5th Colloquium, Thursday, May 12, 2016 10:30 am to 12 Noon McPartland Conference Room 314 2701 North Charles Street, Baltimore 21218



Understanding the Impact of Crime & Violence on Students in Schools

Members of The Pathways from Poverty Consortium

Robert Balfanz, Ph.D., Research Scientist, Co-Director, Center for Social Organization of Schools (CSOS) Maxine Wood, Ed.D, Director/Senior Advisor, Pathways from Poverty Richard Lofton, Ph.D. Post-doctoral fellow; Assistant Professor, JHU School of Education Daniel Princiotta, Ph.D. Candidate

Presented at the Fifth Colloquium on Unpacking Poverty and Its Impact on Student Success, organized by the Pathways from Poverty Consortium -- Baltimore, MD



Geographic Variations in Violent Crime and Implications for Districts and Schools

Daniel Princiotta, Ph.D. Candidate
Johns Hopkins University School of Education

Presented at the Fifth Colloquium on Unpacking Poverty and Its Impact on Student Success, organized by the Pathways from Poverty Consortium

Baltimore, MD | May 12, 2016

Introduction

Violent Crime

- Has negative impacts on students, teachers, and schools
- Is linked to neighborhood poverty
- Varies geographically

Study purpose

- Identify how the level of the violent crime challenge varies geographically
- Consider implications for students, schools, and districts

Research questions

National

- How does the number of violent crimes vary by county?
- How does the violent crime rate vary by county?

Local

- How does the prevalence of violent crime vary by primary school attendance zone? (Chicago and Los Angeles)
- How many violent crimes occur within primary school attendance zones across students' expected primary school careers? (Chicago)
- How is violent crime related to poverty within primary school attendance zones? (Chicago)

National data and sources

- County-level crime reports: 2012 FBI Uniform Crime Reports data via the National Archive of Criminal Justice Data at the Interuniversity Consortium for Political and Social Research (http://www.icpsr.umich.edu/icpsrweb/DSDR/studies/35019)
- County boundaries: Census TIGER/Line shapefiles
- Population estimates: American Community Survey
- All via Social Explorer

Local data and sources

- Geo-located crime databases
 - Chicago Police Department: https://data.cityofchicago.org
 - Los Angeles Police Department (LAPD): https://data.lacity.org
 - Los Angeles Sheriff's Department (LASD): http://shq.lasdnews.net/CrimeStats/CAASS/desc.html
- Primary school attendance zones: Chicago and Los Angeles (2014-15)
- Poverty and population estimates: American Community Survey 5year block-group estimates (2010-2014) via Social Explorer
- Block-group boundaries: Census TIGER/Line shapefiles (2014)
- Los Angeles County law enforcement station <u>boundaries</u>

Some limitations of crime data in this study

- Systematic variations in reporting of crimes
- Political incentives likely skew data (e.g., misclassification of crimes)
- Unified Crime Reports from over 18,000 city, university/college, county, state, tribal, and federal law enforcement agencies¹
 - Uneven quality, reporting standards
 - Voluntary: Especially limited data for some states (e.g., Alaska, Illinois, Mississippi, and South Dakota in 2012)
 - Sporadic reporting by some agencies
 - Not geocoded
- Missing data from other law enforcement entities serving locales within LAUSD (e.g., LA School PD, Huntington Park PD)

Operationalizing violent crime

- UCR (2012): Those offenses which involve force or threat of force.
 - Murder and non-negligent manslaughter
 - Forcible rape of female by male (and attempted)
 - Robbery
 - Aggravated assault
- Operationalization with Chicago data
 - 69 different crime codes
 - Excludes crimes not reported to FBI via UCR
 - Covering various types of assault, battery (and ritualism), criminal sexual assault, homicide, and robbery

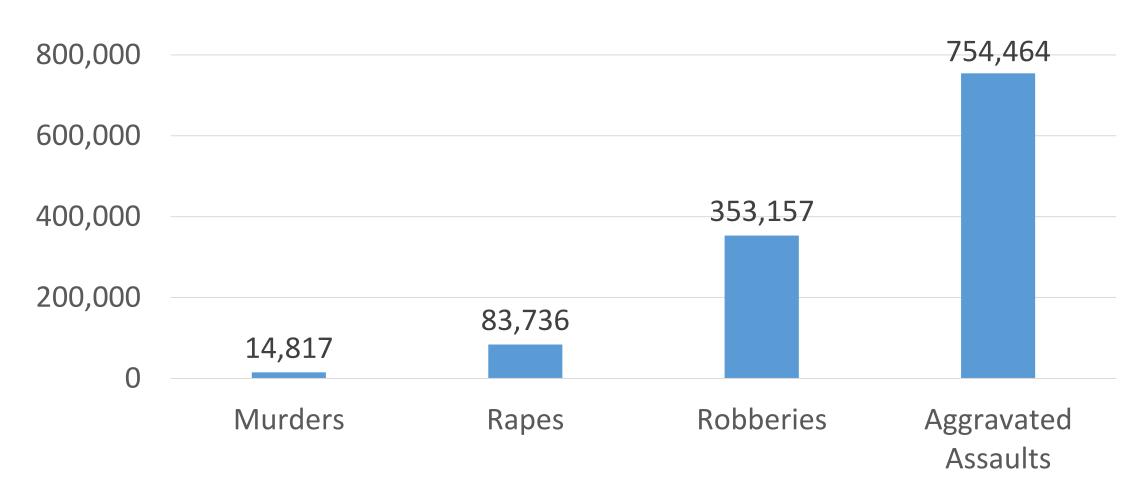
Operationalizing violent crime

- LAPD data
 - Murder: criminal homicide (110)
 - Rape: forcible (121), attempted (122), penetration with foreign object (815), oral (820), anal (821)
 - Robbery: robbery (210), attempted (220)
 - Aggravated assault: with a deadly weapon (230), with a deadly weapon on a police officer (231), physical child abuse (235), spousal (cohabiting) abuse (236)
- LASD data: Any crime with a category of criminal homicide, forcible rape, robbery, or aggravated assault

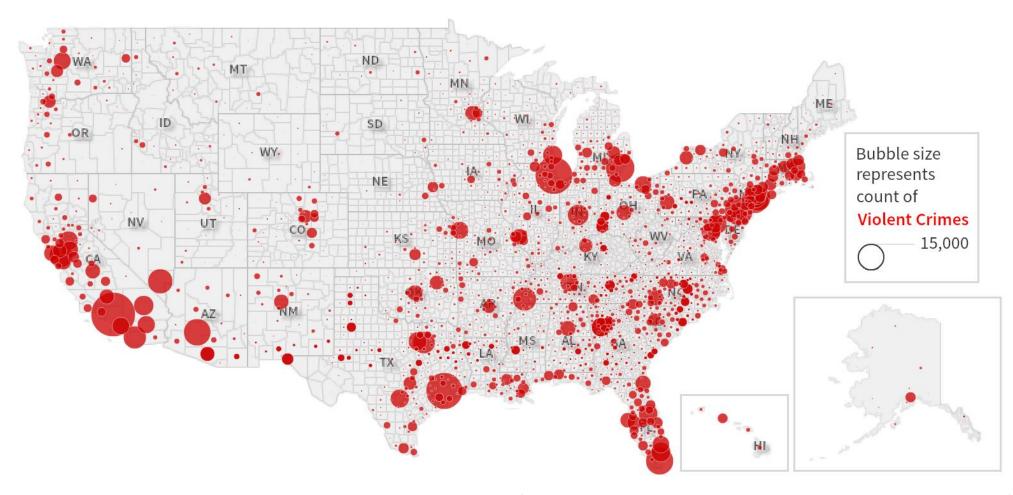
National results

There were 1.2M violent crimes nationally in 2012

Violent crimes in the United States by type: 2012



Violent crimes by county: 2012



SOURCE: 2012 UCR crime data via the National Archive of Criminal Justice Data at the Interuniversity Consortium for Political and Social Research and Social Explorer; County boundaries and population via U.S. Census Bureau and Social Explorer.

