Celebrating Solutions Award Nomination Form

Legal name of organization: Community Violence Intervention Center (CVIC)

Year established: 1980

Name of program being nominated (if different): Safer Tomorrows Project

Year established: 2010

Address: 211 S. 4th St.

City/State/ZIP code: Grand Forks, ND 58201

Agency phone number: 701-746-0405

Name and title of contact person: Kristi Hall-Jiran, Executive Director

Phone number for contact person: 701-746-0405

E-mail address for contact person: kristi@cviconline.org

Website address: www.cviconline.org

How did you learn about the Celebrating Solutions Awards?

We've know about the awards for years, first learning about them online.

Brief description of organization:

The Community Violence Intervention Center (CVIC) serves as a catalyst offering energy, momentum and vision toward ending violence in our area and promoting safety, peace, and respect for all individuals. Our programs: (1) offer a lifeline to safety by providing crisis intervention and support toward freedom from abuse; (2) foster healing and empowerment by providing trauma-informed therapy, transitional housing, career counseling, supervised visitations and exchanges, and guidance through the legal system; and (3) end violence by providing education, training, strategic collaboration to prevent and respond to violence, and treatment for offenders.

Geographical area served: Primarily Grand Forks County in northeast North Dakota

Is the organization tax-exempt under IRS 501 (c) (3) guidelines or a public agency/unit of government? Yes
Community Violence Intervention Center (CVIC) – Safer Tomorrows Project
Celebrating Solutions Award Program Outline

1. Describe specifically the work of the nominated program and explain how the mission of the program is accomplished.
The Safer Tomorrows Project, one of just eight efforts in the nation chosen as a Department of Justice (DOJ) Defending Childhood Initiative, involves the unprecedented collaboration of 40+ organizations to prevent childhood exposure to violence (and ultimately intimate partner violence) in Grand Forks County, ND. While our project addresses many areas, for the Celebrating Solutions Award we are focusing on our school prevention education and therapeutic intervention components, which equip every child in the county with what he or she needs to develop healthy relationships and to prevent the use of violence at every stage of life, as well as to ensure that children who have already been exposed to violence have an opportunity to heal.

1) Prevention education in the schools:
We reach every student in every K-12 school (28 public and 3 parochial schools in 7 school districts), every Head Start preschool and 6 additional preschools across the county on preventing violence and promoting healthy relationships. This translates to more than 20,700 students in the past three academic years alone. Our innovative plan involves education on bullying, dating violence and healthy relationships at four developmental levels (pre-K, elementary, middle and high school), progressing from respect in lower grades to a focus on healthy friendships and intimate partner relationships in upper grades, so that by the time children graduate, we will provide a cultural shift for an entire generation, preparing all children for healthy relationships.
To select evidence-based curricula, we utilized the Office of Juvenile Justice and Delinquency Prevention (OJJDP) Model Program Guide (www.ojjdp.gov/mpg), as well as DOJ technical assistance providers. Using a train-the-trainer format, our project has trained more than 300 teachers to deliver proven school-based prevention curricula, and 30+ coaches have been trained to mentor several hundred young athletes on respecting girls and women, with new staff trained annually. Curricula are primarily taught in co-ed classes during the school day (other than Coaching Boys Into Men), with class sizes ranging from 10 to 35.

- **Al’s Pals and Al’s Caring Pals (Pre-K and elementary):** Evidence-based (OJJDP guide) positive relationship curricula for ages 3-5 in Head Start and 3-8 in childcare settings, with kids receiving twice-weekly culturally sensitive lessons featuring hand puppets, with characters of different colors promoting respect and understanding of differences. Parents receive education to reinforce the concepts and language at home. Live virtual training was provided to preschool teachers, including 11 hours of initial training and a 2-hour booster training the following year, and project staff checks in biannually.

- **Olweus Bullying Prevention Program (Grades K-8):** Evidence-based (OJJDP guide) program of weekly 20-minute lessons during advisory time to promote respectful behavior, reduce/prevent bullying and create a positive school climate. Five project/school staff received national training, and each school’s coordinating committee received 8 hours of training to offer 4 hours of training to teachers and all school staff to provide lessons and respond consistently to bullying situations. The program is based on an ecological model, intervening with a child’s environment on many levels, so lessons are reinforced. Booster trainings are conducted annually, coordinating committees at each building monitor activities throughout the year, and project staff checks in each semester.
○ **Friendships that Work: A Positive Friendship Curriculum (Grades 5-8):** Considered a promising practice, this curriculum was developed by a University of North Dakota professor and shaped and enhanced by a CVIC-led prevention committee to increase healthy relationship skills (friendship skills) and to decrease characteristics commonly thought of as precursors to intimate partner violence (IPV) (Moller & Stattin, 2001). The curriculum is based on current thinking in the prevention of IPV (Gottman, 1999). The five-hour curriculum is delivered by project staff (sometimes involving CVIC) for five consecutive days in one classroom (classes vary, from math to health to science, etc.). The message is supported by teachers and posters displayed in classrooms throughout the year.

○ **The Fourth R (Grades 9-12):** A promising practice (OJJDP guide), this curriculum (“R” stands for “relationships,”) reduces dating violence and associated risk behaviors by focusing on relationship goals, making good decisions and identifying positive relationship models. Teachers received 6 hours of training to provide at least 17 interactive lessons over the year, including role plays, in health classes. CVIC education staff augments these lessons with additional discussion on dating/sexual violence, and project staff checks in each semester.

○ **Coaching Boys Into Men (Grades 9-12):** Evidence-based curriculum developed by Futures Without Violence (www.coachescorner.org) that trains coaches in mentoring high school athletes in respecting women and girls. A retired Grand Forks football coach serving as our coach specialist received training to mentor area coaches to provide 15-minute weekly sessions during sports practice, often involving senior team members in leading discussions; the specialist provides ongoing support and training throughout the year.

To assist students who hear our presentations to receive needed help for abuse in their lives, we always provide CVIC’s crisis line number and ask all of the students to write it down so no one is singled out. If students disclose abuse after a presentation, we follow developed protocols, including involving the school counselor, appropriate personnel and parents, connecting them with a CVIC therapist, and filing a report of suspected child abuse/neglect if mandatory reporting rules apply. Typically, students disclose on anonymous evaluation forms; in those cases, we ask the teacher of the class to remind students of CVIC’s crisis line number and services.

2) **Intervention for those already harmed by violence:**

We knew that educating nearly 10,000 children a year would result in some realizing their need for help, so we built in additional CVIC therapists to provide evidence-based therapies for kids exposed to domestic violence and/or experiencing bullying, dating violence and sexual assault. The response was phenomenal, and we increased the number served by 205%, from 61 kids in 2011 to 186 in 2014. Our three child/youth therapists provide the following evidence-based therapies both at our offices and at area schools to increase access to services:

- Trauma Focused Cognitive Behavioral Therapy (TFCBT), in which kids meet individually with our therapist to learn about how their trauma impacted them, process emotions and thoughts, practice relaxation skills, and develop a trauma narrative. Parents are also involved in the therapeutic process to facilitate their child’s healing.

- Eye Movement Desensitization and Reprocessing, a powerful technique involving bilateral stimulation, right/left eye movement, or tactile stimulation to activate the opposite side of the brain, releasing emotional experiences that are “trapped” in the nervous system and activating the natural healing process.
Structured Psychotherapy for Adolescents Responding to Chronic Stress (SPARCS), a 16-session group intervention for chronically traumatized adolescents living with ongoing stress. The group helps teens to cope more effectively in the moment, to connect with others and establish supportive relationships, to cultivate awareness, and to create meaning in their lives.

Our therapists meet with children from 30 to 50 minutes, depending on their age, normally during the school day, coordinating with schools to ensure the child isn’t missing important classes (if they are struggling in math, for example, they will not meet with our therapist during math classes). Our SPARCS group therapy runs for 90 minutes each week for 16 weeks. We currently have one school-based group going in a city school, and another group will begin in January in a rural school (in addition to groups held at our offices). Parents give permission for their child to receive services (and sometimes are involved if the therapy has a parental component, such as TFCBT), as well as sign releases of information for us to coordinate schedules with the school. Our therapists travel to both city and rural schools; one rural school has so many kids scheduled, our child therapist normally spends an entire day there every week.


2. Describe the most innovative aspects of the program you are nominating for consideration.

- Unique use of evidence-based methods beginning with kids as young as 3 and continuing at every grade through graduation: Safer Tomorrows goes above and beyond other school-based programs by combining multiple evidence-based interventions and prevention curricula to reach children at every developmental level right at school, from pre-K to grade 12. Children begin hearing the message of respect and healthy relationships as early as age 3, and those messages are reinforced throughout their academic career, addressing related areas of dating/domestic violence, sexual violence and bullying. While bullying may appear to be unrelated to intimate partner violence, at least one study has shown that bullying predicts reported dating violence perpetration/victimization (Ellis & Wolfe, as cited in the Journal of Interpersonal Violence, 2014). Our innovative project has been featured in the Office for Victims of Crime video, “Interventions in Schools,” part of the Through Our Eyes: Children, Violence and Trauma video (www.ovc.gov/pubs/ThroughOurEyes/index.html). See video (beginning at 5:27 minutes) at: www.youtube.com/watch?v=49GzqPP7YYk&feature=youtube.

- Unprecedented collaboration to reach every pre-school- and school-aged child in our county: A fundamental strength of the Safer Tomorrows Project is its true collaborative nature. Four experienced agencies spearhead key initiatives, with many more agencies playing meaningful roles. We have unprecedented participation by public and private, city and rural schools in our county: 100% are taking part in providing prevention education to their students, with nearly 10,000 students reached every year. Many other nonprofit and governmental agencies participate in the project, augmenting the work we are doing in the schools. Our project structure and management plan ensure ongoing oversight and monitoring, as well as defined timelines and clear lines of communication.
• **Link from prevention education to intervention, providing follow-through services for children and youth in need:** Not only are we educating children on how to prevent violence within their relationships, but as some children/teens realize that what they have experienced is violence or abuse, we are there to ensure they receive the help they need. We set up our evidence-based therapeutic programs to be ready to handle an anticipated increase in need for therapy, hiring additional therapists who travel right to the school setting if a child is unable to come to our offices to receive trauma-informed individual and group therapies.

• **Emphasis on sustainability to achieve a cultural shift over the 15 years of a child’s education:** Because our prevention education is designed to educate kids throughout their school career, from age 3 to 18, we had to ensure it could continue for years to come. To ensure long-term community change, we built sustainability components into our project. The curricula for the Olweus Bullying Prevention Program, The Fourth R, Al’s Pals, Friendships that Work, and Coaching Boys Into Men had upfront costs that are not recurring, making this initiative very sustainable. Our prevention coordinators and staff trained 300 teachers and school staff, as well as coaches, and we have planned for training updates and refreshers that can be provided at minimal or no cost as new teachers come on board.

**Reference:**

3. **Describe your program’s implementation. What barriers did your organization have to overcome? How did you marshal the resources for implementation?**

While CVIC and others identified the prevention of violence as a priority at least 15 years ago, the Grand Forks County community addressed this issue largely in piecemeal fashion, using whatever resources were left over at the end of the day. Yet the ramifications of exposure to violence are mind-boggling: lasting changes to the brain’s infrastructure, risky behaviors such as illicit drug use and suicide attempt, and long-term health problems from heart disease to stroke, not to mention the staggering costs to society, from broken relationships to billions of dollars spent on the aftermath of violence.

In 2010, CVIC discovered an opportunity to dream big and invited key stakeholders to the table with the challenge: If we could create a plan that would address our local needs and be considered innovative nationally, we could secure $2 million or more in federal funding to move our community closer to ending violence. That is exactly what our community did, and we were one of just eight initiatives in the nation focusing on ending childhood exposure to violence, including domestic violence. We named our project “Safer Tomorrows.” To initiate the project in 2010, we began by putting everything on the table. Through a series of interviews, surveys and listening sessions/town hall meetings with 130 urban and rural youth, parents, traditionally underserved individuals, violence survivors, and professionals, we listened to people’s needs and ideas for change. We collected data on prevalence of violence impacting youth to gain a common understanding of the problem, created flow charts to assess the way systems respond, identified community strengths and resources, researched the latest evidence-based practices, and then looked at all of these segments together as a whole. Using our community’s strong human
and social capital, about 40 individuals developed a vision for our community, creating a road map that would get us there in a manner that we could sustain. Demonstrating an openness to change both our community and our individual organizations, our plan includes shared leadership among the City of Grand Forks, CVIC, Grand Forks Public Schools and Lutheran Social Services of ND, and the involvement of 40 organizations, including every school in the county. In addition to the federal investment, many organizations invested their own time and resources to implement the project. The largest project component that we put into place was to train 300 teachers in every school in Grand Forks County to deliver several evidence-based curricula to 10,000 students each year in PK-12 schools and sports teams. We hired two prevention coordinators to oversee the effort and had teachers trained and delivering the curricula within nine months. We also hired two new child/youth therapists and an advocate to provide the therapeutic interventions and advocacy.

Surprisingly, we did not experience many barriers in implementing this project. The schools have enthusiastically participated and have been more than willing to accommodate not only the prevention curricula, but also to allow therapists to provide services on site at the schools when needed. Minor barriers were encountered occasionally, as we found areas that needed tweaking. For example, we had intended that a particular curriculum would be delivered in English classes, but had to move it to health classes. It took an immense amount of work to get our project up and running, but the commitment and passion the schools and other organizations have for preventing violence easily overcame any minor barriers.

4. How do you know the nominated program is successful? Please site two examples.

Example 1: Prevention education
We have trained 300 teachers and reached 20,700 students with our violence prevention education. Quantitative and qualitative results are very promising.

Pre-school
- Children as young as 3 are already showing improvement in healthy relationships skills after participating in our prevention education programming. Using the Ages and Stages Questionnaire™ (http://agesandstages.com), a nationally recognized evaluation tool, Head Start students assessed in the fall and again in winter of the 2013-2014 school year showed a 26% increase in their ability to handle conflict and self-regulate when upset, from 42% in the fall to 68% in the winter.
- Anecdotal evidence of our success is demonstrated by the overwhelming support from parents and teachers. One parent, whose child is now in elementary school, commented: “Several times this year, ‘Alec’s’ teacher has commented on how calmly and peacefully he handles the stressful situations with his peers that arise in the class. He consistently chooses to diffuse situations using words instead of his hands. Alec is heard encouraging his classmates to stop and think. This is important to us as parents because of the control that Alec gained…. Thank you for providing this wonderful program. It’s fantastic!”

Elementary school
- We saw a 19% decrease in 4th and 5th grade students who reported being bullied in the past school year, from 46% in 2012 to 27% in 2014, using the biannual Grand Forks County Combined Public and Parochial Schools Risk and Protective Factors Surveys.
- Anecdotal evidence includes a school lunchroom monitor’s comments that, since implementing our programming, students are engaging with each other and holding one
another accountable. Now, by the time she can get to the area where students are acting up, the other students have stepped up and helped their peers to correct their behavior.

