Celebrating Solutions Award
Nomination Form

Legal Name of Organization: Center for the Study of Sport in Society’s Mentors in Violence Prevention (MVP) Program

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Description of Organization:
Northeastern University’s Center for the Study of Sport in Society’s mission is to “increase awareness of sport and its relation to society, and to develop programs that identify problems, offer solutions, and promote the benefits of sport.” The Mentors in Violence Prevention (MVP) Program is the Center’s largest and most far-reaching outreach program. The MVP Program is a gender violence prevention and education program that motivates male and female student athletes and student leaders to play a leadership role in reducing the level of all forms of violence against women including rape, battery, sexual assault and sexual harassment. By using a unique bystander approach to prevention, MVP views young men and women not as potential perpetrators or victims of violence, but as empowered bystanders who can confront abusive peers and role model respectful behavior towards women and girls.

Geographical area served: The MVP Program serves high schools, middle schools and community organizations in the greater Boston area and across the state of Massachusetts.

Is organization tax-exempt under IRS 501(c)(3) guidelines? Yes

Signature of contact person: [Signature]

Date: 1/1/13
1. Describe the mission of your program in five sentences or less.

The Mentors in Violence Prevention (MVP) Program is a gender violence prevention and education program that motivates male and female student-athletes and student leaders to play a leadership role in reducing the level of men’s violence against women including rape, battery, sexual assault and sexual harassment. The four main goals of the MVP Program are to:

- **Raise Awareness** of participants about the level of men’s verbal, emotional, physical, and sexual abuse of women.
- **Challenge Thinking** by countering mainstream messages about gender, sex, and violence.
- **Open Dialogue** by creating a safe environment for men and women to share their opinions and experiences.
- **Inspire Leadership** by empowering participants with concrete options to effect change in their respective communities.

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

**A. Athletes as Role Models**

The MVP Program is the only education and prevention program that utilizes the unique status of athletes in our society to address the problem of men’s violence against women. Every MVP session is co-facilitated by a mixed-gender, racially diverse team of former athletes. The MVP Program has been successfully implemented in the National Football League as well as nearly one hundred collegiate athletic departments across the country. In our work with colleges, high schools, middle schools, and community organizations, we expand the student-athlete model to include other students who are leaders in their peer groups and other organizations (i.e. student government, peer mediation, etc.).

**B. Bystander Approach to Preventing Violence**

The MVP Program utilizes a unique bystander approach to prevention in which young men and women are taught ways in which they can interrupt, confront, and prevent men’s violence against women. MVP views young men and women not as potential perpetrators or victims of violence, but as bystanders who can be empowered to confront abusive peers and role model respectful behavior towards women and girls. MVP motivates student leaders to believe that they can be a large part of the solution to ending men’s violence against women.

**C. Original Curriculum - The MVP Playbook**

During lively, interactive sessions, MVP trainers use creative exercises, racially diverse media excerpts from pop culture, and the MVP Playbook to spark discussion about the ways student leaders can interrupt, confront, and prevent violence by their peers. The MVP Playbook is an originally developed curriculum comprised of a series of real life school or social scenarios portraying actual and potential physical and/or sexual assaults. Each scenario places participants in the role of bystanders and ranges from sexist comments overheard to sexual harassment, date rape, and battering. Scenarios also include the harassment of gays and lesbians, and MVP trainers make it clear that all of these manifestations of sexism are interconnected. During these discussions, participants
discuss concrete options for intervention in these difficult situations. MVP’s versatile discussion based curriculum allows MVP to train a wide range of students from different racial and ethnic backgrounds. Additionally, MVP facilitators encourage student leaders to examine the intersections of racism and sexism.

D. Peer Mentoring
After completing MVP training, MVP high school student leaders are trained as peer mentors. They prepare presentations and skills, and use various other creative means to share their knowledge with their peers. Mixed gender, racially diverse, groups of MVP peer mentors then conduct MVP sessions with students at their own high schools, middle schools, and community organizations. The power of these sessions comes from the manner in which MVP peer mentors can relate to the lives and experiences of the participants. As leaders in the school and community, they are already role models to their peers and younger students. Consequently, their peers and younger students listen intently to their proactive message about addressing all forms of violence against women.