The 10 counties with the highest **number of** violent crimes: 2012

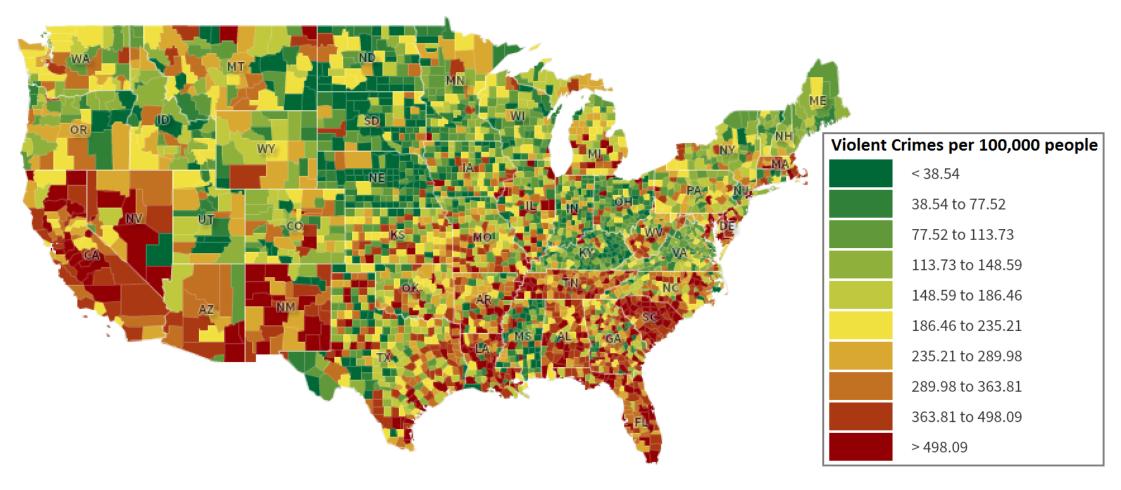
County	Total	Murders	Rapes	Robberies	Agg. Assaults
Los Angeles County, CA	44,556	600	1,976	18,923	23,057
Cook County, IL	31,269	566	463	15,583	14,657
Harris County, TX	30,189	307	1,143	12,449	16,290
Wayne County, MI	18,910	433	803	5,879	11,795
Philadelphia County, PA	17,866	332	881	7,984	8,669
Miami-Dade County, FL	17,169	210	570	6,006	10,383
Maricopa County, AZ	16,447	208	1,088	5,341	9,810
Kings County, NY	16,337	129	358	6,235	9,616
Queens County, NY	14,475	114	317	5,522	8,522
Clark County, NV	13,894	94	739	4,422	8,639

The 10 counties with the highest **number of** violent crimes: 2012

County	Violent crimes	Population	Violent crimes rate ¹
Los Angeles County, CA	44,556	9,951,690	448
Cook County, IL	31,269	5,227,992	598
Harris County, TX	30,189	4,253,963	710
Wayne County, MI	18,910	1,792,496	1,055
Philadelphia County, PA	17,866	1,548,647	1,154
Miami-Dade County, FL	17,169	2,592,710	662
Maricopa County, AZ	16,447	3,940,612	417
Kings County, NY	16,337	2,568,435	636
Queens County, NY	14,475	2,275,889	636
Clark County, NV	13,894	1,997,659	696

¹Violent crimes per 100,000 population

Violent crime rate (deciles) by county: 2012



SOURCE: 2012 UCR crime data via the National Archive of Criminal Justice Data at the Interuniversity Consortium for Political and Social Research and Social Explorer; County boundaries and population via U.S. Census Bureau and Social Explorer.

The 10 counties with the highest rate of violent crimes per 100,000 people: 2012

County	Violent crimes	Population	Violent crimes rate ¹
St. Louis City County, MO	5,706	319,112	1,788
Crittenden County, AR	873	50,088	1,743
Alexander County, IL	127	7,752	1,638
De Soto Parish, LA	392	27,033	1,450
Baltimore City County, MD	8,831	622,417	1,419
Kenedy County, TX	6	434	1,382
Shelby County, TN	12,354	939,877	1,314
Marlboro County, SC	351	28,141	1,247
Washington, DC	7,866	633,427	1,242
Storey County, NV	48	3,939	1,219

¹Violent crimes per 100,000 population

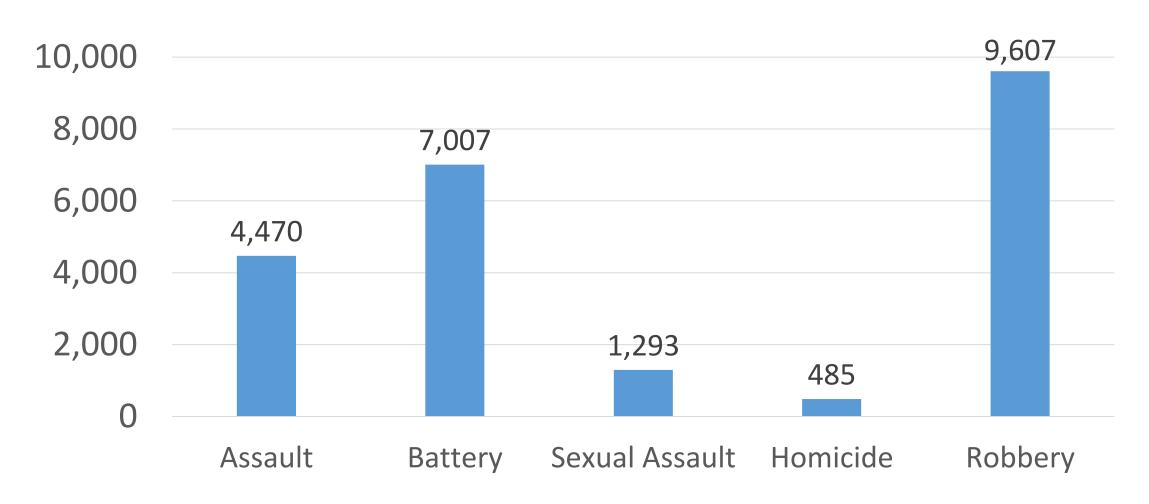
The 10 counties with the highest rate of violent crimes per 100,000 people: 2012

County	Total	Murders	Rapes	Robberies	Agg. Assaults
St. Louis City County, MO	1,788	37	63	557	1,131
Crittenden County, AR	1,743	16	76	329	1,322
Alexander County, IL	1,638	13	26	64	1,535
De Soto Parish, LA	1,450	11	15	63	1,361
Baltimore City County, MD	1,419	35	51	584	749
Kenedy County, TX	1,382	0	691	230	461
Shelby County, TN	1,314	14	51	374	875
Marlboro County, SC	1,247	11	71	114	1,052
Washington, DC	1,242	14	37	637	553
Storey County, NV	1,219	0	178	51	990

