA) to make better decisions
ROLES AND RESPONSIBILITIES

UYEP WORKS Participant

- Assign participant project managers
- Develop implementation plan including budget
- Attend planning meetings from December 2013 to June 2014
- Maintain task list & deliver progress reports
- Delegate assignments to project partners and LCUL staff
- Develop agenda for rally & secure event partner commitments
- Interview presenters / negotiate fees
- Secure donations e.g. door prizes, t-shirts, food, etc.
- Attend planning meetings
- Serve as speakers / ushers during event

LCUL Staff

- Screen initial community idea & ensure group compliance with USDOL/NUL requirements
- Serve as resource / consultants to participants
- Host (supervise) planning meetings and advocate on participants’ behalf
- Praise achievements & guide participants through challenges / frustrations
- Open doors & provide references / assurances
- Support participants during project meetings
- Provide morale support on day of event
PROJECT PARTNERS

Total of 17 Partners Engaged

- Lorain City Schools
- Credit Recovery Academy
- The Employment Network
- Ohio Means Jobs
- Minute Man Staffing
- Lorain County Community College
- Drug Free Lorain County
- Lorain County Urban League

- Lorain County Metroparks
- Teen Institute
- Communities that Care
- Fifth Third Bank
- Boys & Girls Club of Lorain County
- Lake Erie Crushers
- You Can SOAR
- Lorain Police Department
- Cleveland Police Department

“This taught me about event planning from beginning to end.”
Former CRA Student and UYEP WORKS Participant
COMMUNITY OUTCOMES/IMPACT

Total of nearly 280 attendees received antiviolence messages and access to summer job and other employment opportunities

- Four attendees were hired by employers in attendance; over 100 met with employers/received employment information

UYEP WORKS participants were asked by Lorain City Schools and Police Departments to host event annually; 11 partners agreed to participate in event annually

UYEP WORKS participants:

- Demonstrated increased confidence; higher self-esteem
- Learned project management and skills and demonstrated leadership skills
- Developed/strengthened community networks
- Made amends for past criminal offenses and gave back to community

“Wow, I always thought that teacher hated me, but she asked me to come and tell my story to her classes in September.”

Former CRA Student and UYEP WORKS Participant
UYEP WORKS PARTICIPANT SUCCESS STORY

- High School dropout (failed Ohio Graduation Test); 2.9 and 9.9 grade levels in reading and math, respectively.
- Attended tutoring classes focused on OGT subject areas.
- Scored high on TABE after receiving tutoring services at the affiliate; retook and passed OGT. Received high school diploma in August 2014.
- Begins cosmetology classes in October 2014.
- Participated in community service and restorative justice projects and is currently completing subsidized work experience with Salvation Army (SA).
- Job responsibilities at SA include collecting and organizing client paperwork and creating and maintaining SA database management system which allows the organization to electronically track clients’ eligibility for food.
- Accomplished all of this while serving as primary caregiver for 94 year old grandmother, father who has had multiple strokes, and mentally challenged cousin.

Dajanette Bracy
Enrolled September 2013
LCUL Contact Information

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GOODWILL METRO TRAINING PROGRAM

Reflection, Work Training, Mentoring, and Service

“Our Business is Changing Lives”
We wanted a project that incorporated:

- Reflection
- Restorative justice principles
- Training (soft and hard skills)
- Mentoring
- Service opportunities for youth

Overall Strategy:

- PM developed a comprehensive unit
- Case Managers designed tools for reflection
- Key partnership: Fingers de Freedom

“Our Business is Changing Lives”
Individual Reflection with Case Manager

Restorative Justice Principles

- Do you feel that you did something wrong?
- What were you asked to do to correct the wrong you did?
- Did you do all these things? Why/why not?
- How do you feel about what you did now? (discussion of trigger for why it happened before)
- How do you think those impacted feel now?
- What can you do to restore the community?
Reflection – What is working?

Relationship Building:
• Intake
• Post-worksheet discussion
• Planning

Reflection on Triggers:
• Boredom
• Friends
• Siblings
• Trouble seemed fun
• Anger
• Substances
• Want items, but no income
• Settling old scores

Self-Concept
• Pro-community
• Capable to serve

“Our Business is Changing Lives”
Tuesday Workshops: 4pm to 6pm

Soft Skills Training
Small group of 8-12 youth each week
Skills: Teamwork, problem Solving

Hard Skills Training
Skills: Communication, goal setting, public speaking, sharing responsibility on team

Mentoring
Metro Volunteers join group & add value
Reggie Kennedy & his interns share personal stories

Fingers de Freedom
Reggie & Ada Kennedy
Business Owner, Artist, Activist

“Our Business is Changing Lives”
Looking Ahead

Service Opportunities

Youth have/will:

- Painted collection bins for plastic bottles
- Developed elevator speech for value of recycling
- Built plastic bottle structures for display
- Collect regularly from local businesses

Job Placement Services

Hard and Soft skill development will lead to full time and part time employment - Workshops

“Our Business is Changing Lives”
Teacher Appreciation Day

- Jose was suspended for physical violence with a teacher
- He completed the individual reflection and developed an understanding of her perspective
- Jose developed a Teacher Appreciation Day poster with a basketball theme & presented it to the teacher during P.E. class
- He has not had any additional physical altercations
Beth Hannon-Penny
New Programs Manager
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Peer-to-Peer Discussion (Poll)

Do you have a RJ model that you use to structure your RJ activities?

- Yes
- No
Peer-to-Peer Discussion

How do you recruit, engage and sustain your partners in RJ activities?

Who are they?

Do they represent specific categories or groups?
Do your participants understand the concepts of **soft skills** and **hard skills** that they are developing in these projects, and how they relate to future work, jobs, careers and life?

How so?
Peer-to-Peer Discussion (Poll)

Have Mentoring activities been incorporated in or evolved from your Restorative Justice activities?

- Yes
- No
- Not yet
Thank You!