E. Annual MVP Youth Leadership Conference
At the conclusion of each school year, the MVP Program invites all high school students who participated in the MVP Program during the preceding year to Northeastern University for the annual MVP Youth Leadership Conference. This popular event, convening a racially diverse group of student leaders from urban, suburban and rural communities, is a carefully planned day that salutes the dedication and commitment MVP student leaders have shown throughout the year to ending men’s violence against women. The day is also meant to challenge student leaders, as they participate in leadership initiative games that test their ability to work together as a team to solve complex dilemmas. After getting to know many new people from different towns and schools, student leaders conclude the day feeling inspired that they are an important part of a much larger movement.

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

The MVP Program was founded in 1993 by activist and educator Jackson Katz. The Program initially trained male high school and college student-athletes to act as empowered bystanders in confronting men’s violence against women and modeling respectful behavior towards women and girls. MVP was originally funded by a federal grant from the Fund for the Improvement of Post-Secondary Education (FIPSE).

An initial challenge faced by MVP concerned the program’s limited target audience. By focusing solely on male athletes, MVP was missing the opportunity to work with other critical groups. Therefore, within one year, MVP Program administrators moved to include a female program component in recognition of the fact that because men’s and women’s lives are deeply interconnected, men and women must work together to prevent violence. The program also expanded to work not only with just student-athletes, but with other student leaders, as well. By broadening the program’s target audience and staff composition, MVP benefited from greater inclusion to become a more complete gender violence prevention and education program.

Demand for MVP’s services has exceeded the program’s limited staff and resources since its inception. For the past seven years, MVP’s work with high school, middle schools, and community organizations in Massachusetts has been partially funded by the
Massachusetts Department of Public Health and the Massachusetts Department of Social Services. However, each year the program maintains a long waiting list of schools and organizations that MVP is unable to reach due to limited staff and resources. In an effort to provide services to a greater population, MVP began conducting the MVP Institute for Gender Violence Prevention and Education for adult educators in 1999. Held twice each year, the Institute enables educators to receive hands on training in the MVP curriculum in order to implement the MVP Program at their own schools and organizations. Thus far over 176 educators from 125 schools and organizations have graduated from the Institute.

The MVP Program also actively recruits high school and college interns and volunteers to assist full-time staff with the often overwhelming demand for outreach services. Interns and volunteers participate in trainings, develop program curriculum, and perform various administrative tasks. The assistance they have provided over the years has been invaluable.

4. How do you know your program works? Please cite two examples.

A. Research and Evaluation

Extensive research has proven MVP to be highly effective in creating positive and significant changes in students’ knowledge, attitudes and behaviors regarding gender violence. An independent program evaluation conducted from 1999-2002 collected qualitative and quantitative data from 475 racially and ethnically diverse student leaders from 20 different urban, suburban, and rural high schools. The following quotes from MVP student leaders and statistics drawn from this research illustrate the efficacy of the MVP Program:

* "I learned how to deal with potentially threatening situations – I used my knowledge at a party where a guy grabbed a girl by the throat."
* "I benefit from these classes because now I can share it with my friends and make them more aware."
* "I learned that nobody (gay, lesbian, straight, race) deserves to be rejected because of who they are – this changed who I am and gave me a more open mind."

* After participating in MVP, over 91% of males and 96% of females agreed that making unwelcome sexual comments to a girl [sexual harassment] in the cafeteria or hallway is wrong.
* MVP training empowered 72% of females and 82% of males to have the confidence to say something to a guy who is acting inappropriately toward a woman.