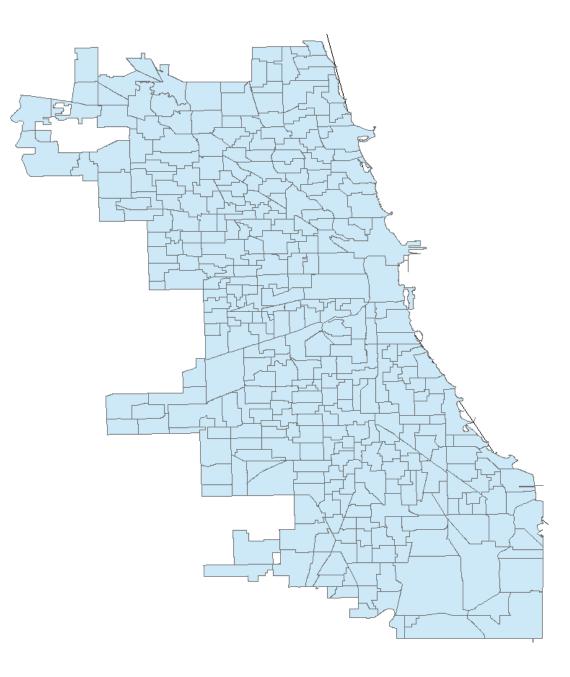
Chicago results

There were 22,862 violent crimes in Chicago in 2015

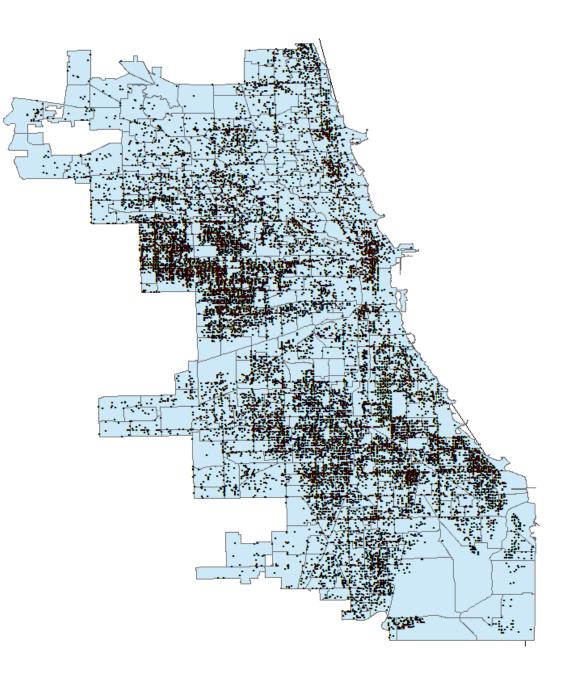
Violent crimes in Chicago by type: 2015



Chicago's
356
K-8
school
attendance
zones



Violent crime Chicago's K-8 school attendance zones: 2015



Violent crimes by K-8 school attendance zone: 2015

Violent crimes	Mean	SD	Min	Max
Total	62	52.0	1	362
Assault	12	9.9	0	57
Battery	19	17.6	0	86
Sexual Assault	3	3.9	0	50
Homicide	1	1.6	0	9
Robbery	26	24.0	0	197

NOTE: n=356

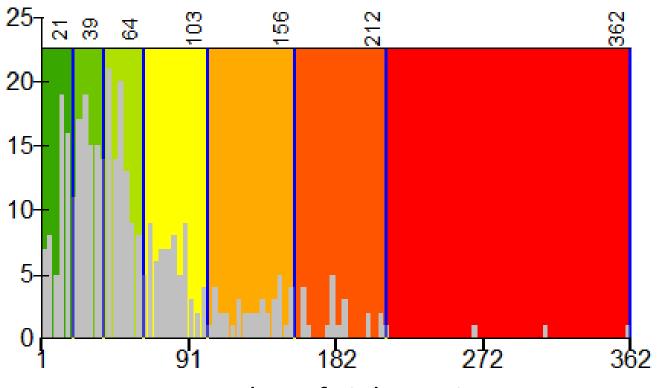
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NOTE: n=356

Histogram of K-8 Chicago schools by number of violent crimes: 2015

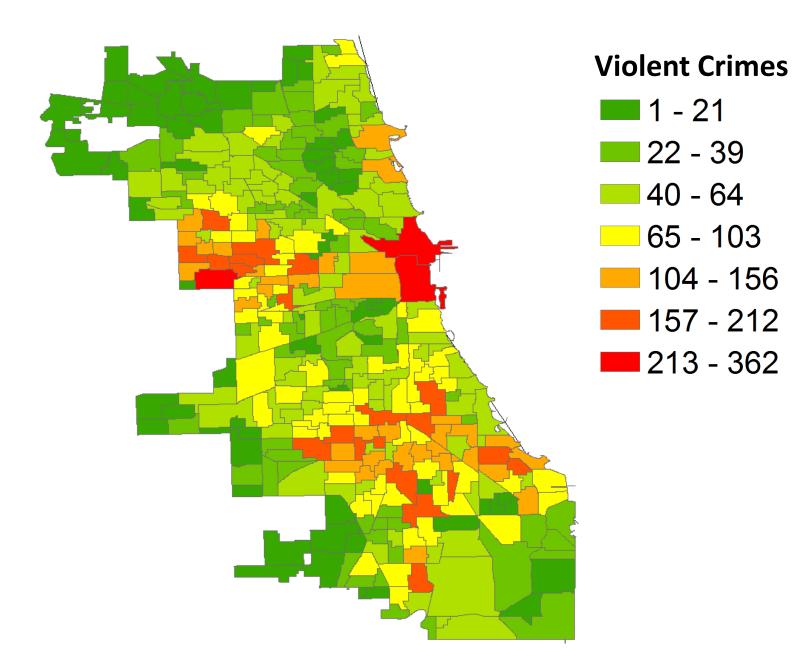
Number of schools



Number of violent crimes

- Breaks for 7-category natural breaks (Jenks) classification scheme
- Minimizes withinclass variance and maximizes between-class variance

Violent crime in Chicago by K-8 school attendance zone: 2015



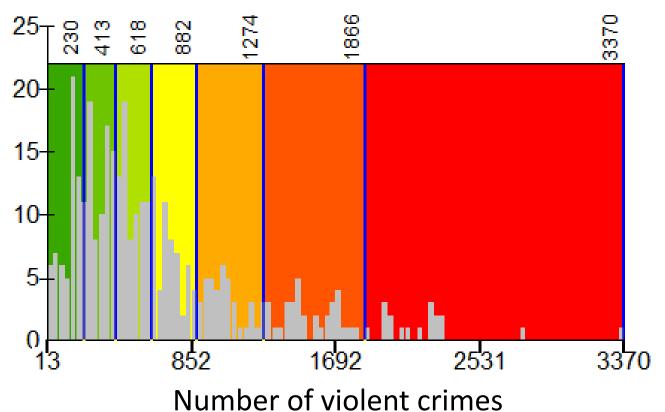
Violent crimes in Chicago K-8 school attendance zones: 9/4/2007–4/8/2016

Violent crimes	Mean	SD	Min	Max
Total	684	550.8	13	3,370
Assault	122	91.9	1	533
Battery	202	175.7	5	881
Sexual Assault	31	27.3	0	298
Homicide	11	10.7	0	54
Robbery	317	272.5	5	1,924

NOTE: n=356

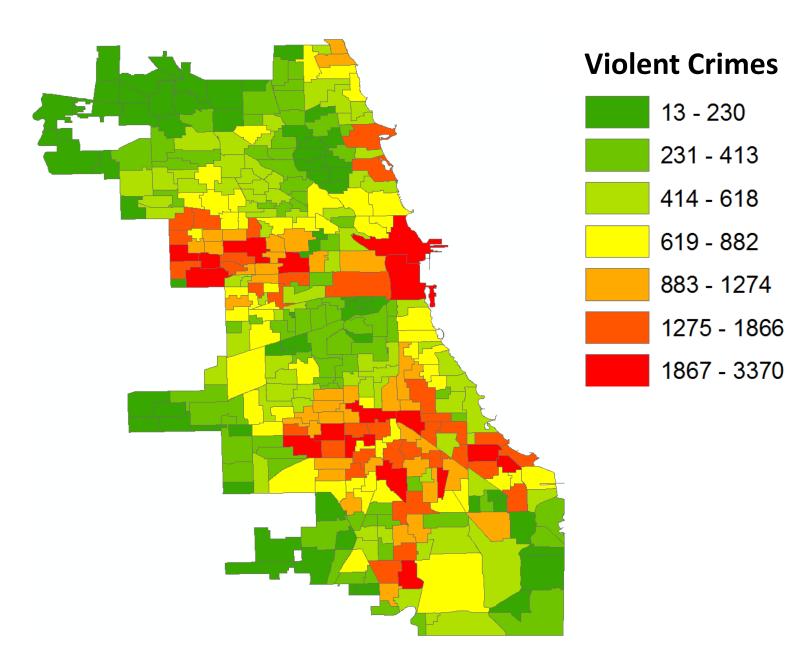
Histogram of K-8 Chicago schools by number of violent crimes: 9/4/2007–4/8/2016