**High school**

- Male high school athletes whose coaches mentored them about respecting girls and women indicated the following progress on evaluation questionnaires provided with the Coaching Boys Into Men curriculum:
  - An 11% increase in athletes reporting that *constantly contacting a partner by cell phone and other social media to find out who they are with, where they are, and what they are doing is somewhat, very, or extremely abusive*, from 82% of 279 athletes completing questionnaires in 2012-2013 to 91% of 220 athletes in 2014-2015.
  - A 6% increase in athletes reporting that *being physically or sexually intimate without asking if a partner wants to is somewhat, very, or extremely abusive*, from 90% of 279 athletes completing questionnaires in 2012-2013 to 95% of 220 athletes in 2014-2015.
- Anecdotal evidence of the success of this program includes:
  - Two male high school athletes were exiting the boys’ locker room at the same time a female exited the girls’ locker room. One athlete made a comment about the female’s body parts. The other athlete corrected his teammate, reminding him that their coach just talked about that and they don’t talk like that around here.
  - A senior athlete said that, through the program, his coach showed him “how to act like a real man and treat others with respect.”

**Example 2: Therapeutic intervention for those already harmed**

We have increased the number of children provided evidence-based therapy and support by 205%, from 61 in 2011 to 186 in 2014. Clients self-reporting on survey questions related to their ability to manage difficult emotions, school performance, emotional well-being, etc., indicated:

- 97% of children/youth surveyed/rated exhibited a positive change in emotional well-being, including improved coping skills (100% of parents surveyed reported a positive change).
- Anecdotal evidence includes overwhelmingly positive comments from children and parents, attributing our program with transforming their lives.
  - “Jessie” was traumatized after watching her dad assault her mom and get escorted to jail by the police. She couldn’t concentrate at school because she was so worried about her mom’s safety. Her B grade average spiraled to D’s and F’s. Jessie’s mom brought her to CVIC, where she received our specialized therapy and, by the time she completed our program, she was getting A’s and B’s again in school.
  - “Ryan,” who spent his childhood and teen years watching his dad abuse his mom, was depressed and struggling in school when he came to CVIC. After receiving our therapy, he attributed it with helping him to succeed in school and to stay away from drugs, and he vowed to never be abusive to his own partner or children in the future. He continues to be involved with us and serve on our survivor advisory panel.

5. **If funding were not an issue, what (if any) changes or additions would you make to this nominated program in the future? What are the long-term goals for your program?**

We have so many goals and dreams for our program: First, we are in great need of more therapists to serve kids in the schools, as we have had to begin a waiting list as our program has grown. We would also like to provide more intensive training for teachers on trauma responses
and how they can help their students. We would like to expand our trauma therapies and assist other local therapists in becoming trained in specialized therapies. And, while we involve the Grand Forks Youth Commission (high school youth) in some of our efforts, we would like to expand youth leadership in our prevention efforts in the schools, providing them training on leadership and interpersonal violence to further address these issues in the schools.

6. Who are your key community partners? What are their roles?
Our project involves unprecedented collaboration among some 40 organizations, with leadership shared among the Community Violence Intervention Center (CVIC), City of Grand Forks, Grand Forks Public Schools and Lutheran Social Services of ND. CVIC spearheads the entire project, coordinating all project activities and overseeing performance outcomes and evaluation as well as administrative and fiscal responsibilities. CVIC also oversees the Coaching Boys Into Men prevention education program and trauma-informed therapeutic and advocacy services, as well as other project activities not a part of our Celebrating Solutions proposal. Grand Forks Public Schools and Lutheran Social Services of ND work closely together to coordinate and implement school prevention education programming and ensure additional training is provided for teachers and staff as needed, as well as other activities. The City of Grand Forks provides fiscal oversight of the project and oversees other project activities not part of our Celebrating Solutions proposal. Many other organizations are part of the Safer Tomorrows Project, including city and county criminal justice system personnel, mental health and social service centers, organizations assisting traditionally underserved populations, the University of North Dakota, Head Start and other childcare organizations, churches, healthcare providers, and others.

7. Could/should your program be replicated in other areas of the country? Why?
Yes, most definitely. The prevention education programming in the schools and link to therapeutic services especially should be implemented, as it is a unique and innovative solution to preventing violence for future generations. Critical to a project’s success will be: (1) a strong foundation of collaboration within the community, especially among domestic violence centers and school districts; (2) the use of evidence-based educational curricula for preventing violence and promoting healthy relationships, as well as for providing trauma-informed therapy; (3) start-up funding to get the project components off the ground. Once teachers are trained, the cost to continue prevention education will be minimal. These components could be replicated in any area of the country and, as our data demonstrates, have been successful in reducing abusive behaviors and in helping children to learn healthy coping skills. We have program information, training materials, data reports and procedures detailing the steps we have taken to achieve our collaborative accomplishments and could provide assistance to other communities, if requested.

8. Does your agency have a workplace policy that addresses domestic violence? If so, please include a copy. Yes. A copy of our policy is enclosed.

9. Has the agency and/or nominated program received VAWA funding (yes or no is sufficient)? Yes.
CVIC Workplace Violence Policy

Introduction
CVIC is committed to a work environment free from violence or threats of violence against individuals, groups, or employees, or threats against agency property—including partner violence—which may occur on our property. This policy requires that all individuals on agency premises or while representing the agency conduct themselves in a professional manner consistent with good business practices and in absolute conformity with nonviolence principles and standards.

Definition
For purposes of this policy, workplace violence is defined as a single behavior or series of behaviors which constitute actual or potential assault, battery, harassment, intimidation, threats or similar actions, attempted destruction, or threats to agency or personal property which occur in an agency workplace, at an agency work location, or while an individual is engaged in agency business.

Agency Response
CVIC strictly prohibits use of violence or threats of violence in the workplace and takes such actions very seriously. The possession of weapons in the workplace, threats, threatening or menacing behavior, stalking, or acts of violence against employees, visitors, guests, or other individuals by anyone on CVIC property will not be tolerated. Violations of this policy by employees themselves will lead to disciplinary actions such as suspension and/or termination, reassignment of job duties, and/or criminal prosecution of the person/persons involved.

Any person who makes substantial threats, exhibits threatening behavior, or engages in violent acts on CVIC premises shall be removed from the property as quickly as safety permits, and may be barred from CVIC premises pending the outcome of an investigation into the incident. Employees who commit these acts outside the workplace are also violating this policy and may be disciplined appropriately. No existing CVIC policy, practice, or procedure should be interpreted to prohibit decisions designed to prevent a threat from being carried out, a violent act from occurring, or a life-threatening situation from developing.

Reporting Procedure
CVIC personnel are encouraged to notify their supervisor of any threats or threatening behavior which they have witnessed, received, or have been told that another person has witnessed or received—including those related to partner violence. Even without an actual threat, personnel should also report any behavior they have witnessed which they regard as threatening or violent when that behavior is job related or might be carried out on an agency controlled site or is connected to agency employment. Employees are responsible for making this report regardless of the relationship between the individual who initiated the threat or threatening behavior and the person or persons who were threatened or were the focus of the threatening behavior. If the employee's supervisor is not available, personnel should report the threat to a member of the CVIC leadership team.
CVIC understands the sensitivity of the information requested and will share only that information required to keep the workplace safe and to ensure services are being delivered in an ethical manner. Consistent with the values of CVIC, employees should take action in ways that maintain respect and dignity for others while acting in an accountable and swift manner to address the situation.

**Protective Orders**
All individuals who apply for and obtain a protective or other order which lists CVIC as being a protected area must provide a copy of the order to their direct supervisor.

**Partner Violence and the Workplace**
CVIC recognizes the impact of partner violence on the workplace. Partner violence is defined by CVIC as abusive behavior occurring between two people in an intimate relationship. It may include physical or sexual violence, emotional and psychological intimidation, verbal abuse, stalking, and economic control.

CVIC is committed to heightening awareness of partner violence and providing guidance for employees and management to address the occurrence of partner violence and its effects on the workplace.

CVIC has assistance available to employees involved in partner violence. This assistance may include: confidential means for coming forward for help, resource and referral information, special considerations at the workplace for employee safety, work schedule adjustments, or leave necessary to obtain medical, counseling, and legal assistance. In responding to partner violence, CVIC will maintain appropriate confidentiality and respect for the rights of the employee involved.

CVIC will not deny job benefits or other programs to employees based solely on partner violence related problems. When employees confide that a job performance or conduct problem is related to partner violence, a referral for appropriate assistance will be made to the employee. If the employee works in a direct service program, temporary reassignment of duties is an option.

**Leave Options for Employees Experiencing Threats of Violence**
CVIC will make every effort to assist an employee experiencing threats of violence. If an employee needs to be absent from work due to threats of violence, the length of the absence will be determined through discussions involving the employee, the employee’s supervisor, and CVIC’s leadership team. Employees and supervisors are encouraged to first explore paid leave options that can be arranged to help the employee cope with the situation without having to take a formal unpaid leave of absence. Depending on circumstances, this may include:

- Arranging flexible work hours so the employee can seek protection, go to court, look for new housing, enter counseling, arrange child care, etc.
- Considering use of sick time, job sharing, vacation time, paid leave, informal unpaid leave, etc., particularly if requests are for relatively short periods.
December 22, 2015

Kathy Paulin
Celebrating Solutions Awards
Mary Byron Project, Inc.
10401 Linn Station Road, Suite 116
Louisville, KY 40223

Dear Ms. Paulin,

I am writing to enthusiastically nominate the Community Violence Intervention Center (CVIC) for a Celebrating Solutions Award. CVIC is the spearheading organization for an amazing project, called Safer Tomorrows, involving more than 40 organizations working to end domestic violence and other childhood exposure to violence in Grand Forks County, North Dakota.

As a domestic violence victim advocate, leader and organizer for the past 25 years, I can truly say that I have never been involved in such an impressive and collaborative project to end intimate partner violence and related violence impacting local children, adults and families. Others have also been impressed with our work, from the Department of Justice, which provided significant funding beginning in 2010, to the Bush Foundation, which awarded us its prestigious Prize for Innovation in 2013.

Through Safer Tomorrows, we provide prevention education to children beginning as young as age 3, reaching every student in Head Start preschools (and six additional preschools) and every K-12 public and private school student across the county, totaling 20,700 children over the past three years.

And because we knew this education would result in increased awareness of the need for help to recover from violence and abuse, we ensured we were equipped to provide evidence-based therapies for children right at school. We increased the number of kids served by 205 percent, from 61 in 2011 to 186 in 2014.

The Safer Tomorrows Project is truly unique and could serve as an effective model for other programs across the country. Thank you for this opportunity to nominate CVIC for a Celebrating Solutions Award. Please feel free to contact me with any questions.

Warm regards,

Kristi Hall-Jiran
Executive Director
Proposal to the Mary Byron Project
Celebrating Solutions Awards Committee
Semi-Finalist Information

Safer Tomorrows Project
Community Violence Intervention Center
Grand Forks, ND
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October 7, 2016

Celebrating Solutions Awards Committee
Mary Byron Project, Inc.
10401 Linn Station Road, Suite 116
Louisville, KY 40223

Attention:  Marcia Roth, Executive Director
            Kathy Paulin, Program Coordinator

Dear Ms. Roth and Ms. Paulin,

We are thrilled to have been chosen as a semi-finalist for the Mary Byron Project’s Celebrating Solutions Award! Thank you for the opportunity to share our Safer Tomorrows Project with your review committee.

As an advocate for victims of intimate partner violence for more than a quarter of a century, I can truly say that Safer Tomorrows has the potential of fundamentally changing the culture of our community to one that promotes healthy relationships and that makes violence the exception, not the norm. Building upon strong relationships among the schools, CVIC, government, and others, Safer Tomorrows addresses childhood exposure to violence with intention and coordination, supported by the most recent research and evidence-based practices.

We would be excited and honored to share our promising outcomes and program information with others in the country to reduce and end domestic violence once and for all.

I have enclosed the materials you requested. Do not hesitate to give me a call if you have any questions. I think you sincerely for selecting us as a semi-finalist and for considering our proposal.

Warm regards,

Kristi Hall-Jiran
Executive Director
The Mary Byron Project: Celebrating Solutions Award
Community Violence Intervention Center (CVIC): Safer Tomorrows Project

1. Three letters of support enclosed:
   a. Grand Forks Public Schools Assistant Superintendent of Schools Jody Thompson (partnering organization)
   b. Futures Without Violence President & Founder Esta Soler and Director of Children & Youth Program Lonna Davis (victim’s organization)
   c. Grand Forks Mayor Michael Brown (elected official)

2. 501(c)3 letter enclosed

3. Safer Tomorrows 2015 Budget enclosed

4. Safer Tomorrows Project:
   a. What is the approximate number of individuals served annually by the nominated program? Annually, we reach 8,345 students in pre-K through grade 12 with violence prevention education programming, and 190 children and youth with trauma-informed individual and group therapy provided at area schools and CVIC offices.

   b. How many paid staff and volunteers are used to administer the nominated program? CVIC currently employs 10 full- and part-time staff (6.05 FTE), including our project coordinator, prevention and education coordinator and specialist, three youth therapists, community and evaluation specialist, director of community innovations, and two coach specialists (for Coaching Boys Into Men) to implement prevention education and trauma-informed therapy. We also have 304 volunteers (teachers and others providing prevention education on an in-kind basis). CVIC’s administrative staff also contribute a small portion of time to support the project.

   c. Are there past awards, accolades and grants furnished upon the applicant or nominee that would further exemplify its success in combating domestic violence?
      - U.S. Office for Victims of Crime featured our Safer Tomorrows Project in its video, Through Our Eyes: Children, Violence and Trauma. We have enclosed this video on a flash drive in this proposal.
      - The Bush Foundation (a large foundation in the Midwest) awarded the Community Violence Intervention Center (CVIC) its Prize for Innovation in 2013 for spearheading the Safer Tomorrows Project and other innovative efforts. The prize came with a $500,000 award. CVIC was subsequently awarded an innovation grant from this foundation to expand Safer Tomorrows to include adults and sustain a plan to make violence the exception in Greater Grand Forks in two generations.
      - AARP featured the Safer Tomorrows Project as one of 100 initiatives involving mayors across the country, highlighted in a new e-book, Where We Live: Communities for All Ages.
• The Battered Women’s Justice Project (BWJP) recognized the CVIC-spearheaded Grand Forks Coordinated Community Response (CCR) Project on its website at http://www.bwjp.org/resource-center/resource-results/technology-and-data-sharing-enhance-ccr.html as a promising practice in domestic violence. The BWJP focused on the local CCR’s Domestic Abuse Information Network (DAIN) computerized tracking system, which collects over 1,000 domestic/sexual violence law enforcement reports and related data a year and follows cases through the court system in order to identify the strengths and weaknesses in our response and to address those through training and dialogue about policies and protocols.

• The Transforming Communities: Technical Assistance, Training & Resource Center in San Francisco, CA, recognized CVIC for its groundbreaking work in cost-effectiveness framing. CVIC calculated the specific cost savings that its violence intervention and prevention programs have on city, county and state government, resulting in significant funding for CVIC (more than $285,000 annually from city/county government) and other domestic violence organizations (an additional $1 million for all domestic violence agencies in the state).