B. Malcolm’s Story

The following is an essay written by Malcolm Joseph, a high school student at the John D. O'Bryant High School in Boston, MA:

When I look back on all the memories I have gained through The Mentors in Violence Prevention (MVP) Program, a smile forms on my face and an indescribable feeling churns within me. I am proud to say my name is Malcolm Joseph and I’m part of MVP. Though MVP is a program that focuses on men’s violence against women, you can take the messages and lessons you learn, and fit them into everyday life. For example from MVP I have learned how to become a truly good leader.
Before I joined MVP I didn’t think that I could make a significant change in society. Now I see how much of a leader I can be, and how much of a difference I can make. When I present to young kids, as an MVP mentor, I get a sense of confidence and pride, because I know that when I’m done, I’ve taught these kids something that might change their lives and stick with them forever.

MVP taught me and other students, how to be leaders in our society, and how to train others to unleash the leaders within themselves. This is important because in a harsh world, we need positive leaders and role models to set examples for others. By talking about things most people don’t talk enough about, we give the kids we present to, answers to their questions and information. Our ultimate goal is to help the kids better themselves.

I know I speak for all the students in the program when I say that the entire MVP program instills a sense of awareness, pride, confidence, and accomplishment in their students. I get teary eyed when I realize how much of a person and adult I have become, and how much I have grown mentally. It’s a step in the right direction. I can finally see myself changing the world.

That same indescribable feeling brings tears to my eyes, when I realize how much of a positive impact I have made in these kids’ lives and on the world. Someday, some of them may be doing the same thing for others.

What is the meaning of MVP? The meaning of MVP is to make a difference in the world, however small and gradual it may be. As a MVP mentor I am loving and cherishing every single moment of it. I want to continue to develop more good memories and feelings so that they can last me a lifetime. With these memories I will find the fuel to be an even better leader.

5. Who are your key partners? What are their roles?

A. *Schools and Community Organizations:* The MVP Program relies on the commitment and dedication of staff at outreach sites to coordinate and organize our training sessions with their student leaders. Since the program’s inception, over 250 schools and community organizations have been served by the MVP Program. The following sites were served during the 2002-2003 school year:

1) Acton Boxboro Regional High School, Acton, MA
2) Boston Arts Academy, Boston, MA
3) Cape Cod Technical High School, Harwich, MA
4) Charlestown High School, Boston, MA
5) City Year Domestic Violence Team, Boston, MA
6) Dorchester High School, Boston, MA
7) Health Careers Academy, Boston, MA
8) Hillside Shelter Care, Boston, MA
9) John D. O’Bryan High School, Boston, MA
10) Lincoln Sudbury Regional High School, Sudbury, MA
11) Madison Park Technical Vocational High School, Boston, MA
12) North Andover High School, North Andover, MA
13) Northeastern Family Institute, Boston, MA
14) Silver Lake Regional High School, Pembroke, MA
15) Southbridge High School, Southbridge, MA
B. The Commonwealth of Massachusetts: Department of Social Services provides funding and technical support.

C. Domestic Violence and Sexual Assault Service Organizations:
- MVP works closely with Jane Doe Inc., the Massachusetts Coalition Against Sexual Assault and Domestic Violence. MVP Program staff regularly attend Jane Doe Inc. Educators Caucus meetings and co-chair the Jane Doe Inc. Men’s Initiative meetings. MVP staff also participate in all conferences, events, and rallies organized by the Coalition. The MVP Program has also provided training to, received training from, and/or collaborated on grant applications or other projects with the following Coalition members:
  - Casa Myrna Vasquez, Inc., a community-based, multicultural organization dedicated to the eradication of violence against women and children.
  - Boston Area Rape Crisis Center
  - Common Purpose, Inc. (batterer intervention program)
  - Emerge (batterer intervention program)
  - Northeastern University’s Domestic Violence Institute, Public Safety Division, Student Affairs Division, Department of Athletics, Office of Affirmative Action and Diversity, Residential Life, Latino/a Student Cultural Center, John D. O’Bryant African American Institute, and Women’s Studies Department
  - Massachusetts Office for Victim Assistance

6. Could/should your program be replicated in other areas of the country?

The MVP Program could and should be replicated in every school district in every state in the country. Prevention efforts are clearly in need as statistical rates of all forms of men’s violence against women are consistent across the nation. In Massachusetts, 20% of females in grades 9-12 report being hurt physically or sexually by a date.\(^1\) MVP reaches students at a young, impressionable age — hopefully before it is too late.