Number of schools



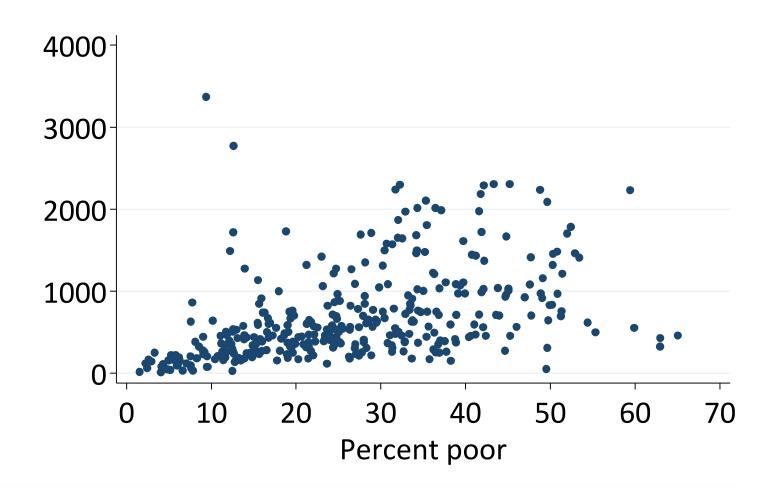
- Breaks for 7-category natural breaks (Jenks) classification scheme
- Minimizes withinclass variance and maximizes between-class variance

Violent crime in Chicago by K-8 school attendance zone: 9/4/2007-4/8/2016

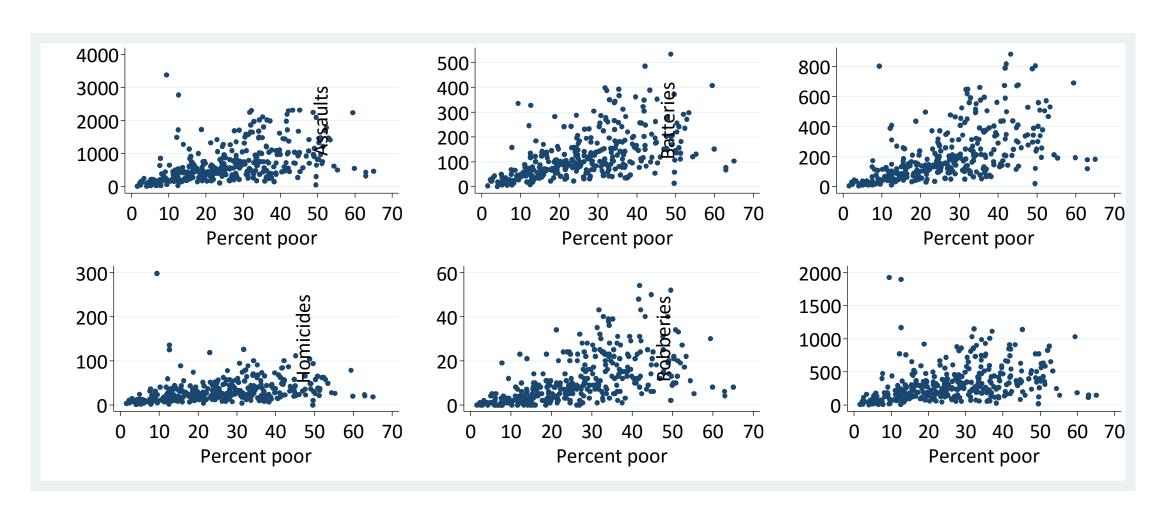


How does poverty align with violent crime in Chicago?

Violent crimes by percent poor in Chicago K-8 school attendance zones: 9/4/2007–4/8/2016



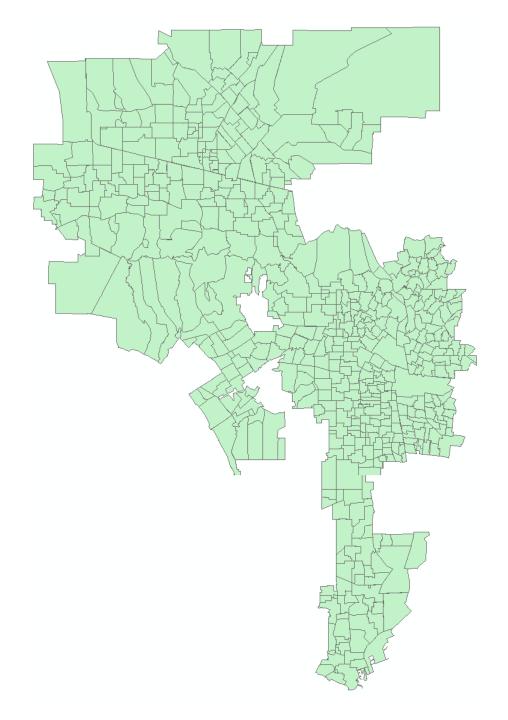
Violent crimes by crime type and percent poor in Chicago K-8 school attendance zones: 9/4/2007–4/8/2016



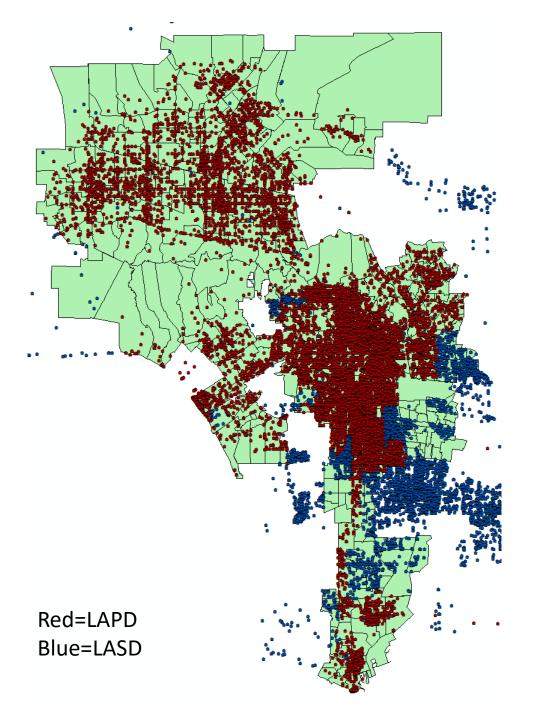
Los Angeles results

There were **24,395** violent crimes reported by LAPD or LASD in the Los Angeles Unified School District in 2015

LAUSD's
559
elementary
school
attendance
zones



LAPD and LASD violent crime by LAUSD elementary school attendance zones: 2015



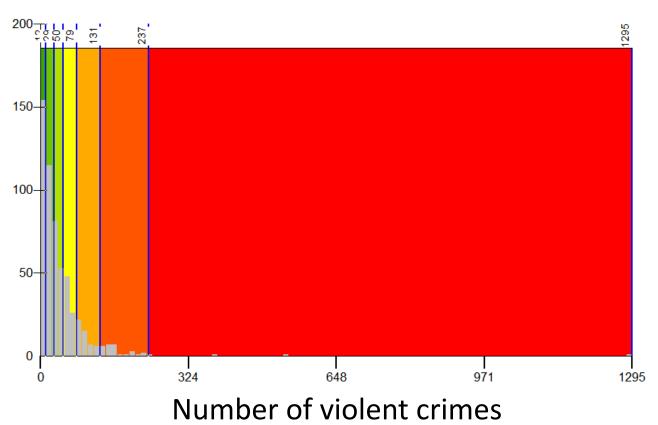
Violent crimes by Los Angeles elementary school attendance zone: 2015

Violent crimes	Mean	SD	Min	Max
Total	43.6	71.8	0	1,295
Homicide	0.6	1.0	0	7
Rape	2.9	5.0	0	84
Robbery	16.6	30.2	0	561
Agg. Assault	23.6	40.3	0	645

NOTE: n=559.