• The Impact Foundation of Fargo, ND, awarded CVIC the High Impact Seal of Distinction for producing superior results in key areas of nonprofit management.

• CVIC’s Executive Director, Kristi Hall-Jiran, a Licensed Professional Clinical Counselor with 26 years of experience, has served as chair of the state domestic violence/sexual assault coalition, CAWS, and as chair of the CAWS Legislative Committee, helping to promote legislative change to protect victims and children and hold offenders accountable. She also has served on many local and regional boards and committees and as a federal grant reviewer for the Office on Violence Against Women.

• CVIC’s Director of Community Innovations, a Licensed Professional Counselor with 24 years of experience, is a national domestic/sexual violence trainer for the National Sheriffs’ Association, Federal Law Enforcement Training Center, and the National Center for Campus Public Safety’s Trauma-Informed Sexual Assault Investigation and Adjudication Institute.

• CVIC has secured highly competitive grants through the U.S. Department of Justice to expand services for victims well beyond the crisis, address special needs and prevent violence. These include the Defending Childhood Initiative above, the Consolidated Grant Program to Address Children and Youth Experiencing Domestic and Sexual Assault and Engage Men and Boys as Allies, Grants to Support Families in the Justice System, Grants to Encourage Arrest Policies and Enforcement of Protection Orders, Legal Assistance for Victims Grant Program, Transitional Housing Assistance Grants for Victims of Domestic Violence, Dating Violence, Stalking, or Sexual Assault Program, the Safe Havens: Supervised Visitation and Safe Exchange Grant Program, the Enhanced Training and Services to End Violence and Abuse of Women Later in Life Program, and others.
• CVIC also secures significant **national, regional and local private support**, including the Xcel Energy Foundation, TJX Foundation, Wells Fargo Bank, Bush Foundation, Bremer Foundation, Myra Foundation, BNSF Foundation, and others.

d. **In what ways is the composition of your staff and board of directors reflective of your client population?**

Our **board of directors** is comprised of both men and women from a variety of backgrounds, including survivors of violence and parents of youth in our local school system who are being educated on healthy relationships through our Safer Tomorrows Project. Our board includes underserved individuals, including a woman who is Native American, our largest client minority population, and a man who is part of the LG3TQ community. Our **staff** is comprised of women and men ranging in age from the early 20s to late 50s, including survivors of domestic and sexual violence. Five staff members represent underserved communities, including four Native Americans and one Latina. Many staff members are parents, whose children are enrolled in local school districts providing prevention education; some of their children’s friends have been victims of dating violence and sought services through CVIC.
Community Violence Intervention Center
Safer Tomorrows Project
211 S. 4th Street
Grand Forks, ND 58201

Introduction to CVIC
The Community Violence Intervention Center (CVIC) serves as a catalyst offering energy, momentum, and vision toward ending violence in our area and ensuring safety and healing for adults and children harmed by violence. Since our inception in 1980, we have responded to critical service gaps to holistically address the needs of those impacted by domestic violence, dating violence, sexual violence, stalking, bullying, and related crimes, adding evidence-based therapies for youth and adults, shelter, career counseling, housing, supervised visits, legal representation, court advocacy, and offender treatment, serving more than 3,000 people each year. We also have greatly expanded our prevention education, now reaching more than 12,000 people each year, to promote true freedom from violence and to create a healthy, vibrant community.

Introduction to the Safer Tomorrows Project
Initiated by CVIC, Safer Tomorrows is an unprecedented collaborative effort involving shared leadership and active involvement by multiple organizations, survivors, youth, and underserved populations to reduce and end childhood exposure to violence. While our project addresses many areas, for the Celebrating Solutions Award we are focusing on the two primary project initiatives: school prevention education and therapeutic intervention components. Our violence prevention education component reaches every student in every K-12 school (28 public and 3 parochial schools in 7 school districts), every Head Start preschool, and 6 additional preschools across the county on preventing violence and promoting healthy relationships at all child developmental stages. Our trauma-informed therapy component ensures that children who have already been exposed to violence have an opportunity to heal, reaching more than 190 children and youth, with therapists providing services right at schools across the county when needed. Both initiatives are seeing excellent outcomes.
Safer Tomorrows Project: Answers to Questions

1. Grand Forks has received over $3 million in Federal grants to implement and sustain this program as part of the Defending Childhood Initiative. Could the program be replicated in other communities without the financial support and technical assistance provided by the Department of Justice? What suggestions would you have to implement the program in larger communities with more diverse populations?

**DOJ funding:** The Safer Tomorrow Project could absolutely be replicated in other communities without the support provided by the Department of Justice (DOJ). Most of the funding needs in both prevention education and trauma-informed therapy are upfront costs to purchase curricula and materials and to provide training for teachers and school staff on the curricula and for therapists on evidence-based therapies. Some prevention education training can be completed inexpensively online. Once these initial expenses are handled, the cost to continue the educational programming is minimal, such as updating materials and providing booster trainings, which schools and nonprofit organizations could afford to maintain over time. Also, if an organization wished to spread costs out over a longer period of time, the rollout of the educational programming could be done more slowly than was done in Grand Forks or it could start smaller in scope, focusing first on one school or a handful of schools. The therapeutic interventions require a greater investment, primarily for salaries of trained therapists. Finally, some of our DOJ funding went to other areas not included in this proposal, such as the development of a website, county-wide mailers, and video ads, which would not be essential to establishing the school-based primary prevention and intervention initiatives. However, while federal funding is not critical, a project such as Safer Tomorrows could not be implemented without a significant community investment, both institutional and financial. It is a matter of allocating resources to what a community determines is essential for a healthy future.

**Larger, more diverse communities:** To develop the kind of partnerships that are vital to achieving success, it comes down to building one-on-one relationships between people in collaborative organizations, establishing trust, and developing a common vision; these things are the same no matter the size of the community. It may be that a larger, more diverse community would choose to start a project with a smaller scope, such as one geographic area of the city or a certain population within the city. Most all of our prevention curricula and therapies are evidence based, so a larger community would be able to research them to ensure they have been tested on diverse populations (or they could research other evidence-based curricula). In our experience, a curriculum that would work well in diverse communities is the pre-school *Al’s Pals*, which is based on social-emotional learning and incorporates diversity into its programming and materials. Another such curriculum they may consider is *Second Step*, developed by the Committee for Children. The Anti-Defamation League website could serve as an excellent resource, providing topics for discussion. Further, ensuring training for teachers and staff on the effects of trauma, including historical trauma, would be important in order to understand and effectively respond to the needs of many populations.
2. Did your community develop the materials and curricula used for the prevention education programming, or were those developed by the Defending Childhood Initiative, and implemented by your community?

Our Friendships That Work curriculum was developed by a University of North Dakota (UND) professor, Dr. Kara Wettersten, and shaped and enhanced by a CVIC-led prevention committee to increase healthy relationship skills (friendship skills) among elementary and middle school students and to decrease characteristics commonly thought of as precursors to intimate partner violence (Moller & Stattin, 2001). The curriculum is based on current thinking in the prevention of intimate partner violence (Gottman, 1999). Considered a promising practice, Friendships That Work is showing initial positive results, as shown in No. 7 below. The intention is to eventually offer the curriculum as an evidence-based intervention for schools across the country. The five-hour curriculum is delivered by project staff (sometimes involving CVIC) for five consecutive days in one classroom (classes vary, from math to health to science, etc.). The message is supported by teachers and posters displayed in classrooms throughout the year.

For other prevention education programming, CVIC and our Safer Tomorrows partners spent considerable time researching best practices and evidence-based programming, identified curricula across all child developmental areas that we determined would be the best fit for our community that includes a mid-sized city and rural areas, and that would work together in a pre-K to grade 12 program, flowing well from one grade to the next. We then purchased and obtained training on the individual evidence-based curricula. (Al’s Pals and Al’s Caring Pals were developed by Wingspan, Coaching Boys Into Men by Futures Without Violence, The Fourth R by the Centre for School Mental Health, and the Olweus Bullying Prevention Program by Hazelden Publishing.)

3. Are you aware of any ways that this program differs from the other sites that received similar DOJ funding?

Each of the eight Defending Childhood Initiative sites chose a different approach to ending childhood exposure to violence, so Safer Tomorrows was completely unique to Grand Forks. One other site, Portland, Maine, also collaborated with schools, but the scope was smaller, beginning in just one school. Other sites focused on areas such as centralized universal screening for childhood exposure to violence and trauma-informed approaches rooted in traditional values. For a listing of all eight sites, please see www.defendingchildhood.org and click on the Communities tab.

4. The Safer Tomorrows program extends to all children in the county for multiple years. What efforts are in place to keep the students engaged and prevent them from getting bored with hearing similar messages in repeated years?

The variety of curricula employed by Safer Tomorrows deliver similar, but not identical, messages to meet the various developmental stages of students between preschool and
high school. Two curricula, however, are delivered repeatedly to the same students: 
*Coaching Boys Into Men* in grades 9-12 and our bullying prevention program in grades K-8
(note that a number of studies show a link between bullying and dating violence, including
Debnam, K. J., Johnson, S. L., & Bradshaw, C. P. [2014]; Ellis, W. E., & Wolfe, D. A. [2015];
and Debnam, K. J., Waasdorp, T. E., & Bradshaw, C. P. [2016]). For the bullying prevention 
curriculum, a small group of teachers developed new class materials over the summers to keep 
the weekly lessons fresh; these materials were shared with schools across the county. 
A similar approach was carried out for *Coaching Boys Into Men*; in addition to developing 
ew discussion materials in conjunction with CVIC, coaches were encouraged to have team 
captains lead some of the discussions and to connect topics to headline stories to stay 
relevant to today’s issues.

5. **The application states that over 300 teachers were trained as part of the initiative.**

How is quality control maintained to ensure all teachers appropriately apply the lessons?

Tracking quality control over seven school districts has been challenging, but we have 
addressed this in various ways, respecting the autonomy of principals and teachers while 
providing information and support. Our in-depth training to launch this project was 
instrumental in equipping teachers with an understanding of the content material and 
providing opportunities to ask questions. Subsequently, some of the curricula, such as Al’s 
Pals and bullying prevention, have included booster sessions, with project staff checking in 
each semester; also, an evaluation of the effectiveness of Al’s Pals was conducted in 10 
Grand Forks Head Start classrooms. For *Coaching Boys Into Men*, project staff is very 
involved in checking in with coaches on a regular basis, providing assistance on content. For 
*The Fourth R*, CVIC education staff augments these healthy relationship lessons with 
additional discussion on dating/sexual violence, and project staff checks in each semester. 
We also collect the number of lessons that were delivered to the students to help gauge the 
level of fidelity to the model, ensuring the lessons are taught according to the determined 
schedule. Within the schools, principals have various means to oversee the programming. 
In one school, a principal instituted a specific time every week when all students receive the 
bullying prevention discussions.

**Are there opportunities for the teachers to receive additional instruction after the initial 
training?**

Yes, most of our programming includes booster training sessions to refresh teachers on the 
message and curriculum and to answer any questions they may have. For the bullying 
prevention program, for example, each school building has a coordinating council that 
champions the school’s effort, offering materials, additional training, and coaching. For 
*Coaching Boys Into Men*, our trained coach specialists are available for technical assistance 
and further one-on-one training.
Do the teachers have any freedom to vary the lessons or adapt them in ways that might better fit their class population and or demographics?

Yes, with assistance from technical assistance advisors to ensure the lessons maintain fidelity to the model. For example, as mentioned above, over the summers a group of teachers develops new class materials for one of our curricula to keep the weekly lessons fresh. Also, coaches were assisted by project staff in developing new discussion topics and were encouraged to involve team captains in leading some of the discussions.

What happens in situations where teachers are not comfortable with specific lessons or instructions?

The prevention coordinators and Coaching Boys Into Men coach specialists are available to coach teachers through lessons and to lead the discussion on a particular topic. In addition, CVIC trainers are available to augment the lessons (such as talking about dating or sexual violence in The Fourth R class). Also, in The Fourth R, teachers can choose 17 out of the 21 available topics to use in the classroom.

6. Do teachers have an opportunity to provide input or feedback on the curriculum, sessions, learning objectives, etc.?

Yes. As mentioned in No. 5 above, teachers and coaches have many opportunities to be involved in the entire process, including providing feedback, developing new lesson plans with CVIC assistance, and suggesting new ideas. For example, Friendships That Work was originally designed for and delivered to 7th-grade students. Several teachers suggested that students need to learn these healthy friendship skills before they reach middle school, when relationships with other students coming from several schools are often very challenging. We adjusted the materials and started delivering the curriculum in the 5th grade in several schools. Some districts prefer to have the curriculum in several grades (from grades 5 to 7) every year. Many ask for booster sessions and posters to hang on their walls to reinforce the messages/skills learned. Further, for Coaching Boys Into Men, a roundtable discussion was held in 2015 with the seven champion coaches (who serve as role models to other coaches), where coaches shared ideas about improving the program, meeting challenges, and recruiting new coaches. Input gathered included the need for updating the materials to keep it fresh for athletes who receive the curriculum when participating in multiple sports. One idea the coaches favored was involving the team captains by having them lead some of the sessions. Other coaches have adapted the curriculum to be appropriate for younger athletes. In addition, Safer Tomorrows staff meets with principals and school social workers at each school at the beginning of the school year to reflect on the past school year and discuss the school’s needs and preferences for the current school year.
7. Since the launch of the program, have there been any measurable differences in the numbers of school discipline reports, school suspension rates, or juvenile court referrals? Yes, we have seen measurable difference in a number of areas since the launch of Safer Tomorrows, as shown below.