The MVP Program is highly replicable and the basic curriculum can be adjusted to suit particular needs and situations. Thus far, MVP Program staff have successfully facilitated the MVP curriculum at over one hundred high schools, middle schools, and community organizations as well as over eighty NCAA Division I, II, and III colleges and universities, the NFL, and the United States Marine Corps.

The following school districts across the state of Massachusetts whose staff have attended the MVP Institute for Gender Violence Prevention and Education have also successfully implemented the program at their schools: Lincoln-Sudbury Regional Schools, Taunton Public Schools, and Newton Public Schools. A few high schools across the nation have also implemented the MVP. After the tragic school shootings at Columbine High School in 1999, the Jefferson County School District in Colorado adopted the MVP Program. MVP was successfully implemented at several district schools in the following years, most notably Evergreen High School in Evergreen, Colorado. Participants reported a noticeable change in the overall attitudes and behaviors of the student body, who were empowered by MVP’s peer mentoring model. The MVP Program has also been implemented at all Sioux City Community Schools in Sioux City, Iowa with similar success.

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\(^1\) Jane Doe Inc., the Massachusetts Coalition Against Sexual Assault and Domestic Violence
1) Submit three letters of support which illustrate why the applicant or nominee is deserving of the award. Letters should include an address and telephone number for confirmation. One letter each should be submitted by:

a) Partnering or collaborating organization or agency; and
   Please see attached letter from Dominick Sacchetti, interim Head Master and Gertrude Fischer, Health and Physical Education Teacher, at John D. O'Bryant High School.

b) A victims' organization;
   Please see attached letter Sheridan Haines, Deputy Director at Jane Doe, Inc.

A third letter should be submitted by either:

c) An elected official who represents the city, county, or state where the program operates; or
   Please see attached letter from Robert E. Travaglioni, President of the Senate for the Commonwealth of Massachusetts.

d) A funding source.

2) Submit proof of 501 (c) (3) status if the program is operated by a non-profit, non-governmental agency.

   Please see attached.

3) Submit last year's budget for the program to be served by the award.

   Please see attached.

4) Respond to the following questions:

A. What is the approximate number of individuals served annually by the applicant or nominee?

Since its inception, MVP has worked with over 15,000 student leaders in more than 100 Massachusetts high schools. When the program first began, MVP facilitated trainings with a great number of student leaders but for fewer hours. In the past five years, after realizing that the true benefit of MVP came from repeated visits with students, MVP has concentrated on working with fewer students but for a longer period of time. Since 1999, each group of student leaders who are trained have received anywhere from 12-16 hours of MVP Leadership Training (the content of MVP's Leadership Training is described in the answer to 4C). Since 1999, MVP has conducted its leadership training with
an average of 450 10th and 11th graders per year. Additionally, MVP has conducted Train the Trainers (the content of MVP's Train the Trainers is described in the answer to 4C) with an average of 200 of these student leaders. These student leaders have then in turn presented to an average of 700 of their middle school age peers per year. MVP trains an average of 45 adult educators in our curriculum at semi-annual MVP Institutes for Gender Violence Prevention and Education. Finally, MVP presents to 300 students and 450 adults at a variety of conferences across the state. Therefore, annually, MVP reaches 750 high school students, 700 middle school students and almost 500 adults.

B. Are there past awards, accolades, and grants furnished upon the applicant or nominee that would further exemplify its success in combating domestic violence?

The Mentors in Violence Prevention (MVP) Program was created in 1999. Since its inception MVP has received funding from the following grants and organizations:

- The Massachusetts Department of Public Health (1997-2002)
- The Massachusetts Department of Social Services (2002-present)
- The Ms. Foundation (2001)

MVP has received the following awards:

- The National Crime Prevention Council named MVP as one of the 50 Best Strategies to Prevent Violence Domestic Crimes.