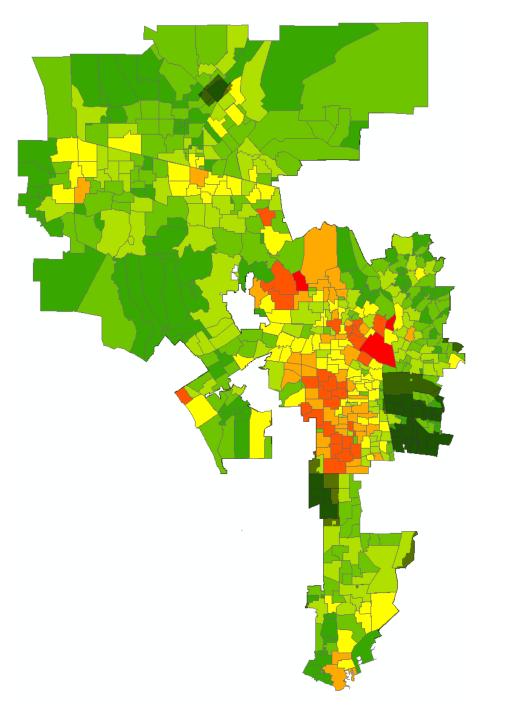
Histogram of LAUSD elementary school attendance zones by number of violent crimes: 2015

Number of schools



 Collapsed top two categories of 8-category natural breaks (Jenks) classification scheme because of outlier

Violent crime by LAUSD elementary school attendance zones: 2015



Violent Crimes









NOTE: Greyed out areas served by non-LAPD, non-LASD police force

Key takeaways

- Nationally, most violent crimes take place in large urban areas
- Rate of violent crimes quite high in large swaths of rural south and southwest
- At the school attendance zone level, huge variation in violent crime exists
- Need to consider cumulative impact of neighborhood violent crime over time
- Violent crime increases, on average, with poverty
- But variation in violent crime prevalence also increases with poverty

Implications

- The cumulative toll of ongoing neighborhood violent crime is profound in highly impacted schools
- Wide variation in prevalence of violent crime, even within poor neighborhoods suggests
 - District-wide approaches won't cut it (e.g., teacher trainings, recruitment strategies)
 - Some school teachers and staff may need substantially more training (e.g., trauma training)

Contact Information

Daniel Princiotta

Ph.D. Candidate

Johns Hopkins School of Education

dprinciotta@jhu.edu

@dprinciotta

Back pocket

Violent crimes by Los Angeles elementary school attendance zone: 2015

Violent crimes	Mean	SD	Min	Max
Total	46.4	73.1	1	1,295
Homicide	0.6	1.1	0	7
Rape	3.1	5.1	0	84
Robbery	17.6	30.9	0	561
Agg. Assault	25.1	41.1	0	645

NOTE: n=526. Thirty-three attendance zones excluded because of zero counts of violent crimes reported by LAPD or LASD. Twenty-two zones were served entirely by non-LAPD and non-LASD police.



Examining the Impact of Violence on our Communities, Schools, and Youth

Richard Lofton, Ph.D., Postdoctoral Research Fellow (CSOS), Johns Hopkins University School of Education

Presented at the Fifth Colloquium on Unpacking Poverty and Its Impact on Student Success, organized by the Pathways from Poverty Consortium

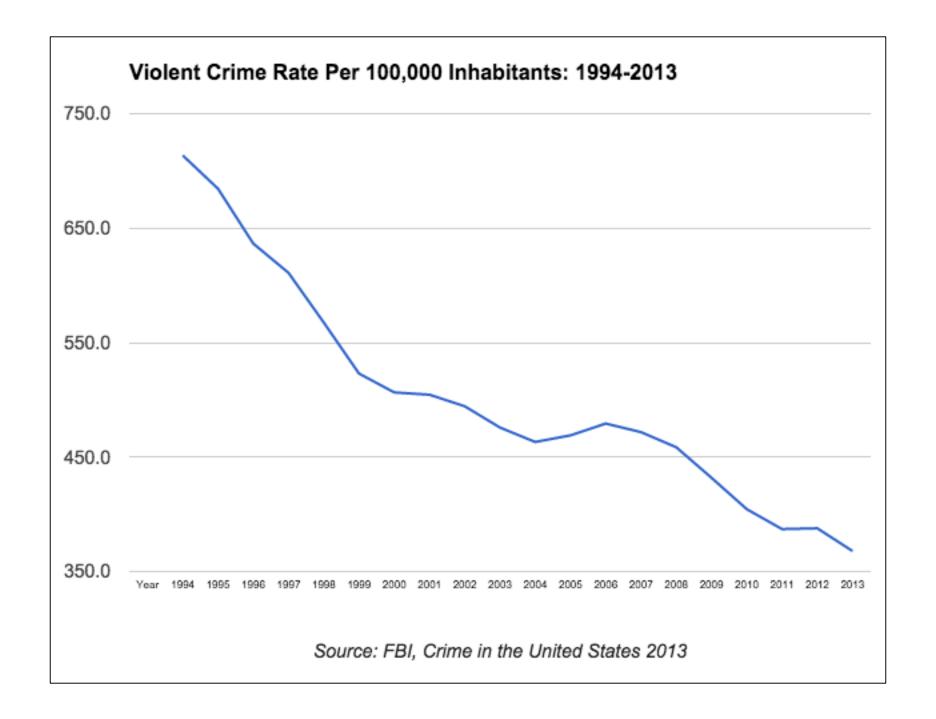
Baltimore, MD | May 12, 2016

Three Points to Address

- Violence has a negative impact on the overall well-being of children
- Violence decreases the cognitive and academic performance of students
- Community violence has contributed to politics of survival in areas of concentrated poverty
 - Institutional betrayal, Maslow's Hierarchy Needs, Lack of Protection

Defining Violence

- Violence behavior involving physical force intended to hurt, damage or kill someone
- Violent Crime Offenses which involve force or the threat of force
 - murder, forcible rape, robbery, and aggravated assault
- Community violence exposure to intentional acts of violence committed in public areas by individuals who are not intimately related to the victim

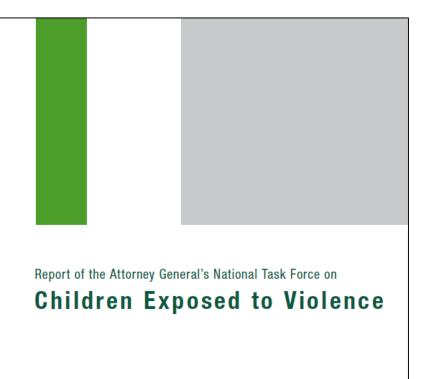


Who Felt the Decline in Crime?

- The most violent and disadvantaged neighborhoods within cities experienced declines in violent crime that were as large, or larger, than the remaining regions within the city
- In terms of reduced exposure to violent crime, the greatest beneficiaries were poor and minority individuals
- From 1995 to 2013, the rate of deaths by homicide for blacks decreased by 40 percent, compared with a 28 percent decrease for whites
- Even with the decrease in crime, the exposure to violence that a city's poor residents currently face still substantially outweighs the exposure to violence that non-poor residents experienced when crime was at its peak

Children and Exposure to Violence

- Children are more likely to be exposed to violence and crime than adults
- An experience of violence can lead to lasting physical, mental and emotional harm
- Children who are exposed to violence are more likely to suffer from attachment problems, regressive behavior, anxiety, depression and substance abuse
- A child's exposure to one type of violence increases the likelihood that the child will be exposed to other types of violence numerous times



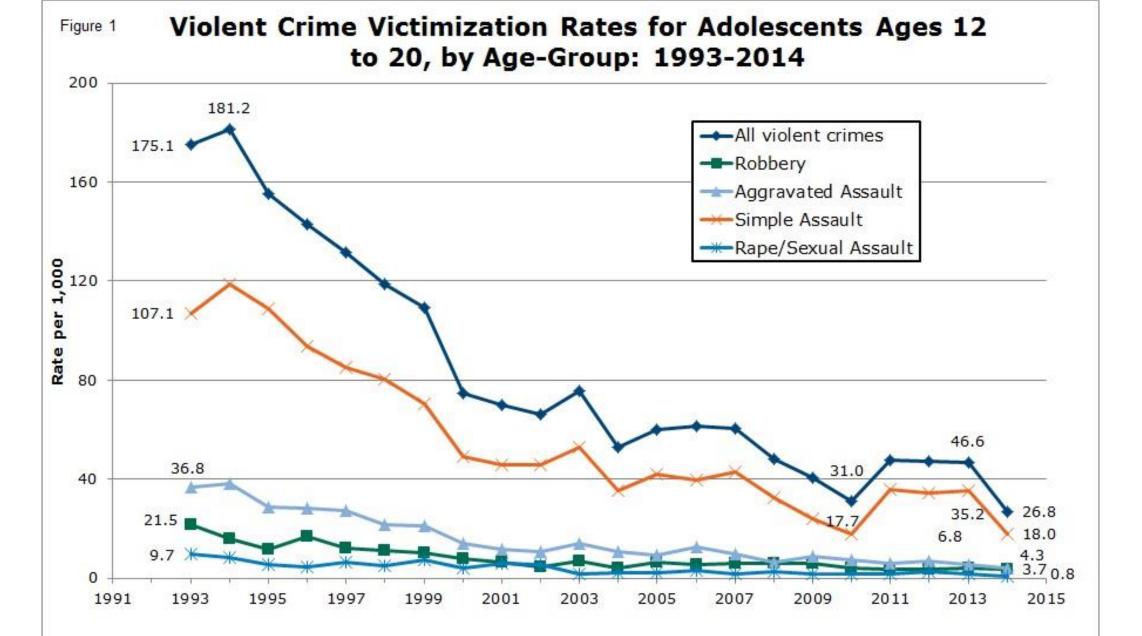
The Attorney General's National Task Force on Children Exposed to Violence