- **Physical fights and violence-related suspensions:** Using ND Department of Public Instruction data for schools across the county, we have seen a 42% decrease in the number of violence-related suspensions and expulsions, from an average of 91 per year during 2009-2012 down to 53 during the 2013-2014 school year (latest data available). In addition, there has been a 24% drop in the number of physical fights at schools across Grand Forks County, comparing an average of 37 fights per year during 2009-2012 with 28 fights during the 2013-2014 school year.

| ND Department of Public Instruction Suspension, Expulsion & Truancy Report All Public Schools in Grand Forks County | School Year |
|---|---|---|---|---|
| Number of physical fights at school | 09-10 | 10-11 | 11-12 | 12-13 | 13-14 |
| | 46 | 27 | 37 | 29 | 28 |
| 3-year average = 37 |
| Number of violence-related suspensions and expulsions | 79 | 84 | 109 | 48 | 53 |
| 3-year average = 91 |

- **Increased prosocial behavior and decreased antisocial/aggressive behavior among pre-school children:** An independent analysis of behavior assessments of 261 Head Start students (ages 3 to 5) conducted at the beginning and end of the school year in which they received Al's Pals found that these children showed significant increases in their use of prosocial behaviors, as measured by the Child Behavior Rating Scale (CBRS) and the Preschool and Kindergarten Behavior Scales (PKBS). Overall, children also showed significant reductions in the types of problem behaviors measured by the PKBS Social Withdrawal subscale, such as avoidance of peer interaction, failure to respond to affection, and difficulty making friends. Another positive result was in the decrease in antisocial/aggressive behavior as measured by the PKBS, indicating a decrease in behaviors such as kicking, punching and verbal aggression.

| Instrument/Subscale (Number of Items) | Percent Improving After Al's Pals |
|---|---|---|
| | All Head Start Children | Head Start Children with Moderate to Significant Deficit at Pretest |
| CBRS (30 items) | 62.8% | 74.3% |
| PKBS/Social Interaction (11) | 31.4% | 57.8% |
| PKBS/Social Withdrawal (7) | 8.8% | 21.5% |
| PKBS/Antisocial/Aggressive (8) | 9.8% | 40.7% |
- Male high school athletes' perception of abuse within relationships: Using Coaching Boys Into Men surveys, 11% more high school boys surveyed between 2012 and 2014 reported that telling a date what to do all the time was somewhat, very, or extremely abusive, from 82% of 279 athletes completing questionnaires in 2012-2013 to 91% of 220 athletes in 2014-2015. Further, we saw a 6% increase in athletes reporting that being physically or sexually intimate without asking if a partner wants to is somewhat, very, or extremely abusive, from 90% of 279 athletes completing questionnaires in 2012-2013 to 95% of 220 athletes in 2014-2015.

Percentage of High School Athletes Who Recognize Dating/Sexual Violence
Coaching Boys Into Men Survey
Grand Forks County, ND

2012-13 2014-15
-

- Dating violence: The Youth Risk Behavioral Surveys from 2010 to 2014 show that the Grand Forks region has the lowest percentage of youth experiencing dating violence, at 5.1%, a promising 33% difference from the rest of the state at 7.6%, suggesting that Safer Tomorrows has had an impact on local youth. See the graph directly below. Dating violence is defined in the survey as students who one or more times during the previous 12 months had been hit, slammed into something or injured with an object or weapon on purpose by someone they were going out with or dating.
• **Sexual violence and bullying:** Using countywide school risk and protective factor survey data between 2012 and 2014 (the latest data available), we see impressive results, as shown below:
  o 46% fewer students in grades 9-12 reported that someone had forced them to do something sexual they did not want to do within the past six months. This is a decrease from 7.8% of students reporting in 2012 to 4.2% in 2014.
  o 31% fewer students in grades 4-12 reported being bullied in the past school year. This is a decrease from 42% of students reporting in 2012 to 29% in 2014.
• **Friendships That Work**: Using established scales that measure classroom climate, social self-efficacy, academic self-efficacy, friendship and loneliness, UND Professor Dr. Kara Wettersten is conducting a scientific study to measure the effectiveness of the curriculum, hoping to eventually offer it as an evidence-based intervention for schools across the country. Though the results of the study are not ready for release, we can say that it appears that students’ social skills have increased and classroom climate has improved. Students are reporting more positive interactions with their closest friends and are feeling increased warmth and positive atmosphere in their classrooms.

8. **Has the funding from the Department of Justice ceased? If so, what are your long term sustainability plans?**

Department of Justice funding will end on December 31, 2016. We have solid plans to sustaining the key prevention and intervention initiatives of Safer Tomorrows. First, as mentioned in No. 1, the biggest expenses we had were upfront costs of purchasing curricula and materials and training staff. The cost to continue the educational programming is minimal, such as updating materials and providing booster trainings, which both CVIC and the schools are committed to doing. CVIC’s current staff will continue to deliver Friendships That Work lessons and will support *Coaching Boys Into Men* and *The Fourth R* initiatives through providing materials, training, and optional presentations. *Al’s Pals* teachers have already been trained and materials have been purchased, so the program is self-sustaining, and we will continue to communicate with Head Start staff. For the trauma-informed therapy initiative, we have already secured federal funding (the Consolidated Grant Program to Address Children and Youth Experiencing Domestic and Sexual Assault) to cover the majority of our child and youth therapist salaries. We also recently applied for a major Health and Human Services demonstration project to increase our efforts in making area schools trauma informed, including continuation and expansion of various therapeutic components. Further, we are investigating initiating third-party pay to allow for insurance billing for clients with insurance; any clients without insurance or who would be in danger if insurance was billed, will be offered free or reduced-fee therapy services.

In addition, an innovative way we are working to expand and sustain Safer Tomorrows for years to come is through development of a new Plan to End Violence in 2 Generations, making violence the exception in Greater Grand Forks. Over the past two years, CVIC leadership team members have researched childhood exposure to violence, adverse childhood experiences, and additional evidence-based practices and have developed a preliminary plan unique for our community. We then secured additional funding from the Bush Foundation to get community input through listening sessions, which we will use to refine our plan and engage community members to invest in the long-term safety and health of our community. We have a strong major gifts program with many committed supporters, whom we will involve in this effort, as well as a large community-wide campaign to end violence once and for all in Greater Grand Forks.
We are also working on building on our public partnerships with government entities (over and above the ongoing contracts for services we have with the city and county, as well as the state general funds we receive to deliver services). We are currently working with the state on how to lower prison costs by investing in batterers’ treatment, which would open up significant funding for CVIC’s program, allowing us to move individual contributions to other areas, such as continuing our school prevention and intervention initiatives.

9. Please feel free to briefly share any additional information about your program that may be helpful for our reviewers to know.

The anecdotal evidence that we have speaks as strongly as the data we have shown above in No. 7. A few examples are included below.

- One of our coach specialists in Coaching Boys Into Men commented to our federal program manager at a site visit in June regarding the positive change in students and school climate he has witnessed over the past few years. One athlete turned around his negative behaviors and attitudes (likely in reaction to a divorce in his family) as he noticed in their weekly mentoring discussions that he was not the only athlete “going through things.” His parent noticed that he was a different kid and is now having a positive influence on his younger brother and other boys as he volunteers after school to help coach young wrestlers. The coach specialist commented, “If I can reach one person to prevent something, the whole program is worth it.”

- Dr. Wettersten, who developed the Friendships That Work curriculum, commented during the federal program manager site visit that the biggest request from teachers and students is for booster sessions and materials (such as posters). There is also a need to share these messages with parents so they can reinforce the same messages and share a common language with their children. In addition, she commented that evaluation measures are showing an immediate gain in classroom climate.

- A Head Start parent, whose daughter is involved with Al’s Pals, commented that her daughter has taught her younger siblings healthy relationship lessons at home and that they have substituted the “time-out chair” with a “brainstorm corner,” where her kids go to calm down, reflect, or brainstorm a solution to their problem before it becomes an issue. A Head Start teacher stated in an Al’s Pals evaluation that a 3-year old boy in her class “almost daily would show aggressive behavior and tantrums. I have been working with him especially in learning to calm down and his frustration level. MAJOR IMPROVEMENT! Thanks to this program (Al’s Pals) ... I feel great knowing I am helping him become a resilient child.”

- A principal at a rural school with many at-risk students said CVIC’s therapists “are heroes to us,” as many students would not be able to participate in therapy if the therapists did not come right to the school.

10. Please include copies of any evaluation forms used by Safer Tomorrow’s Project.

Please see the Evaluation Forms section for prevention education and trauma-informed therapy evaluation forms used by Safer Tomorrows.
Letters of support:

- Grand Forks Public Schools Assistant Superintendent of Schools Jody Thompson (partnering organization)
- Futures Without Violence President & Founder Esta Soler and Director of Children & Youth Program Lonna Davis (victim’s organization)
- Grand Forks Mayor Michael Brown (elected official)

IRS 501(c)3 letter

Safer Tomorrows 2015 Budget

Submitted to Celebrating Solutions Awards Committee, Mary Byron Project, Inc.

By Community Violence Intervention Center, Grand Forks ND
September 29, 2016

Celebrating Solutions Awards
Mary Byron Project, Inc.
10401 Linn Station Road, Suite 116
Louisville, KY 40223

Dear Award Selection Committee:

As a key partner for the Safer Tomorrows Project, it is with great enthusiasm that I write this letter in support of the Community Violence Intervention Center (CVIC) as a worthy recipient of the Mary Byron Project Celebrating Solutions Award.

Grand Forks Public Schools is privileged to be part of this innovative project that involved unprecedented collaboration between Grand Forks Public Schools, CVIC, the City of Grand Forks, Lutheran Social Services, and many other organizations. CVIC’s leadership and oversight of the project was commendable; its staff skillfully maneuvered the requirements of a federal demonstration project with the many interests and needs of the project partners, representing rural, urban, private and public entities, to great success.

Schools across Grand Forks County have seen impressive results. Violence-related suspensions and expulsions, as well as the number of physical fights at school, have decreased since the initiation of Safer Tomorrows, and male high school athletes have increased their understanding of controlling and abusive behavior within dating relationships, to name a few of our positive outcomes.

A unique component of Safer Tomorrows has been initiating prevention education for children as young as age 3 in the Head Start program operated by Grand Forks Public Schools and other area childcare centers. The feedback we hear from both teachers and parents has been remarkable. One mother of two young boys said that her older son, now in elementary school, is still sharing lessons he learned through our programming when classmates need help in calming down. And lunch room attendants have commented that students help each other through conflicts even before they have to intervene.

The therapeutic intervention component of Safer Tomorrows has also had an impact that is visible within the school environment. One of our school counselors, who co-facilitated a therapy group for middle-school age youth of diverse backgrounds (African American, Somali, Native American, and Caucasian), said she has
seen an amazing change in the students, such as a 75-percent reduction in one male student’s referrals to the office for inappropriate behavior after he began receiving services.

Since coming on board as a partner of the Safer Tomorrows Project, I have joined the CVIC Board of Directors and currently serve as its president. I have seen with my own eyes that CVIC is an extremely capable and collaborative organization that practices what it preaches, taking the time to understand each partner’s perspective toward forging strong and respectful collaborative relationships.

We have laid a strong foundation through the Safer Tomorrows Project, and I look forward to the benefits we will reap for years to come in the lives of local children, youth and families. I highly recommend CVIC as a recipient of the Celebrating Solutions Award.

Sincerely,

Jody Thompson
Assistant Superintendent of Teaching and Learning
September 30, 2016

Award Selection Committee
Celebrating Solutions Awards
Mary Byron Project, Inc.
10401 Linn Station Road, Suite 116
Louisville, KY 40223

Dear Committee Members,

We wholeheartedly support the nomination of the Community Violence Intervention Center (CVIC) for the Celebrating Solutions Award through the Mary Byron Project.

Futures Without Violence (FUTURES) has collaborated with CVIC for the past five years on the nominated project, Safer Tomorrows. This CVIC-led project was one of just eight projects in the nation that received full funding from OJJDP’s Defending Childhood Initiative to reduce and prevent childhood exposure to violence. FUTURES staff has provided training and technical assistance for the project and has thoroughly enjoyed its working relationship with CVIC staff.

The Safer Tomorrows Project involved shared leadership between four key partners and participation of 40 local organizations, effective collaboration that moved the project forward, extensive training for project partners, including training for teachers in a number of school districts on violence prevention curricula for adolescents and children, evidence-based interventions, and extensive data collection and analysis.

CVIC has proved itself as an experienced and visionary organization with the capacity to forge strong partnerships toward enhancing knowledge in the field for preventing childhood exposure to violence. CVIC staff has been actively involved in conversations with nationwide partners, sharing input based on lessons learned through Safer Tomorrows. Further, CVIC staff and partners have participated with other programs across the country to assist FUTURES in enhancing the Coaching Boys Into Men Program, including conducting focus groups toward development of a new curriculum for girls.

From CVIC’s excellent work with Safer Tomorrows, we know that violence prevention education can be applied simultaneously to all grade levels, from pre-school to Grade 12, in both rural and urban settings. The outcomes thus far are very promising, including reduced rates of bullying and sexual violence, and increased understanding among male athletes about what constitutes abusive behavior in an intimate partner relationship. Further, CVIC and its partners found that the therapeutic intervention was essential for all age levels as students began to better understand the experiences they had and their need for assistance. Many schools continue to ask for even more hours of
therapy for their students because of the positive behavioral changes at school.

The Safer Tomorrows Project is a model for the rest of the nation toward our common goal of ending intimate partner violence. We urge you to select CVIC as a winner of the Celebrating Solutions Award.

Sincerely,

Esta Soler
President & Founder
esoler@futureswithoutviolence.org

Lonna Davis
Director of Children & Youth Program
ldavis@futureswithoutviolence.org
September 30, 2016

Celebrating Solutions Awards
Mary Byron Project, Inc.
10401 Linn Station Road, Suite 116
Louisville, KY 40223

To Whom It May Concern:

I would like to lend my strong support for the Community Violence Intervention Center’s nomination for the Celebrating Solutions Award through the Mary Byron Project.

The City of Grand Forks has a strong collaborative relationship with CVIC, serving as a core partner in the Safer Tomorrows Project to prevent and reduce childhood exposure to violence in Grand Forks. Among many other organizations, Safer Tomorrows has involved the participation of the Grand Forks Youth Commission, comprised of youth addressing issues impacting local adolescents. (The City also contracts with CVIC to provide public safety and violence prevention services benefiting the citizens of Grand Forks, including extensive training for law enforcement.)

The Safer Tomorrows Project is one of the best collaborative efforts ever undertaken in our community. Our youth are already reaping the benefits of an enhanced understanding of violence and its impact, and how healthy relationships can be realized in their lives. The therapy offered to students already exposed to violence has been transformational, providing them a chance to overcome the effects of trauma in their lives.

It is rare to find an organization that is as professional, innovative and effective as CVIC. The benefits CVIC provides to the City of Grand Forks are immeasurable, and I am proud to partner with CVIC to implement the Safer Tomorrows Project. I fully support the nomination of CVIC to receive this prestigious award. If you have any questions, do not hesitate to contact me by email at mbrown@grandforksgov.com, or the phone or address listed.

Sincerely,

Michael R. Brown, Mayor
City of Grand Forks, ND
Dear Sir or Madam:

This letter is in response to your request for a copy of your organization's determination letter. This letter will take the place of the copy you requested.

Our records indicate that a determination letter issued in November 1980 granted your organization exemption from federal income tax under section 501(c)(3) of the Internal Revenue Code. That letter is still in effect.

Based on information subsequently submitted, we classified your organization as one that is not a private foundation within the meaning of section 509(a) of the Code because it is an organization described in sections 509(a)(1) and 170(b)(1)(vi).

This classification was based on the assumption that your organization's operations would continue as stated in the application. If your organization's sources of support, or its character, method of operations, or purposes have changed, please let us know so we can consider the effect of the change on the exempt status and foundation status of your organization.

Your organization is required to file Form 990, Return of Organization Exempt from Income Tax, only if its gross receipts each year are normally more than $25,000. If a return is required, it must be filed by the 15th day of the fifth month after the end of the organization's annual accounting period. The law imposes a penalty of $20 a day, up to a maximum of $10,000, when a return is filed late, unless there is reasonable cause for the delay.