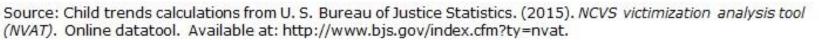
Exposure to violence is a national crisis that affects approximately two out of every three of our children. Of the 76 million children currently residing in the United States, an estimated 46 million can expect to have their lives touched by violence, crime, abuse, and psychological trauma this year. In 1979, U.S. Surgeon General Julius B. Richmond declared violence a public health crisis of the highest priority, and yet 33 years later that crisis remains. Whether the violence occurs in children's homes, neighborhoods, schools, playgrounds or playing fields, locker rooms, places of worship, shelters, streets, or in juvenile detention centers, the exposure of children to violence is a uniquely traumatic experience that has the potential to profoundly derail the child's security, health, happiness, and ability to grow and learn — with effects lasting well into adulthood.

Exposure to violence in any form harms children, and different forms of violence have different negative impacts.

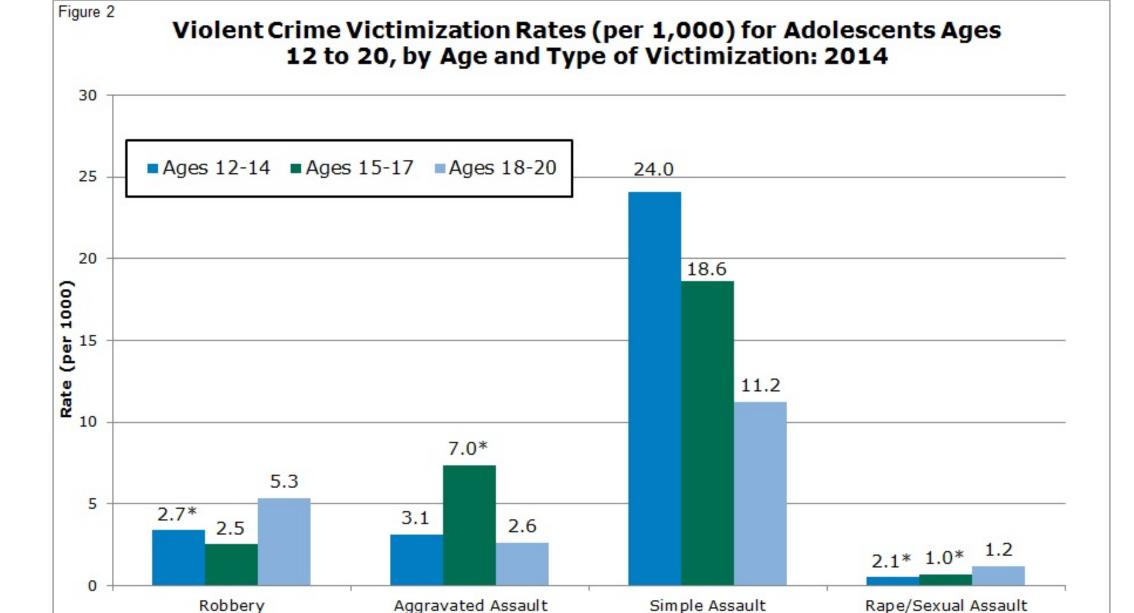


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^{*} Interpret data with caution, based on 10 or fewer sample cases or the coefficient of variation is greater than 50%.

Source: Child trends calculations from U. S. Bureau of Justice Statistics. (2015). NCVS victimization analysis tool (NVAT). Online datatool. Available at: http://www.bjs.gov/index.cfm?ty=nvat.



Youth Exposed to Violence

- African American males are the primary victims of violent crime in urban areas and have the highest risk of being victims of homicide
- Minorities that reside in the inner city are at the highest risk for exposure to violence and are the least likely to get adequate care from the mental health system
- 47% of low-income African American youth witnessed a murder and 56% have witnessed a stabbing
- Homicide is the leading cause of death among African American youth between the ages of 15 and 24

Mental Health and Youth Exposure to Violence Post Traumatic Stress Disorder

- Children exposed to higher levels of community violence demonstrated restlessness and impaired social and behavioral functioning
- Children's exposure to violence was associated with reported distress and depression
- Community violence has been found to be more closely related to PTSD than any other form of violence exposure
- African American adolescents reported higher levels of community violence and PTSD symptoms
- One-third of children that reside in our country's violent urban neighborhoods have PTSD

School Violence

- Violence that occurs on school property, or on the way to or from school, or at a school-sponsored event
- Youth who attend schools with high rates of violent crime are at risk of victimization, regardless of their actual connection to the violence as either a perpetrator, victim or witness

School Violence

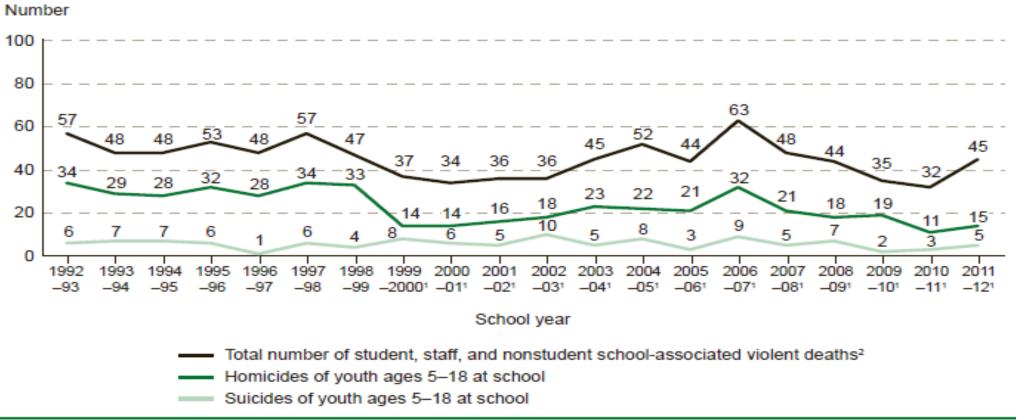
- Between July 1, 2011 and June 30, 2012, there were a total of 45 schoolassociated violent deaths in elementary and secondary schools
 - 26 homicides, 14 suicides, and 5 legal intervention deaths
- There were 1,420,900 non-fatal violent victimizations at schools among students between the ages of 12 and 18
 - 454,900 thefts and 966,000 violent victimizations
- 9 % of teachers reported that they were threatened with injury by one of their students
- 5 % of teachers reported that they had been physically attacked by a student at their school

National Survey on School Violence

- 8. 1% reported being in a physical fight on school property within the year
- ◆ 7.1% reported that they did not go to school on one or more days in the 30 days before the survey because they felt unsafe at school or on their way to or from school
- 5.2 % reported carrying a weapon (gun, knife, or club) on school property on one or more days in the 30 days before the survey

- 6.9% reported being threatened or injured with a weapon on school property one or more times
- ◆ 19.6% reported being bullied on school property and 14.8% reported being bullied electronically during the 12 months

Figure 1.1. Number of student, staff, and nonstudent school-associated violent deaths, and number of homicides and suicides of youth ages 5–18 at school: School years 1992–93 to 2011–12



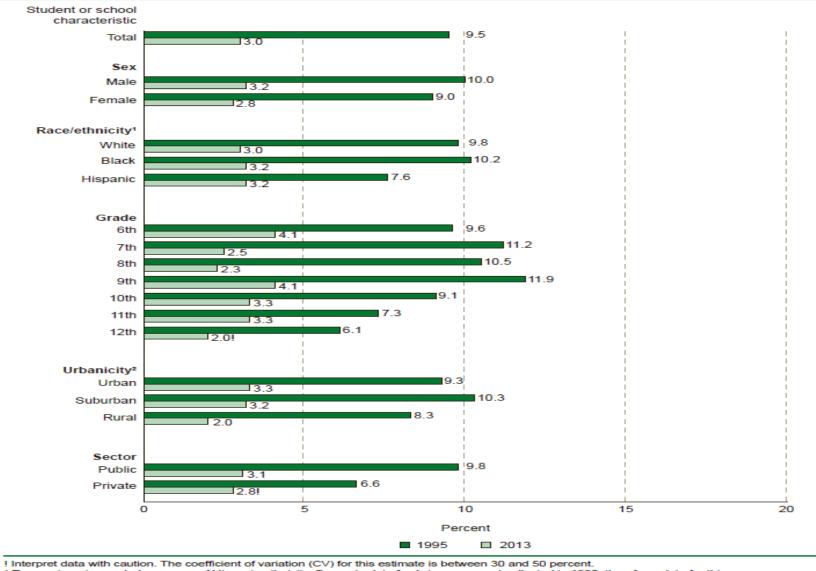
¹Data from 1999–2000 onward are subject to change until interviews with school and law enforcement officials have been completed. The details learned during the interviews can occasionally change the classification of a case. For more information on this survey, please see appendix A.

NOTE: "At school" includes on school property, on the way to or from regular sessions at school, and while attending or traveling to or from a school-sponsored event. Estimates were revised and may differ from previously published data.

SOURCE: Data on homicides and suicides of youth ages 5–18 at school and total school-associated violent deaths are from the Centers for Disease Control and Prevention (CDC), 1992–2012 School-Associated Violent Deaths Surveillance Study (SAVD), partially funded by the U.S. Department of Education, Office of Safe and Healthy Students, previously unpublished tabulation (February 2015).

² A school-associated violent death is defined as "a homicide, suicide, or legal intervention (involving a law enforcement officer), in which the fatal injury occurred on the campus of a functioning elementary or secondary school in the United States," while the victim was on the way to or from regular sessions at school, or while the victim was attending or traveling to or from an official school-sponsored event. Victims include students, staff members, and others who are not students, from July 1, 1992 through June 30, 2012.

Figure 3.2. Percentage of students ages 12–18 who reported criminal victimization at school during the previous 6 months, by selected student and school characteristics: 1995 and 2013



¹ Race categories exclude persons of Hispanic ethnicity. Separate data for Asians were not collected in 1995; therefore, data for this group are not shown.

² Refers to the Standard Metropolitan Statistical Area (MSA) status of the respondent's household as defined in 2000 by the U.S. Census Bureau. Categories include "central city of an MSA (Urban)," "in MSA but not in central city (Suburban)," and "not MSA (Rural)."

NOTE: "Total victimization" includes theft and violent victimization. "At school" includes the school building, on school property, on a school bus, and, from 2001 onward, going to and from school. Although Indicators 2 and 3 present information on similar topics, the survey sources for these two indicators differ with respect to time coverage and administration. Indicator 3 is based on data from the School Crime Supplement. For more information on these two surveys, please see appendix A.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 1995 and 2013.

Victimization in Our Schools

Students

- More prone to truancy
- Poor academic performance
- Dropping out of school
- More prone to violent behavior
- Depression
- Loneliness

Teachers

- Disenchantment
- Departure from the profession
- Depression
- Loneliness

An Analysis of Chicago Schools 2002–2010

- ► High levels of violent crime are concentrated in a small number of schools each year
- ► Violent crime in schools varies substantially year to year
- ▶ Violent crime rates have a negative effect on test scores, but not on grades
- ► It is well settled that the effect that violent crime has on students has a far greater impact than nonviolent crime

Academic Performance and Homicides

Do children perform less well on cognitive tests after being exposed to a recent homicide?

- African American children were assessed at a time when there was a homicide in the neighborhood within the previous week
- Test scores of cognitive skills were substantially lower than other African American children in the same neighborhood who were assessed at a different time

A similar study conducted on preschoolers discovered similar findings

- Local homicides that occurred within the same period also strongly effected the preschoolers' attention and impulse control
- Proximity to the home was a governing factor; the closer the homicide occurred to where the children lived, the stronger the effect

Politics of Survival

- Institutional Betrayal has caused an unequal distribution of power, resources and opportunities in areas of concentrated poverty
- Safety is a basic need that must be met
- When we think about students and families in these areas when we write policies, curriculum, and research let us acknowledge that many maybe in a survival mode

Implementation

- Building and developing school environments where there are meaningful relationships with students, parents and community members that constitute trust, care and boundaries
- Producing policies that disrupt the unequal distribution of power, resources and opportunities

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5th Colloquium, Thursday, May 12, 2016 10:30 am to 12 Noon McPartland Conference Room 314 2701 North Charles Street, Baltimore 21218



Understanding the Impact of Crime & Violence on Students in Schools

Members of The Pathways from Poverty Consortium

Robert Balfanz, Ph.D., Research Scientist, Co-Director, Center for Social Organization of Schools (CSOS) Maxine Wood, Ed.D, Director/Senior Advisor, Pathways from Poverty Richard Lofton, Ph.D. Post-doctoral fellow; Assistant Professor, JHU School of Education Daniel Princiotta, Ph.D. Candidate

Presented at the Fifth Colloquium on Unpacking Poverty and Its Impact on Student Success, organized by the Pathways from Poverty Consortium -- Baltimore, MD

CRIME AND VIOLENCE... IMPACT ON SCHOOLS, STUDENTS, AND COMMUNITIES

Seeking Solutions Pursuing Prevention



Maxine Wood, Ed.D.

Director, Senior Advisor
The Pathways from Poverty Consortium

Prevention is Key to Reducing Violent Crime

"Long-term solutions to reducing violent crime require thoughtful prevention efforts."

McQuade, B., U.S. Attorney
Eastern District of Michigan
Department of Justice, April 2012
Archived District Report

Prevention...at Home

Specific programs have been designed to improve family relations and lower the risk of violence involving children in the home.

Goals include:

- Providing parents with education about child development
- Teaching parents to communicate and problem solve with their children in non-violent ways

Parker, Carla. "How to Reduce Violence and Crime at School and College."

Real Solutions to Youth Violence: Evidence-Based Practices

Justice Policy Institute, Chapter 8

First, we must address the personal, family, and community factors that cause young people to choose gangs over more productive alternatives. The more success we have in prevention, the fewer people we'll have to prosecute for violent activity down the road. — U.S. ATTORNEY GENERAL ALBERTO R. GONZALES, 2006

"Evidence-based practices are practices that have undergone rigorous experimental design, have shown significant deterrent effects on violence and serious delinquency, have been replicated, and sustain their effects over a period of time..."

"...multisystemic therapy (MST) provides intensive services, counseling, and training to young people, their families and the larger network of people engaged in young people's lives through schools and the community."

Suggested Actions for Prevention...Among Youth

- Provide mentors, tutors, volunteers for schools and youth-serving organizations to support healthy development
- Provide opportunities through businesses and social/civic groups for youth to develop their interests, skills, and talents
- Praise good behavior
- Take immediate action to stop youth violence if/when it occurs.

"Preventing Youth Violence: Opportunities for Action."



Multi-Sector Response-Striving to Prevent Youth Violence Everywhere (STRYVE), a national initiative led by the Centers for Disease Control and Prevention works to:



- Increase public health leadership to prevent youth violence
- Promote widespread adoptions of youth violence prevention strategies, based on best available evidence
- Reduce the rates of violence on a national scale

Developing Relationships to Mitigate Violence in Schools

- Schools serving similar students can have very different levels of safety
- Much of what accounts for large differences in safety among such schools is the way parents, teachers, and students work together
- When students feel that their teachers care about their learning and overall well-being and listen to them, they report feeling safer school environments

Prevention...In Schools (cont'd.)

The goal is to stop school violence from happening.

Prevention strategies include:

 Universal, school-based prevention programs, to lower the rate of aggression and violent behavior.

Focus on such topics as:

- emotional self-awareness and self-control
- positive social skills
- problem solving
- conflict resolution
- teamwork

Parker, Carla. "How to Reduce Violence and Crime at School and College."

Prevention...In Schools (cont'd.)