All exempt organizations (unless specifically excluded) are liable for taxes under the Federal Insurance Contributions Act (social security taxes) on remuneration of $100 or more paid to each employee during a calendar year. Your organization is not liable for the tax imposed under the Federal Unemployment Tax Act (FUTA).

Organizations that are not private foundations are not subject to the excise taxes under Chapter 42 of the Code. However, these organizations are not automatically exempt from other federal excise taxes.

Donors may deduct contributions to your organization as provided in section 170 of the Code. Bequests, legacies, devises, transfers, or gifts to your organization or for its use are deductible for federal estate and gift tax purposes if they meet the applicable provisions of sections 2055, 2106, and 2522 of the Code.
Community Violence Intervention Center Inc
45-0359167

Your organization is not required to file federal income tax returns unless it is subject to the tax on unrelated business income under section 511 of the Code. If your organization is subject to this tax, it must file an income tax return on the Form 990-T, Exempt Organization Business Income Tax Return. In this letter, we are not determining whether any of your organization’s present or proposed activities are unrelated trade or business as defined in section 513 of the Code.

The law requires you to make your organization’s annual return available for public inspection without charge for three years after the due date of the return. If your organization had a copy of its application for recognition of exemption on July 15, 1987, it is also required to make available for public inspection a copy of the exemption application, any supporting documents and the exemption letter to any individual who requests such documents in person or in writing. You can charge only a reasonable fee for reproduction and actual postage costs for the copied materials. The law does not require you to provide copies of public inspection documents that are widely available, such as by posting them on the Internet (World Wide Web). You may be liable for a penalty of $20 a day for each day you do not make these documents available for public inspection (up to a maximum of $10,000 in the case of an annual return).

Because this letter could help resolve any questions about your organization’s exempt status and foundation status, you should keep it with the organization’s permanent records.

If you have any questions, please call us at the telephone number shown in the heading of this letter.

This letter affirms your organization’s exempt status.

Sincerely,

[Signature]
John E. Ricketts, Director, TE/GE
Customer Account Services
Safer Tomorrows Project
2015 Budget/Financials
Projects Spearheaded by the Community Violence Intervention Center (CVIC)*

Revenues

Dept. of Justice Defending Childhood Initiative $170,200
Office on Violence Against Women Consolidated Youth Project Grant $ 7,375
Preventive Health – Rape Prevention & Education $ 13,256
Bush Foundation $ 94,719

Total $285,550

Expenses

Personnel $204,893
Director of Community Innovations
Project Coordinator
Prevention and Education Coordinator
Prevention and Education Specialist
3 Youth Therapists
Community and Evaluation Specialist

Fringe Benefits $ 34,354

Travel $ 13,599
Travel to rural areas to provide therapy and education
Mandated travel to federal conferences

Supplies $ 1,050

Other $ 31,654
Coaching Specialists (contracted)
Printing
Promotional Items
Training
Indirect Costs

Total $285,550

* Previous years’ DOJ allocations included a larger portion of the full, multi-year $3 million DOJ award. In anticipation of the DOJ funding stream ending, CVIC has researched and secured additional funding for 2015 and beyond, gradually replacing DOJ funding that will end 12/31/16. Our partner organizations also have received funding through the DOJ award.
Violence Prevention and Education Evaluation Forms

- Coaching Boys Into Men coaches training evaluation
- Coaching Boys Into Men end-of-season athlete questionnaire
- Student surveys for rural and parochial schools
- Al’s Pals child behavior rating scale
- Friendships That Work
- The Fourth R teacher training feedback form

Submitted to Celebrating Solutions Awards Committee, Mary Byron Project, Inc.

By Community Violence Intervention Center, Grand Forks, ND
Community Violence Intervention Center  
Safer Tomorrows Project  
Training Evaluation

1. The training increased my knowledge on the Coaching Boys Into Men program (CBIM).
   
<table>
<thead>
<tr>
<th>Disagree Strongly</th>
<th>Disagree</th>
<th>Neither Agree nor Disagree</th>
<th>Agree</th>
<th>Agree Strongly</th>
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<td>1</td>
<td>2</td>
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<td>5</td>
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</table>

2. The presenter(s) was well prepared and effective in her/his presentation.

<table>
<thead>
<tr>
<th>Disagree Strongly</th>
<th>Disagree</th>
<th>Neither Agree nor Disagree</th>
<th>Agree</th>
<th>Agree Strongly</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
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</tbody>
</table>

3. The training increased my knowledge on how to implement CBIM.

<table>
<thead>
<tr>
<th>Disagree Strongly</th>
<th>Disagree</th>
<th>Neither Agree nor Disagree</th>
<th>Agree</th>
<th>Agree Strongly</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

4. This training inspired you to:
   - □ Continue program implementation
   - □ Start program implementation
   - □ Neither

5. If neither, please indicate what help would be needed for CBIM implementation at your school:

   ________________________________________________

   ________________________________________________
End of Season Survey for Athletes

We would like to ask you a few questions about behaviors you see among your peers, about healthy and unhealthy relationships, and about your experiences with your coach.

This survey is completely confidential, meaning no names are attached. No one will know your answers, so please answer as honestly as you can.

Instructions: Since the start of this sports season did any of your athletic coaches talk to your team about the following?
Please MARK ONE answer for each question and read instructions below.

1.1) Being respectful towards women and girls.
   (1) I wasn’t on a sport team in the past 3 months.
   (2) Yes, my coach talked to us about this.
   (3) No, my coach didn’t talk to us about this.

1.2) Stopping kids from doing harmful or violent things towards a girl or girls.
   (1) I wasn’t on a sport team in the past 3 months.
   (2) Yes, my coach talked to us about this.
   (3) No, my coach didn’t talk to us about this.

Instructions: This is a list of things some people say or do to people they date. Please rate each of the following actions towards a girlfriend or boyfriend as not abusive, a little abusive, somewhat abusive, very abusive or extremely abusive.

Please MARK ONE answer for each question.

2.1) Name calling or insulting them.
   (1) Not abusive
   (2) A little abusive
   (3) Somewhat abusive
   (4) Very abusive
   (5) Extremely abusive

2.2) Telling them they’re ugly or stupid.
   (1) Not abusive
   (2) A little abusive
   (3) Somewhat abusive
   (4) Very abusive
   (5) Extremely abusive

2.3) Making fun of them in front of other people.
   (1) Not abusive
   (2) A little abusive
   (3) Somewhat abusive
   (4) Very abusive
   (5) Extremely abusive

2.4) Telling them what to do all the time.
   (1) Not abusive
   (2) A little abusive
   (3) Somewhat abusive
   (4) Very abusive
   (5) Extremely abusive

2.5) Telling them which friends they can and can’t see or talk to.
   (1) Not abusive
   (2) A little abusive
   (3) Somewhat abusive
   (4) Very abusive
   (5) Extremely abusive

2.6) Pressuring them not to break up with them.
   (1) Not abusive
   (2) A little abusive
   (3) Somewhat abusive
   (4) Very abusive
   (5) Extremely abusive

END OF PAGE
Instructions: This is a list of things some people say or do to people they date. Please rate each of the following actions towards a girlfriend or boyfriend as not abusive, a little abusive, somewhat abusive, very abusive or extremely abusive.

Please MARK ONE answer for each question.

2.7) Not listening to what they have to say.
   (1) Not abusive
   (2) A little abusive
   (3) Somewhat abusive
   (4) Very abusive
   (5) Extremely abusive

2.8) Trying to convince them to have sex.
   (1) Not abusive
   (2) A little abusive
   (3) Somewhat abusive
   (4) Very abusive
   (5) Extremely abusive

2.9) Preventing them from leaving a room.
   (1) Not abusive
   (2) A little abusive
   (3) Somewhat abusive
   (4) Very abusive
   (5) Extremely abusive

2.10) Keeping tabs on them or spying on them.
      (1) Not abusive
      (2) A little abusive
      (3) Somewhat abusive
      (4) Very abusive
      (5) Extremely abusive

2.11) Being physically or sexually intimate with someone without asking if they want to.
      (1) Not abusive
      (2) A little abusive
      (3) Somewhat abusive
      (4) Very abusive
      (5) Extremely abusive

2.12) Constantly contacting them via cell phone, email, IM, facebook, or text to find out who they are with, where they are, and what they are doing.
      (1) Not abusive
      (2) A little abusive
      (3) Somewhat abusive
      (4) Very abusive
      (5) Extremely abusive

2.13) Threatening to hit them.
      (1) Not abusive
      (2) A little abusive
      (3) Somewhat abusive
      (4) Very abusive
      (5) Extremely abusive

2.14) Forcing them to have sex.
      (1) Not abusive
      (2) A little abusive
      (3) Somewhat abusive
      (4) Very abusive
      (5) Extremely abusive

CONTINUE to Question 3.1
End of Season Survey for Athletes

Instructions: The following questions ask about behaviors you might see among your friends and peers. Please rate each question by very unlikely, somewhat unlikely, uncertain, somewhat likely or very likely.

Please MARK ONE answer for each question.

3.1) Making rude or disrespectful comments about a girl's body, clothing or make-up?
   (1) Very unlikely
   (2) Somewhat unlikely
   (3) Uncertain
   (4) Somewhat likely
   (5) Very likely

3.2) Spreading rumors about a girl's sexual reputation, like saying she's 'easy'?
   (1) Very unlikely
   (2) Somewhat unlikely
   (3) Uncertain
   (4) Somewhat likely
   (5) Very likely

3.3) Fighting with a girl where he's starting to cuss at or threaten her?
   (1) Very unlikely
   (2) Somewhat unlikely
   (3) Uncertain
   (4) Somewhat likely
   (5) Very likely

3.4) Doing unwelcome or unwanted things toward a girl (or group of girls) such as howling, whistling or making sexual gestures?
   (1) Very unlikely
   (2) Somewhat unlikely
   (3) Uncertain
   (4) Somewhat likely
   (5) Very likely

3.5) Shoving, grabbing or otherwise physically hurting a girl?
   (1) Very unlikely
   (2) Somewhat unlikely
   (3) Uncertain
   (4) Somewhat likely
   (5) Very likely

3.6) Showing other people sexual messages or naked/sexual pictures of a girl on a cell phone or the internet?
   (1) Very unlikely
   (2) Somewhat unlikely
   (3) Uncertain
   (4) Somewhat likely
   (5) Very likely

3.7) Telling sexual jokes that disrespect women and girls?
   (1) Very unlikely
   (2) Somewhat unlikely
   (3) Uncertain
   (4) Somewhat likely
   (5) Very likely

3.8) Taking sexual advantage of a girl who is drunk or high from drugs (like touching, kissing, having sex with her)?
   (1) Very unlikely
   (2) Somewhat unlikely
   (3) Uncertain
   (4) Somewhat likely
   (5) Very likely

3.9) Pressuring a girl to be physically or sexually intimate without asking whether she wants to?
   (1) Very unlikely
   (2) Somewhat unlikely
   (3) Uncertain
   (4) Somewhat likely
   (5) Very likely

→ CONTINUE to Question 4.1
End of Season Survey for Athletes

Instructions: The following questions are OPTIONAL, meaning you have the choice to answer or NOT answer the questions below. Please MARK ONE answer for each question.

4.1) What grade are you in?
   (1) 9th grade
   (2) 10th grade
   (3) 11th grade
   (4) 12th grade
   (5) Other (Please Specify): _______________________

4.2) How do you identify your race/ethnicity?
   (1) American Indian/Alaska Native
   (2) Asian
   (3) Black or African American
   (4) Hispanic or Latino
   (5) Native Hawaiian or Other Pacific Islander
   (6) White or Caucasian
   (7) Multi-racial (More than one race)
   (8) I don’t know (Unknown)
   (9) Other (Please Specify): _______________________

4.3) How do you describe yourself?
   (1) Male
   (2) Female
   (3) Other (Please Specify): _______________________

THANK YOU VERY MUCH FOR TAKING THE TIME TO COMPLETE THIS SURVEY!
Safer Tomorrows Elementary School Survey (Grades 4-5)

Directions: Please circle one answer for each question.  DO NOT WRITE YOUR NAME ON THIS PAGE.

Are you a boy or girl?  Boy  Girl

2. What grade are you in?  4  5

3. What school do you go to?  
   Manvel  Emerado  Holy Family/St. Mary’s  Larimore
   Midway  Northwood  St. Michael’s  Thompson

4. I am:  
   White  Black  Hispanic
   American Indian  Asian or Pacific Islander  Other (write it here):

5. Which one of the following best describes the people with whom you live:  
   Mother and father  Father only  Mother only
   Father and stepmother  Mother and stepfather  Other relative(s) or guardian(s)

6. How long have you lived in the United States?  
   My whole life  Less than 1 year  2 to 3 years  4 to 6 years  7 years or more

7. How long have you been a student at this school?  
   Since the beginning of this school year  1 year before this one  2 years before this one  3 years or more

next questions ask about things that may have happened to you during this school year.  
Please read each question carefully and circle yes or no for each one.

8. Since the beginning of this school year, has anyone from school pushed, hit, or kicked you?  yes  no

9. Since the beginning of this school year, has anyone from school beat you up?  yes  no

10. Since the beginning of this school year, has anyone from school threatened to hurt you?  yes  no

11. Since the beginning of this school year, has anyone from school teased or made fun of you?  yes  no

12. Since the beginning of this school year, has anyone from school left you out of a group or activity on purpose?  yes  no

13. Since the beginning of this school year, has anyone from school spread rumors or gossip about you?  yes  no

14. Since the beginning of this school year, has anyone from school told people not to be friends with you?  yes  no

15. Since the beginning of this school year, has anyone from school pressured you to do something you did not want to do?  yes  no

16. Since the beginning of this school year, has anyone from school electronically bullied you using the internet, Facebook, e-mail, phone, or text messages?  yes  no

17. Since the beginning of this school year, has anyone from school said you were gay or a lesbian, as an insult?  yes  no

18. Since the beginning of this school year, has anyone from school insulted you or made fun of you because of your race or ethnicity?  yes  no
DO NOT WRITE YOUR NAME ON THIS PAGE

Please read each statement carefully and circle yes or no for each one.

19. I have been in a fight, or beaten up someone in the past year. .............................................. yes  no
20. I have seen adults hitting one another in my home in the past year. ............................................. yes  no
21. In the past year, I have been harmed at home by someone in my family or someone who lives with my family. ........................................................................................................ yes  no
22. I have seen other students being bullied this school year. .............................................................................. yes  no
23. I think some students deserve to be bullied. ................................................................................................. yes  no
24. I was a part of a group of students that bullied or hurt another student this school year. ......................... yes  no
25. I am afraid at school most of the time. ........................................................................................................... yes  no
26. I have been bullied this school year. ............................................................................................................ yes  no
27. I have bullied someone else this school year. ................................................................................................. yes  no
28. I stand up for kids who are being bullied. ..................................................................................................... yes  no
29. When adults at school see bullying, they try to stop it. ................................................................................ yes  no
30. I feel safe at school. .................................................................................................................................. yes  no

The last questions are about you and other people in your life. Please circle yes or no for each one.

31. Adults at this school care about me. .............................................................................................................. yes  no
32. I like myself. ................................................................................................................................................. yes  no
33. I can talk to one or both of my parents about my problems. ....................................................................... yes  no
34. I have friends who care about me. ................................................................................................................ yes  no
35. I feel my parents listen to what I have to say. ................................................................................................. yes  no
36. There is at least one adult at my school that I can trust. .............................................................................. yes  no
37. I have done things to make me feel proud. ..................................................................................................... yes  no
38. I believe that I can succeed at things. ............................................................................................................ yes  no
39. I feel confident in myself. ............................................................................................................................. yes  no
40. My family eats at least 4 meals together every week. ..................................................................................... yes  no

THANK YOU FOR TAKING THE SURVEY!
Safer Tomorrows Middle/High School Survey (Grades 6-12)

Please circle ONE answer for each question.

1. What school do you attend?
   A. Emerado
   B. Northwood
   C. Larimore
   D. Manvel
   E. Midway
   F. Thompson

2. What grade are you in?
   A. 6th
   B. 10th
   C. 7th
   D. 11th
   E. 8th
   F. 12th
   G. 9th

3. What is your gender?
   A. Male
   B. Female

4. How long have you been a student at this school?
   A. Since the beginning of this school year
   B. 1 year before this one
   C. 2 years before this one
   D. 3 years or more

5. How do you describe yourself?
   A. American Indian
   B. Asian
   C. Black
   D. Caucasian /White
   E. Hispanic
   F. Pacific Islander
   G. Other (please write it here):

6. How long have you lived in the US?
   A. My whole life
   B. Less than 1 year
   C. 2 to 3 years
   D. 4 to 6 years
   E. 7 years or more
DO NOT WRITE YOUR NAME ON THIS SURVEY

7. What adults do you live with?
   A. Mother and Father
   B. Mother only
   C. Father only
   D. Father and stepmother
   E. Mother and stepfather
   F. Other relative(s) or guardian(s)
   G. Adoptive parents
   H. Other

The next questions are about BULLYING and VIOLENCE.

8. Have you been bullied by someone at your school this school year?
   A. Yes
   B. No

9. Since the beginning of this school year, how many times has someone from school pushed, hit, or kicked you?
   A. None
   B. 1 to 3 times
   C. 4 to 9 times
   D. 10 times or more

10. Since the beginning of this school year, how many times has someone from school beat you up?
    A. None
    B. 1 to 3 times
    C. 4 to 9 times
    D. 10 times or more

11. Since the beginning of this school year, how many times has someone from school threatened to hurt you?
    A. None
    B. 1 to 3 times
    C. 4 to 9 times
    D. 10 times or more

12. Since the beginning of this school year, how many times has someone from school teased or made fun of you?
    A. None
13. Since the beginning of this school year, how many times has someone from school left you out of a group or activity on purpose?
   A. None
   B. 1 to 3 times
   C. 4 to 9 times
   D. 10 times or more

14. Since the beginning of this school year, how many times has someone from school spread rumors or gossip about you?
   A. None
   B. 1 to 3 times
   C. 4 to 9 times
   D. 10 times or more

15. Since the beginning of this school year, how many times has someone from school told people not to be friends with you?
   A. None
   B. 1 to 3 times
   C. 4 to 9 times
   D. 10 times or more

16. Since the beginning of this school year, how many times has someone from school pressured you to do something you did not want to do?
   A. None
   B. 1 to 3 times
   C. 4 to 9 times
   D. 10 times or more

17. Since the beginning of this school year, how many times has someone from school electronically bullied you using the internet, Facebook, e-mail, phone, or text messages?
   A. None
   B. 1 to 3 times
   C. 4 to 9 times
   D. 10 times or more
18. Since the beginning of this school year, how many times has someone from school said you were gay or a lesbian, as an insult?
   A. None
   B. 1 to 3 times
   C. 4 to 9 times
   D. 10 times or more

19. Since the beginning of this school year, how many times has someone from school insulted you or made fun of you because of your race or ethnicity?
   A. None
   B. 1 to 3 times
   C. 4 to 9 times
   D. 10 times or more

20. Have you been a part of a group of students that bullied or hurt another student this school year?
   A. Yes
   B. No

21. How many times have you stayed home from school because of fear of being hurt or bullied by other students this school year?
   A. Never
   B. 1 or 2 times
   C. 3 to 5 times
   D. 6 or more times

22. Can you count on adults at your school to protect you from being hurt or bullied by other students?
   A. Yes
   B. No
   C. Maybe, it depends on the situation

23. How often do you feel safe at school?
   A. All of the time
   B. Most of the time
   C. Sometimes
   D. Never

24. Do you feel a sense of belonging at your school?
   A. Yes
   B. No
The next few questions are about things that may have happened with someone you were DATING or ON A DATE with. This includes girls or boys who you were "going out with," "dating," "seeing" or "hooking up with" now or in the past.

For these questions, a “date” could include activities like meeting someone at the mall, a party, a park, or a basketball game, as well as activities like going out to eat or a movie together.

25. Have you dated someone or been on a date in the past 6 months?
   A. Yes (If Yes, continue.)
   B. No (If No, skip to Question 31.)

26. During the past 6 months, how many times has anyone you were dating or on a date with insulted or made fun of you in front of others?
   A. None
   B. 1 to 3 times
   C. 4 to 9 times
   D. 10 times or more

27. During the past 6 months, how many times has anyone you were dating or on a date with not let you do things with other people?
   A. None
   B. 1 to 3 times
   C. 4 to 9 times
   D. 10 times or more

28. During the past 6 months, how many times has anyone you were dating or on a date with pushed, grabbed, shoved, or kicked you?
   A. None
   B. 1 to 3 times
   C. 4 to 9 times
   D. 10 times or more

29. During the past 6 months, how many times has anyone you were dating or on a date with threatened to hurt you?
   A. None
   B. 1 to 3 times
   C. 4 to 9 times
   D. 10 times or more

30. During the past 6 months, how many times has anyone you were dating or on a date with forced you to do something sexual that you did not want to do?
   A. None
   B. 1 to 3 times
   C. 4 to 9 times
D. 10 times or more

The next few questions are about your life at HOME.

31. How often does your family typically eat meals together each week?
   A. 0 times
   B. 1 to 3 times
   C. 4 to 6 times
   D. More than 6 times

32. In the past year, have you witnessed violence in your home (not including typical sibling arguing or fighting)?
   A. Yes
   B. No

33. In the past year, have you been physically harmed at home by someone in your family or someone who lives with your family?
   A. Yes
   B. No

34. When you go out, do your parents/guardians know where you are going, and with whom you will be meeting?
   A. Never
   B. Seldom
   C. Some of the time
   D. Most of the time
   E. All of the time

The next questions are about TOBACCO, ALCOHOL, and other DRUGS. The definition of a “drink” of alcohol is a glass of wine, a bottle or can of beer, a wine cooler, a shot glass of liquor, or a mixed drink.

35. During the past 30 days, how often did you smoke cigarettes?
   A. 0 days
   B. 1 to 5 days
   C. 6 to 9 days
   D. 10 to 19 days
   E. 20 to 30 days

36. During the past 30 days, how often did you drink alcohol (beer, wine, hard liquor)?
   A. 0 days
   B. 1 to 5 days
   C. 6 to 9 days
   D. 10 to 19 days
   E. 20 to 30 days
37. During the past 30 days, how many times (if any) have you had 5 or more drinks in a row?
   A. 0 times
   B. 1-2 times
   C. 3-5 times
   D. 6-9 times
   E. 10 times or more

38. During the past 30 days, how often did you use marijuana (also called “weed” or “pot”)?
   A. 0 days
   B. 1 to 5 days
   C. 6 to 9 days
   D. 10 to 19 days
   E. 20 to 30 days

39. During the past 30 days, how often did you use other drugs (meth, speed, cocaine, or ecstasy)?
   A. 0 days
   B. 1 to 5 days
   C. 6 to 9 days
   D. 10 to 19 days
   E. 20 to 30 days

40. During the past 30 days, how often did you sniff glue, breathe the contents of aerosol spray cans, or “huff” any paints or sprays in order to “get high?”
   A. 0 days
   B. 1 to 5 days
   C. 6 to 9 days
   D. 10 to 19 days
   E. 20 to 30 days

THANK YOU FOR COMPLETING THE SURVEY!
### Please rate the extent to which the child:

**[Circle ONE number for each item]**

<table>
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<tr>
<th>Behavior Description</th>
<th>Never</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Usually</th>
<th>Always</th>
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</thead>
<tbody>
<tr>
<td>Shares toys or materials</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Acts in a caring way towards others [e.g., spontaneously helps others, assists</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>older children, tries to help someone who has been hurt, picks up something</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>someone has dropped]</td>
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</tr>
<tr>
<td>Plays well with other children</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Takes turns [waits for a turn, gives others a turn]</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Finds non-aggressive ways of resolving a problem with other children [e.g., uses</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>words; does not hit or grab]</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participates in an activity without needing an adult to encourage or direct the</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>child's participation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses effective communication skills</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Makes transition smoothly from one activity to another</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Stays and thinks before acting</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Expresses feelings appropriately</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Tries different ways of solving a problem [does not get ‘stuck’ in one way of</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>doing things]</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates self-control [does not act impulsively; shows restraint; shows</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>self-discipline]</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accepts change in routine without becoming upset or resisting</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Seems to feel good about who he or she is, to like himself or herself</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
<th>Almost Never</th>
<th>Usually Does Not</th>
<th>Sometimes Does</th>
<th>Usually Does</th>
<th>Almost Always Does</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>Shows sensitivity to or awareness of the feelings of others</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>[e.g., notices and responds appropriately when someone is sad, angry, happy, proud]</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Uses kind words in interactions with others</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>17</td>
<td>Listens and pays attention when someone is talking to him or her</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>18</td>
<td>Handles or manages very strong feelings appropriately</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>[e.g., able to calm self down]</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>Seems to consider how his or her actions affect others</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>20</td>
<td>Allows others to express different ideas or make different choices than he or she would, without getting upset</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>21</td>
<td>Identifies different feelings that he or she experiences</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>22</td>
<td>Appears to know how to keep self safe and healthy</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>23</td>
<td>Uses words to solve problems with others</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>24</td>
<td>Shows pride in himself or herself</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>25</td>
<td>Accepts limits set on his or her activity</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>[e.g., limits of play space, use of materials, type of activity]</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>Recognizes different feelings in others</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>27</td>
<td>Suggests more than one way to solve a problem</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>28</td>
<td>Works well in a small group</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>29</td>
<td>Generates ideas verbally in both structured and unstructured situations</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>[i.e., brainstorms]</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>Makes decisions that are good for him or her, independent of pressure from others</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

[rev. 12/03/1999]
### Friendships That Work
#### Session One Evaluation

**Instructions:** Circle the number that best reflects how true you feel each statement is.

<table>
<thead>
<tr>
<th>From Today’s Lesson</th>
<th>Not all True</th>
<th>Not really True</th>
<th>In the middle</th>
<th>True</th>
<th>Really True</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The instructor got kids engaged.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2. I like what I learned today.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3. I feel confident I can learn to be a better friend.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4. Anything the instructor can do better? (write in in the blank →)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

38
### Friendships That Work
Session Two Evaluation

**Instructions:** Circle the number that best reflects how true you feel each statement is.

<table>
<thead>
<tr>
<th>From Today’s Lesson</th>
<th>Not all True</th>
<th>Not really True</th>
<th>In the middle</th>
<th>True</th>
<th>Really True</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. I learned how to ask open end questions.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4. I learned how to reject a friend warmly.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>5. I learned the difference between warm, cool, and cold interaction starters.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>6. The instructor got kids engaged.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>7. I like what I learned today.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>8. I feel confident I can ask open ended questions.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>9. I feel confident I can reject a friend warmly.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

8. I feel confident I can know how to start talking with a friend in a warm way (use a “warm starter”).
## Instructions:
Circle the number that best reflects how true you feel each statement is.

<table>
<thead>
<tr>
<th>From Today’s Lesson</th>
<th>Not all True</th>
<th>Not really True</th>
<th>In the middle</th>
<th>True</th>
<th>Really True</th>
</tr>
</thead>
<tbody>
<tr>
<td>8. I learned how to figure out what a friend is experiencing or feeling.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>9. I learned how to acknowledge a friend’s experiences or feelings.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>10. The “hearing game” helped me practice asking questions and acknowledging friends.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>11. The instructor got kids engaged.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>12. I like what I learned today.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>13. I feel confident I can ask open ended questions.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>14. I feel confident I acknowledge what a friend is feeling or experiencing.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>15. I feel confident I can help a friend feel heard.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>16. Anything the instructor can do better? (write in in the blank 📄)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Friendships That Work
#### Session Four Evaluation

**Instructions:** Circle the number that best reflects how true you feel each statement is.

<table>
<thead>
<tr>
<th>From Today's Lesson</th>
<th>Not all True</th>
<th>Not really True</th>
<th>In the middle</th>
<th>True</th>
<th>Really True</th>
</tr>
</thead>
<tbody>
<tr>
<td>13. I learned what to do when a good friend is mad me.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>14. I learned to repeat back the reason a good friend is upset so they know I've heard them.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>15. I learned to ask questions to make sure I understand what a good friend is upset about.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>16. The instructor got kids engaged.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>17. I like what I learned today.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>18. I feel confident I can really listen to a good friend give me difficult feedback.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>19. I feel confident I can repeat back to a good friend what they are upset with me about.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>20. I feel confident I can ask a good friend important questions if they are upset with me.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>21. Anything the instructor can do better? (write in in the blank →)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
**Friendships That Work**  
**Session Five Evaluation**

**Instructions:** Circle the number that best reflects how true you feel each statement is.

<table>
<thead>
<tr>
<th>From Today's Lesson</th>
<th>Not all True</th>
<th>Not really True</th>
<th>In the middle</th>
<th>True</th>
<th>Really True</th>
</tr>
</thead>
<tbody>
<tr>
<td>18. I learned to tell a good friend how a feel if I'm angry at them.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19. I learned not to call a good friend names or talk down to them when I'm angry</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20. I learned to ask take a calming break, then come back, if I'm overwhelmed in</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21. The instructor got kids engaged.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22. I like what I learned today.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20. I feel confident I know how to tell a friend I'm angry at them in a healthy way.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19. I feel confident I keep from calling a good friend names or talking down to</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20. I feel confident that if I'm overwhelmed in an argument with a good friend, I</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21. Anything the instructor can do better? (write in in the blank →)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
FOURTH R TEACHER TRAINING FEEDBACK FORM

Date: ________________________________ Name: ________________________________
Gender: Male ○ Female ○ Training Location: ________________________________

Please note all information you provide will be kept private. The information from your surveys will only be used for training improvements and not for any other purposes.


Will you be implementing the Fourth R in your classroom:
This school year ○ Next school year ○
Not sure ○ Will not be implementing ○

Which Fourth R programs did you receive training in today? (check all that apply):
Grade 7 ○ Grade 8 ○
Grade 9 ○ Planning 10 ○
Alternative Education ○ Aboriginal Perspectives ○

Please use the following scale for the next set of questions.