Prevention, Responses to Reduce the Impact of Crime and Violence on Students in Schools

District and School responses include:

- PBIS Positive Behavioral Interventions and Supports
- Conflict mediation, management, resolution
- Counseling at-risk students
- Dress codes and codes of conduct
- Anti-bullying programs
- Anti-gang initiatives
- Family counseling and support services
- Alternative placements, programs (in-school, after school, off-site)

Prevention...In Schools (cont'd.)

Examples of violence prevention programs for secondary students that are instruction-focused include:

- ☑ PACT Positive Adolescent Choices Training (http://eric.ed.gov/?id=ED321658)
- ☑ RIPP Responding in Peaceful and Positive Ways

 (https://www.nationalgangcenter.gov/SPT/Programs/106)
- ATP Adolescent Transitions Program
 (http://www.strengtheningfamilies.org/html/programs 1999/08 ATP.html)

"It's all about Relationships..."

P.M. Smith

Building Strong Relationships and having Clear and regular communication among students, staff and families are effective tools for preventing and/or resolving, reducing the impact of crime and violence on students in schools

FOCUSING on Relationships...

Effective programs may include:

- Family orientation sessions (start of school year; for transfer students; for students returning from suspension, long-term absences, other)
- Intermittent, planned "Question and Answer Sessions";
 Conversations with Administrators,
 staff in informal settings
- Outreach, Engagement activities including: home visits, social events at neighborhood sites, etc.

Increasing Safety In School

<u>Note</u>: Over time, schools have tightened procedures and protocols for visitors to schools and increased monitoring activities in school buildings. These may include:

- ☑ Specific approvals, screenings as pre-requisites for volunteering in schools (may include background checks, finger prints)
- ✓ Issuance of school, district identifications
- Requirements for reporting to the office, sign-ins
- ☑ Use of video cameras, metal detectors, surveillance equipment

School responses with mixed impacts include:

Identifying and responding to potentially violent individuals through:

- Use of metal detectors
- Presence of security guards, school police
- School Resource Officers (SROs)
- Zero tolerance rules

Solutions – Prevention

"Prevention is better than the cure..."

Examples in Chicago

- Becoming A Man (BAM)
- 2015 University of Chicago Design Competition Winners
- Boys to Men Program

Examples in Los Angeles

- Advocates 4 Peace/Urban Unity (APUU)
- Deputy Auxiliary Police (D.A.P.)
- Jeopardy Program
- Police Academy Magnet School Program
- Urban Networks to Increase Thriving Youth Through Violence Prevention (UNITY)

Becoming a Man (BAM) – Chicago



- Mentors high school boys in group sessions during school.
- After school, boys are trained in Olympic sports, including archery, handball, martial arts, and wrestling.
- During the 2009-2010 school year, participants in the BAM program had
 - 44% fewer arrests for violent crime
 - 36% fewer arrests for other crimes

University of Chicago CRIME LAB
Study of BAM



Data showed

- Improved student math test scores by equivalent of about 3 years of learning (as measured by National Assessment of Educational Progress (NAEP) for 13-year olds
- Reduced course failures by 57% (2 fewer courses failed per year)
- Increased school attendance (2.5 weeks more school attended per year)
- Increased by nearly 50% the likelihood that youth are "on track" for graduation, according to Chicago Public Schools' (CPS) definition for high school students

Urban Education Lab (UEL)
Large-scale study of Becoming a Man (BAM) and Match Tutoring
2012-12 Pilot Study



Chicago Design Competition winners June 2015 Get IN Chicago, a public-private partnership focused on the city's at-risk youth; the John D. and Catherine T. MacArthur Foundation; and the Pritzker Pucker Family Foundation.



Chicago Design Competition winners June 2015

Children's Home + Aid

- supports the study of a new program combining the agency's trauma-focused cognitive behavioral therapy with services from Youth Advocate Programs, Inc.
- Advocates serve youth by devoting time before and after school and on weekends: supporting at-risk youth when they are most apt to get into trouble.
- Assisted 220 youth ages 13-18 most at risk for engaging in violent behavior and becoming involved in the juvenile justice system or disconnecting from school.
- The program will run in the Englewood and West Englewood neighborhoods.



Chicago Design Competition winners June 2015

David Lynch Foundation

- project supports teaching its Quiet Time program in high-crime areas.
- Roughly 250 students participate in the first year
- Goal is to reduce criminal and violent behavior by using meditation as a tool to decrease stress and the effects of trauma.

Sweet Water Foundation

- Project supports its Apprenticeship and Outreach Program at its Perry Avenue site and plans to expand to Englewood, North Lawndale, Woodlawn or Roseland neighborhoods of Chicago.
- Fifty youth participate
- Provides education and career training in urban agriculture and aquaponics, a system of aquaculture, in an effort to decrease violence and crime.

BOYS to MEN Chicago

| Mentoring Teenage Boys

Components Offered (for Men and Boys)

- Reclaim Your Teenage Fire Training
- Rites of Passage Adventure (RoPAW)
 Weekend bonding experience for
 boys and men, to create trust,
 respect, build close connections
 between boys and mentors
- Ongoing Group Mentoring –
 Journeymen (graduates of RoPAW)
 and Mentors meet every two weeks
 to continue strengthening bonds

 Advocates 4 Peace & Urban Unity (APUU)



A community-based organization focused on gang prevention and intervention, aimed at peaceful and cooperative eradication of gang violence.

Area of focus –

"hotbed section of Los Angeles" 8th District

Includes these initiatives:

- Safe passage programs for children
- Before, during and after-school programs for families and children
- Enrichment classes in local elementary schools

Deputy Auxiliary Police (D.A.P.) An auxiliary police program geared to younger children, ages 9–13 years

Offers activities to:

- ✓ Instill community pride
- Self-discipline
- Leadership ability
- Cultivate an overall positive environment, supportive of police and community cooperation

Jeopardy Program

Gang prevention & intervention

Goals:

- Decrease truancy
- Improve grades
- Improve self-esteem
- Decrease risks of gang involvement
- Improve conflict resolution develop goal-setting skills
- Decrease violent and other inappropriate behaviors

- Offered to boys and girls 8–17 years of age, and their parents.
- Combines strengths of community, neighborhood schools and police departments to effect positive, lifelong attitudinal changes in young people, to produce a positive impact on the community
- Targets "at-risk" students
- Offers varied educational and physical projects (examples: tutoring, martial arts, other)

Reference: Los Angeles Police Inside the LAPD/youth programs http://www.lapdonline.org/youth programs

 Police Academy Magnet School Program

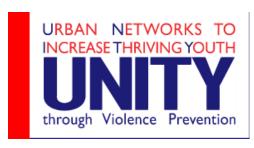
- Offers a rigorous police-led high school curriculum developed for young men and women expressing an interest in careers in law enforcement
- Provides information and awareness for better understanding law enforcement regardless of student career interests

Includes:

- Mentoring
- Paths to the Future
- Physical training
- Courses of study

 Urban Networks to Increase Thriving Youth Through Violence Prevention (UNITY)

A partnership between the Prevention Institute, the Harvard School of Public Health, and the UCLA School of Public Health, to assist large urban U.S. cities to build effective, sustainable efforts to prevent violence.



UNITY has developed the UNITY Roadmap

– a technical tool, specifically developed for large cities, describing the core elements necessary to prevent youth violence before it occurs.

Current conclusion: "Cities with the greatest coordinated multiple approaches have the lowest rates of youth violence. But most cities cite a lack of a comprehensive youth violence prevention strategy."

Reference: Youth Violence Prevention

at Center for Disease Control

http://www.cdc.gov/violenceprevention/

"There is a pressing need for funding to replicate and expand services and strategies as central elements of violence prevention policy initiatives."

Pedro Noguera

The need continues for the development of congruent, complementary policies (at the federal, state, city, and district levels) that address contemporary, abiding and emerging issues of crime and violence impacting students in schools.

END NOTE:

Pedro Noguera's 2001 recommendations have value and creditability in 2016

- 1. Develop strategies that address the underlying causes of violence.
- Involve youth directly in the development of short-term and longterm solutions.
- 3. Provide students with a genuine role in school reform processes.
- 4. Use educational initiatives to help young people and the adults who work with them to challenge and critique the normalizations of violence.

"Youth Perspectives on Violence and the Implications for Public Policy" in Motions Magazine

September 28, 2001