<table>
<thead>
<tr>
<th>Not at all</th>
<th>Somewhat</th>
<th>Mostly</th>
<th>Completely</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

a. How prepared do you feel to teach the Fourth R? ________________________________
b. How confident do you feel you can implement role plays in your classroom? ________________________________
c. How well does the Fourth R program fit with your teaching style? ________________________________

What changes would you suggest to make this training program more effective? ________________________________

Are there any topics you would have liked covered at the training that you believe will help you deliver the curriculum more effectively or confidently? ________________________________

Do you have any additional comments? ________________________________
Children’s Evaluation Form – Children’s Individual Counseling

Child’s ID # ______  Date: ________

1. How do you feel since you started counseling?
   Same       Better       Worse

2. What have you learned in counseling?

3. Is it okay to hit or yell at another person?
   ___ Yes   ___ No   ___ Sometimes
   If you answered yes or sometimes, when is it okay?

4. Is school going better for you after you started counseling?
   ___ Yes   ___ No   ___ School has always been going well

5. What can you do if you have angry, sad or scared feelings?
Parent Evaluation Form – Children’s Counseling

Child’s ID # _______                     Date: __________

1. How satisfied are you with the services your child received from their Therapist?
   □ Very Satisfied  □ Satisfied
   □ Dissatisfied    □ Very Dissatisfied

2. Has your child benefited from counseling?
   ___ Yes  ___ No
   If yes, how.....

3. Does your child have a safety plan?   ___ Yes  ___ No

4. Has your child learned new information on nonviolent, healthy ways of relating to others from counseling?
   ___Yes  ___No

5. Has your child’s school performance changed in a positive way since your child began counseling (improved grades, fewer behavior slips etc)?
   ___ Yes  ___ No  ___ School performance has not been an issue
   If yes, how?

6. After counseling, is your child better able to manage difficult emotions or difficult situations?
   ___ Yes  ___ No

Any additional comments?

________________________________________________________

________________________________________________________
Adolescent Evaluation - Individual Counseling

1. How satisfied are you with the counseling services you received?
   ○ Very Satisfied  ○ Satisfied
   ○ Dissatisfied     ○ Very Dissatisfied

2. How do you feel since you started counseling?
   ○ Better  ○ Same  ○ Worse

3. How has counseling been helpful to you?

4. I have learned coping skills (like mindfulness, thought stopping, container, calm/safe place or relaxation) that help me manage emotions or difficult situations.
   __ Yes  __ No

5. Have you learned new information on nonviolent, healthy ways of relating to others from counseling?
   __ Yes  __ No

6. I am better able to pay attention in school now.
   __ Yes  __ No  _______ I've always been able to pay attention

7. My grades have improved since I began therapy.
   __ Yes  __ No  _______ My grades were always good

8. I am able to manage difficult emotions or difficult situations.
   __ Yes  __ No

9. I feel more hopeful about the future.
   __ Yes  __ No

Any additional comments?

______________________________________________________________

______________________________________________________________

______________________________________________________________
10. How satisfied are you with the counseling services you received?
   ○ Very Satisfied ○ Satisfied ○ Dissatisfied ○ Very Dissatisfied

11. How do you feel since you started SPARCS?
   ○ Better ○ Same ○ Worse

12. How has SPARCS been helpful to you?
   ____________________________________________________________

13. I have learned coping skills (like mindfulness, thought stopping, container, calm/safe place or relaxation) that help me manage emotions or difficult situations.
   ___ Yes ___ No

14. Have you learned new information on nonviolent, healthy ways of relating to others from SPARCS?
   ___ Yes ___ No

15. I am better able to pay attention in school now.
   ___ Yes ___ No ______ I’ve always been able to pay attention

16. My grades have improved since I began SPARCS.
   ___ Yes ___ No ______ My grades were always good

17. I am able to manage difficult emotions or difficult situations.
   ___ Yes ___ No

18. I feel more hopeful about the future.
   ___ Yes ___ No

Any additional comments?
   ____________________________________________________________
Staff Rating

Child’s ID # __________  Date: __________

1. Has your client, or their parent(s), indicated any changes in clients well being since the beginning of counseling (stated that they feel better etc)?

2. How has counseling helped this client?

3. Have you taught your client any coping skills?
   ___ Yes   ___ No

4. What have you heard from your client, or their parent(s), about how he/she is using coping skills?

5. What feedback, if any, have you gotten on your clients ability to deal with stressful emotions/situations after participation in therapy?

6. What feedback, if any have you gotten on your client’s school performance or behavior after participation in therapy?
Videos

- U.S. Office for Victims of Crime Video, *Through Our Eyes: Children, Violence and Trauma*, featuring Community Violence Intervention Center staff and Safer Tomorrows Project partners discussing our interventions in the schools. This section begins at 5:27 in the attached flash drive. Also found at: https://www.youtube.com/watch?v=49GzqPP7YYk

- Friendships That Work Video, featuring a healthy friendship curriculum developed by a University of North Dakota professor, with advisement and support by the Community Violence Intervention Center and Safer Tomorrows partners. The intent is that the positive skills developed through this curriculum will promote future healthy intimate partner relationships and prevent domestic violence.

*Submitted to Celebrating Solutions Awards Committee, Mary Byron Project, Inc.*

*By Community Violence Intervention Center, Grand Forks ND*
Publicity & Information

- Websites:
  - safetomorrows.com (developed as part of our project to engage youth, the community, and area professionals in promoting healthy relationships)
  - U.S. Defending Childhood website providing information on Safer Tomorrows
- Safer Tomorrows brochure
- Safer Tomorrows mailer
- A sample of advertisements
- AARP publication highlighting Safer Tomorrows
- Grand Forks Herald articles on our Coaching Boys Into Men
- Brochure: Childhood Exposure to Violence: Our Community’s Role in Creating a Safer Tomorrow (training provided by our project to raise awareness of childhood exposure to violence)
- Brochure: Trauma: How It Affects Us All (training provided to educate professionals on the impact of trauma on kids, including school-based outcomes)
- Coaching Boys Into Men flyer
- Friendships That Work: Success story and Parent Tips
- Information for teachers about trauma and CVIC’s therapy services for children and youth
- Group therapy (SPARCS) flyer for teens in the schools
- Art therapy group flyer for teens in the schools
Safer Tomorrows Websites

- Safer Tomorrows website: safetomorrows.com
  - We developed a website about our Safer Tomorrows Project to engage our community, local youth, and professionals to work together to promote positive relationships. The website includes a section for teens, parents, educators, professionals, and others.

- U.S. Attorney General’s Defending Childhood Initiative website
  - Provides a description of the Safer Tomorrows Project, resources, and materials, as well as a description of other Defending Childhood Initiative projects.
“School was hard because I couldn’t concentrate.”

“My mom had a broken nose and two black eyes. I was still a kid, but I felt like it was my fault, because I wasn’t there to protect her.

“CVIC really helped me get through school. I learned how to concentrate and handle situations, which made my life less lonely and a lot happier.

“When I was going through my challenges, Safer Tomorrows would have really helped me right at school. Now, they can help other kids.”

- Kyle, now age 18, who was exposed to domestic violence

We see Grand Forks County as a community where all children and adults feel safe, are treated with respect and dignity, and violence is not tolerated.

COMMUNITY CRISIS LINES
If you or someone you care about is in immediate need, please call:

Community Violence Intervention Center
24 Hours: (701) 746-8900
Toll Free: (866) 746-8900
TTY: (800) 366-5888

Northeast Human Service Center
24 Hours: (701) 775-0525
Toll Free: (800) 845-3731
TTY: (800) 366-6888

SAFER TOMORROWS
If you would like to find out more about Safer Tomorrows, please call 701-746-0405 or visit our website.

www.safetomorrows.com

This project was supported by Grant No. 2011-MU-MU-K004 awarded by the Office of Juvenile Justice and Delinquency Prevention, Office of Justice Programs, U.S. Department of Justice. Points of view or opinions in this document are those of the author and do not necessarily represent the official position or policies of the U.S. Department of Justice.

www.safetomorrows.com
Safer Tomorrows: A sample of advertisements

701-746-0405 • www.safertomorrows.com

THANK YOU TEACHERS AND SCHOOLS!

701-746-0405 • www.safertomorrows.com
NEWS RELEASE

Grand Forks Celebrated by AARP in ‘Where We Live’
New Book Showcases Creative, Innovative Programs to Create Livable Communities

DATE: September 26, 2016

CONTACT: Peter Steele (701) 746-INFO (746-4636)
Josh Askvig – AARP (701) 989-0129

FOR IMMEDIATE RELEASE

GRAND FORKS - The creative work of Grand Forks Mayor Michael Brown is showcased in a new e-book, Where We Live: Communities for All Ages.

The book highlights more than 100 innovative initiatives undertaken by mayors across the country, including Grand Forks’ “Safer Tomorrows” initiative led by The City, Community Violence Intervention Center (CVIC), Lutheran Social Services of North Dakota, and Grand Forks Public Schools.

The initiative strives to decrease children’s exposure to violence and foster a community where everyone is treated with respect and dignity. One of just four programs in the country funded by the U.S. Department of Justice Defending Children Initiative, Safer Tomorrows focuses on prevention, intervention and data collection through a variety of school and community-based programs.

“We’re proud that the work of Mayor Brown is recognized in this important book,” said AARP North Dakota State Director Josh Askvig. “These efforts are crucial to ensuring the vitality and long-term viability of our communities around the state, which in turn makes North Dakota stronger. The many great ideas compiled in Where We Live are truly a great resource and a foundation for further innovation.”

Where We Live: Communities for All Ages — written by Nancy LeaMond, AARP Executive Vice President of Community, State and National Affairs — provides an overview of impactful strategies put in place by mayors nationwide that are improving communities for older adults and people of all ages. In areas from housing to the environment, transportation to culture and community connections, these examples can be replicated or adapted in other places.
“There is a pressing need to create livable communities for people of all ages. In less than 15 years, one out of every five people in the country will be 65 or older, a demographic shift that will be felt in every community,” said LeaMond. “At AARP, we’ve seen mayors’ tremendous interest in and energy put toward tackling livability, with solutions that benefit not only older constituents but people of all ages.

“We hope that with this book, and our related Livable Communities website, (AARP.org/livable) and award-winning AARP Livable Communities e-Newsletter (AARP.org/livable-subscribe), we can provide a platform to inspire even more creativity and sharing of best practices to spur innovation in making all communities great places for people of all ages.”

To download a copy of the free e-book, visit AARP.org/WhereWeLive.

Free printed editions will be released in September. For a print copy, or to share ideas on initiatives that have helped make your town or city more livable, email AARP at livable@aarp.org.
I was approached in 2012 with a chance to take part in a new character-building program to be used with our male student athletes. Of course, immediately I had many questions: How much prep work will each lesson take? How much time will implementing this take away from our practice sessions? Will my players be responsive? And what if these conversations get awkward?

I realized very quickly that the possible benefits from this program would greatly outweigh the time commitment.
As a coach, I spend my hours analyzing film and strategizing the next week’s practice and game plan with the goal of winning games. This is very important; but it’s not the only goal.

Coaches play an influential role in the lives of the young men they are coaching, often serving as lifelong mentors to the athletes. And in my view if the only things these young men are learning are the x’s and o’s of the sport, we are not doing justice to our job of preparing these athletes for life after the game.

As coaches, we’re in a position to positively influence how young men think and behave both on and off the field. Whether it’s in talks with the team, in practice session, on game days or simply in casual conversation, we have many opportunities to teach early and often that violence has no place in relationships.

During the season, we hold our meetings following our Tuesday practice. During these meetings, I lead our varsity and junior varsity players through brief weekly activities that address various topics. Our freshman coaches lead their athletes in a separate meeting.

The Coaching Boys Into Men program has a "playbook" that has12 different training sessions that coaches can follow. Each training is broken down into four sections: Section 1 shares the objectives of the session. Section 2 provides the warm-up, which helps the athletes get focused on the training topic.

Section 3 has discussion questions for the participants to facilitate conversation. And Section 4 closes the session with discussion points that wrap up and reinforce the objectives and key points.

Even though the "playbook" provides a framework for delivering the program, coaches can choose their own method to make sure they reach their players. As I mentioned, we hold our meetings following a practice. We meet in our locker room. Players gather around, some in locker stalls, others sitting on the floor. I try to make the environment as comfortable as possible to facilitate conversation.

Both players and coaches have to make an adjustment when we switch from practice to our CBIM program. The players have been working hard during practice, and the coaches
have been intensely delivering instruction. To go from the practice field to a relaxed, casual and sometimes personal conversation takes some getting used to, but once we have established our routine, it is an easier transition.

Our first session of the year is similar to a pre-season meeting. We discuss the ground rules and expectations for the CBIM program, with the main focus being respect for women and girls. The later training sessions focus on personal responsibility, insulting language, disrespectful behavior toward women and girls, the responsibility of physical strength, and modeling respectful behavior toward women and girls.

Another integral aspect of the CBIM program is the "teachable moment." Over the past season, we were able to have multiple discussions about events that were then being reported in the media and discussed in social media settings.

High-profile athletes were making poor decisions that were permanently affecting their careers as well as their lives. Before these episodes, the athletes were heroes to many teenage boys and also to some grown men. Their stories made for powerful examples of how one mistake can alter an entire life.
Grand Forks fifth-graders are fine-tuning their friendship skills.

Century Elementary students on Thursday practiced asking open-ended questions, being better listeners and other behavior to improve their bestie status.

The exercise is part of "Friendships That Work," a program through Safer Tomorrows Grand Forks, which represents several community organizations, and the school district that aims to teach children about healthy relationships. The program is offered to students throughout Grand Forks County.
Each year, fifth-graders learn how to stand up for themselves in respectful ways, accept helpful criticism from friends and communicate their appreciation.

Students believe a better class climate has resulted from the program, said Kara Wettersten, a counseling psychologist at UND who developed the curriculum.

"It's such a treat to me to watch kids focus on relationship issues," she said. "All of the research, all of the data as people grow older all suggest it's so linked to happiness and health and even work success."

**Warm, cold rejections**

At Century Elementary, Kelli Adams, a program facilitator, asked students to identify and provide warm, cool or cold rejections to offers from friends.

Would Garrett Eickman go ice skating with her after school?

"Sorry, I don't wanna go," he said. "I don't like ice skating and I don't want to go with you."

His response met some guffaws and playful "ooohs" from the audience. Adams said he gave her a little bit of a mixed message when he started with an apology.

"I was thinking he was going to be nice, but then he was kinda cold, wasn't he?" she said.

Wettersten said she's always been interested in the prevention of unhealthy relationships.

Several years ago, she noticed most adult programs mostly had intervention as their purpose—not prevention.

"There was a long list of don'ts, but not necessarily a long list of dos for adults," she said. "We took that idea one step further and started asking, 'What are some basic skills we could teach kids that they could practice, and what could they learn to improve their immediate friendships and as adults?'"

The program was initially developed for sixth-grade students, but Adams said fifth-graders benefit more. During elementary school, students have been in the same place and usually have the same friends. When they reach middle school, they have the possibility of branching out and can make better use of these skills, Adams said.

Plus, "in middle school, kids turn to their friends more and more, and less to their families," Wettersten said.

Adams said the program is more about being proactive and helping students develop skills upfront. She wonders if it would make sense to spend more time on prevention—by helping students develop good friendships—and less on intervention, she said.

Ultimately, Wettersten hopes students learn positive social support and how to be a good friend, she said.

*Research talk about how friendship is the core of your committed adult relationships," she said. "If you can foster*
"Friendships That Work" used to help children build healthy relationships, said. If you can practice those skills and build those skills in adolescence, the hope and the theory is that it would play out in satisfied adult relationships."

Jennifer Johnson
Jennifer Johnson is the K-12 education reporter for The Grand Forks Herald. Contact her if you have any story ideas or tips and visit www.grandforksherald.com.

Jennifer@potherald.com
(701) 787-8736

United States drivers with no tickets in 3 years must read this
By Provide-Savings Insurance Quotes

Childhood Exposure to Violence: Our Community's Role in Creating a Safer Tomorrow

Community Violence Intervention Center
211 South 4th Street
Grand Forks, North Dakota 58201

Wednesday, June 5, 2013
8:00 AM to 4:45 PM
6th Floor Conference Room
Grand Forks County Office Building
151 S. 4th Street
Grand Forks, North Dakota

Registration Deadline:
Friday, May 31, 2013

Check-in: 7:45 AM
Session: 8:00 AM to 4:45 PM
(Lunch is on your own)

Registration:

COST: FREE

TO REGISTER:

Each attendee must be registered.

TO REGISTER BY PHONE OR CONTACT:

Lacey Clark
701-746-0405
Community Violence Intervention Center

Please include the following information in an email to lacey@cviconline.org:
- Name
- Agency/Position Title
- License/POST # (if applicable)
- Address (Street, City, Zip-Code)
- Telephone Number
- Email Address

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Registration Deadline: October 10, 2014
Cost: Free
To register for this event: E-mail the following information to margie@cviconline.org:
- Name, agency and position title
- License/POST # (if applicable)
- Address (street, city, zip code)
- Telephone number
- E-mail address

Training Information:
- DATE: October 16, 2014
- SIGN-IN: 8:30 a.m.
- SESSION: 9:00 a.m. to 4:30 p.m.
- LOCATION: Sharon Lutheran Church
- 1720 South 20th Street
- Grand Forks, ND 58201
- (Lunch on your own)

Continuing Education Credits: Approved for ND Social Work, ND Counseling, POST and PRISM

For assistance, contact: Margie at (701) 746-0405
margie@cviconline.org

October 16, 2014
Featuring Dr. Chris Blodgett
Leading researcher on trauma

SHARON LUTHERAN CHURCH
1720 South 20th Street
Grand Forks

Community Violence Intervention Center
211 S. Fourth St.
Grand Forks, ND 58201

ADDRESS SERVICE REQUESTED
Coaching Boys Into Men

300 Male Athletes 2012-13
436 Male Athletes 2013-14
389 Male Athletes 2014-15

30+ coaches
5 high schools
8 sports: football • basketball • hockey • wrestling • soccer • track • swimming • baseball

92.4% of athletes after the 2014-15 sports seasons rated behavior as abusive, such as the following with respect to someone they date:

- Telling them they’re ugly or stupid
- Telling them which friends they can and can’t see or talk to
- Preventing them from leaving a room
- Being physically or sexually intimate without asking if they want to
- Threatening to hit them
- Constantly contacting them via cell phone, email, IM, Facebook, or text to find out who they are with, where they are, and what they are doing

This is an increase in the number of athletes compared to the first year, when 88.1% of athletes rated behavior as abusive.

67.9% of athletes are likely to stop a peer or friend from being physically abusive to a female.

56.3% of athletes are likely to stop a peer or friend who is making a rude comment or gesture to a female.

Increased ability to identify severity of abuse

33.8% Athletes 2012-13
42.8% Athletes 2014-15
Friendships That Work: A Positive Friendship Curriculum

The curriculum is an engaging process that invites youth to develop positive friendships skills that will translate to healthy future intimate relationships.

Challenge
There are an alarming number of teens and adults affected by intimate partner violence, and this violence is perpetuated across generations and through observations in all aspects of one’s life. According to the National Council on Crime and Delinquency Focus, approximately 1 in 3 adolescent girls is a victim of physical, emotional or verbal abuse from a dating partner. This evidence indicates a need for primary prevention to promote healthy relationships and prevent violence. Additionally, many programs focus only on at-risk populations rather than the general population, and some evidence suggests that current approaches to intimate partner violence are geared more towards teaching youth what not to do, rather than the possibilities of what to do.

Solution
Friendships That Work: A Positive Friendship Curriculum ©Wettersten, 2012 aims to address the primary prevention nature of intimate partner violence by teaching elementary and middle-school-age students skills for positive behaviors, rather than what not to do in their friendships and relationships. The curriculum focuses on the individual and relationship levels of the social ecological model by incorporating culturally relevant experiential learning activities with classroom lessons developed to engage students in learning how to listen, communicate, and interact positively with close friends, especially during times of conflict. This is because interaction with friends is one of the most naturally reinforcing activities in which children and early adolescents engage. The intent is that the positive skills developed through this curriculum will in turn effectively promote healthy future intimate relationships and prevent domestic violence. Early development of Friendships That Work began in 2005 by Dr. Kara B. Wettersten, with lesson concepts largely based on “The Sound Relational House” framework developed by Dr. John Gottman, and significant contributions from scholars in the area of adolescent relationship development and violence prevention. The curriculum has been partially funded by research funding from the University of North Dakota and by RPE funds, DELTA funds, and supplemental grants provided to the Community Violence Intervention Center to provide advisement and support toward curriculum efforts.

Highlights
Approximately 1 in 3 adolescent girls is abused by a dating partner, and 1 in 3 teens report knowing someone who has been abused by a dating partner.

Lessons teach students how to interact positively and manage conflict with close friends. The intent is that the skills developed will also promote healthy future intimate relationships.
Results

Friendships That Work revolves around two key constructs that represent the core components of Gottman’s theory: 1) How to engage in positive friendship interactions, and 2) How to handle conflict with friends, and is evaluated using the Healthy Adolescent Relationship Skills scale—a tool that is expected to provide a more complete measure of the desired curriculum objectives. During the 2012-2013 academic year, the curriculum was delivered to 441 students, and 11 teachers were trained through observation, in eight Grand Forks County schools through five, 50 minute sessions over the course of one week. Preliminary findings suggest that students who received the curriculum (as compared to students who did not receive the curriculum) showed higher levels on two of the six curriculum markers: classroom climate and positive aspects of adolescent relationships (engaging with a close friend, sharing life). Due to the primary prevention nature of the curriculum, the lasting effects are difficult to measure; however, the initial results are quite promising. Continued data evaluation and curriculum modifications to increase impact on the additional markers are occurring on an ongoing basis. In addition to the promising data, the collaboration and support of the curriculum is an equally promising result. Dr. Wettersten expressed, “the response to Friendships That Work has been quite positive. Teachers like it, and generally think more hands on and specific relationship skills should be taught.”

Contact Information

Jessica Rudnick
Community Violence Intervention Center
211 S. 4th Street
Grand Forks, ND 58201
701-746-0405
jessica@cviconline.org
cviconline.org
Over the past few months you may have become familiar with new programs being implemented in your school related to preventing childhood exposure to violence. What you may not have heard as much about is how to help your students who have already experienced violence or are currently living with it. Can you think of a student who has experienced dating violence, domestic violence, sexual assault, abuse or bullying? Have you noticed changes in their behavior, affect, or motivation?

A child's reactions to trauma can interfere with learning and/or behavior at school. Some reactions likely to be identified in a school environment are school refusal, absenteeism, educational failure, acting out, school expulsion and suspension. Schools can serve as a critical system of support for children who have experienced trauma. Learn more about how you can be a part of their support system:

The National Child Traumatic Stress Network's (NCTSN) Child Trauma Toolkit for Educators

NCTSN

(Click the NCTSN logo to visit the website)

This toolkit offers a wealth of information for identifying, understanding and intervening with students in your classroom and school who have experienced trauma.

Another great site to explore is:
The NCTSN's Learning Center for Child and Adolescent Trauma
http://learn.nctsn.org/
TF-CBT is a conjoint child and parent psychotherapy approach for children and adolescents who are experiencing emotional and behavioral difficulties related to traumatic life events. Children and parents learn new skills to help manage and resolve the distressing thoughts, feelings, and behaviors related to traumatic life events. Other topics include safety, growth, parenting skills, and family communication. TF-CBT is a short-term intervention, intended only to last 12-20 weeks.

EMDR is a powerful new psychotherapy technique which has been very successful in helping people who suffer from trauma, anxiety, panic, disturbing memories, post-traumatic stress and many other emotional problems. When a person experiences trauma, their brain cannot process information as it does ordinarily. One moment becomes “frozen in time,” and remembering a trauma may feel as bad as going through it the first time because the images, sounds, smells, and feelings haven’t changed. EMDR therapy uses bilateral stimulation, right/left eye movement, or tactile stimulation, which repeatedly activates the opposite sides of the brain, releasing emotional experiences that are “trapped” in the nervous system.

Identifying Traumatized Students
A student’s outward appearance typically shows no definite characteristics of trauma, making it difficult for teachers to know which students have been traumatized. Instead, the student’s behavior or inability to thrive is often what brings them to a teacher’s attention. Many of the obstacles these children face in the classroom result from their inability to process information, meaningfully distinguish between threatening and non-threatening situations, form trusting relationships with adults, and regulate their emotions.

Your Role as a Mandated Reporter

Mandatory Reporter Interactive Training for Educators
As a mandated reporter, you have a chance to make the world a much better place, one child at a time. This course (click logo above) explains:
• Why it’s so important to report
• How to spot abuse and neglect
• When to report it
• How to report it
• What happens after a report is filed

Specialized Therapeutic Services and Advocacy

Through the TOMOROWS (Ending Childhood Exposure to Violence) project, the Community Violence Intervention Center is reaching out to youth in the Grand Forks community who have experienced violence related trauma. CVIC currently has three counselors who are focused on serving children and adolescents in the city of Grand Forks, and throughout Grand Forks County. They are trained in trauma specific therapy, and facilitate groups for youth dealing with the ongoing effects of trauma. Each school in the county has agreed to allow the counselors access to students during the school day in order to best meet the needs of the student. This helps kids meet with
STRUCTURED PSYCHOTHERAPY FOR ADOLESCENTS RESPONDING TO CHRONIC STRESS (SPARCS)

SPARCS is a 16-session group intervention specifically designed to address the needs of chronically traumatized adolescents who may still be living with ongoing stress and may be experiencing problems in several areas of functioning. Some of these areas include difficulties with affect regulation and impulsivity, self-perception, relationships, and struggles with their own purpose and meaning in life. Overall goals of the program are to help teens cope more effectively in the moment, enhance self-efficacy, connect with others and establish supportive relationships, cultivate awareness, and create meaning in their lives. Group members learn and practice each of the core SPARCS skills throughout the intervention and frequently report use of these skills outside of group.

THE KIDS* CLUB

The Kids* Club is a 10 week group for children who have experienced domestic violence. Children need to be in a safe environment in order to participate in the group (no ongoing domestic violence in the home). The Kids* Club program was designed to provide a supportive arena for children ages 3 to 12 to build self-esteem, share their experiences, learn that they are not alone in their exposure to violence, and to identify sources of worry and concern. Additional goals are to discuss conflict and its resolution, the responsibility for violence, and to learn new strategies for problem solving and coping with violence exposure.

their counselor on a consistent basis and takes away the stress of arranging transportation to appointments for parents.

You do not need to determine which intervention best fits the student; let us take care of that.

Instead, please take a few minutes of your valuable time to review the links in this email which can help you determine if one of your students may be struggling with something more than behavioral issues or academic challenges.

Accessing Services

Referrals are accepted on an ongoing basis. The counselors will help the parent(s) and child determine whether meeting on an individual basis or in a group setting is the best fit. Parental consent is required for ongoing therapeutic services offered through CVIC. Parental consent in not needed if a student requires crisis services. In addition to therapists, we have a youth advocate who is available for support services, safety planning and crisis services for youth and non-abusive parents.

You may contact CVIC’s Youth Counselors or Advocate with any questions or referrals:

701-746-0405

Andrea (ages 3-12)
Child Counselor
andrea@cviconline.org

Heidi (ages 13 and up)
Rural Counselor
Heidi@cviconline.org

Jenna (ages 13 and up)
City Counselor
jenna@cviconline.org

Rachelle (all ages)
Child and Adolescent Advocate
rachelle@cviconline.org

211 S 4th St - Grand Forks ND 58201 - 701-746-0405

www.safetomorrows.com

This project was supported by Grant No. 2011-MU-MU-K004 awarded by the Office of Juvenile Justice and Delinquency Prevention, Office of Justice Programs, U.S. Department of Justice. Points of view or opinions in this document are those of the author and do not necessarily represent the official position or policies of the U.S. Department of Justice.
SPARCS

Structured Psychotherapy for Adolescents Responding to Chronic Stress

Have you or someone you know, experienced something traumatic such as dating violence, sexual assault, bullying, domestic violence, or other abuse?

Now you are...

Stressed

Out?

Avoiding friends?

Feeling like no one understands?

Overwhelmed?

Tired all the time?

Making poor choices?

Often on edge? Having trouble concentrating?

You can get your spark back!!

SPARCS is a FREE, 16 week group for teens ages 12-17 years old (with parental consent) who have experienced trauma.

To join or for more information contact Jenna or Heidi.
Adolescent Counselors at 701.746.0405
jenna@cviconline.org  heidi@cviconline.org
Teen Art Therapy Group

FEATURING LOCAL AND NATIONALLY RENOWNED ARTIST, KIMBERLY FORNESS WILSON

kimberlyfornesswilson.com

PROJECT 1 TITLE: CollAGE

TUESDAY, JULY 26, 2016
TUESDAY, AUGUST 2, 2016

* PROJECT 2 TITLE: MoNSTERS & SuPERHeROES

THURSDAY, AUGUST 4, 2016
TUESDAY, AUGUST 9, 2016

PROJECT 3 TITLE: DrEAMBoARD

TUESDAY, AUGUST 16, 2016
TUESDAY, AUGUST 23, 2016

Teen Art Therapy group is free and confidential for males or females ages 13-18 who have experienced trauma. The group will be held at the Community Violence Intervention Center conference room on the dates listed above from 3pm-5pm. Attendance to all sessions is preferred. To schedule an intake or for further questions contact Winonah, Youth Therapist, or Britney, Child Advocate.

Community Violence Intervention Center
211 South Fourth Street
Grand Forks, ND 58201
701-746-0405