MVP would also highlight the following accomplishments:

- Since 1997 MVP has trained all of the National Football League's (NFL) New England Patriots rookies and free agents.
- MVP is the only curriculum to be instituted system-wide by the United States Marine Corps.
- Developed original teaching materials, including MVP Playbooks, for high school and college students, along with accompanying trainer's guides.
- Conducted sessions with professional sports leagues, including players and staff from the National Basketball League (NBA), National Football League (NFL) and the International Basketball League (IBL), as well as with personnel from the U.S. Marine Corps.
- Conducted presentations at many professional organizations, including the American Bar Association national convention, the U.S. Department of Justice, NCAA, N4A, NASPA, NACDA and the AFCA.
Additionally, as stated in our program outline, extensive research has proven MVP to be highly effective in creating positive and significant changes in students’ knowledge, attitudes, and behaviors regarding gender violence. An independent program evaluation conducted in 1999-2002 collected qualitative and quantitative data from 475 racially and ethnically diverse student leaders from 20 different urban, suburban, and rural high schools.

It is also important to note what people are saying about the MVP Program:

- “Sport in Society’s MVP Program is the most effective program of its kind that I have seen. MVP offers the best means of eliminating violence against women before it starts. I expect the New England Patriots as well as the New England Revolution to be leaders on this issue - to their peers, and in the community. I hope other NFL teams follow the example we have set.”
  - Robert Kraft - Owner, New England Patriots

- “The positive impact the MVP staff has made on our young adults is immeasurable. They have become great role models in society that is sorely lacking in this area. The number of altercations in our building has been dramatically reduced and our students have begun to speak out when seeing things that are inappropriate.”
  - Diane Conlon - Lynn Vocational/Technical High School, Lynn, MA.

- “I see the results exhibited through the little things like how guys look at you, the tone of their voice, or the language they use while in the presence of females. As you walk through our hallways, you can tell which ones heard the (MVP staff) talk and which ones did not.”
  - Carly Flemming - Student, Archbishop Williams High School, Braintree, MA.

C. How will the agency use the Celebrating Solutions Award funding?

The money received from The Celebrating Solutions award will impact MVP in two areas. It will allow MVP to conduct gender violence prevention and education training (Leadership Training and Train the Trainers) at two schools. It will also provide MVP with funds for students to attend our annual Youth Leadership Event. Each of these areas is described in more detail below.

Leadership Training

The Celebrating Solutions award funding will allow the MVP Program to conduct gender violence prevention training with two leadership groups at The John D. O’Bryant High School and Madison Park Vocational/Technical High School. Each leadership group will be comprised of approximately 15 female and 15 male...
student leaders selected by each respective school. Young women and young men who are selected must have a high degree of leadership status in the school and therefore be able to influence peer attitudes and behavior. Student leaders will be selected from different peer groups so as to represent the many teenage subcultures that exist within high schools. Diversity of the group will be a primary consideration in the selection process. Other considerations such as economic level, sexual orientation, and physical disability will be primary in order to diversify each group as much as possible.

Each leadership group will receive 15 hours of gender violence prevention training. Each training session will last from one to two hours. No more than two weeks and no less than four days will elapse between each training session. Accordingly, young women and young men will have enough time to process the information but will also retain the information from one session to the next. These training sessions will be conducted according to the established MVP curriculum and take place during the school day, after school, or in the evening. All MVP sessions will be facilitated by a mixed gender, multi-racial team of MVP trainers, who are all former athletes. Approximately 60% of the training sessions will consist of discussing a progression of 10 different MVP Playbook scenarios that focus on different incidents of violence against women (see example below). Scenarios will always be facilitated in split gender sessions, with female facilitators leading discussions with the young women and male facilitators leading discussions with the young men. By separating the young women and young men, each group is able to explore and discuss the scenarios based on the different experiences and perspectives each gender may have. Further, for young women who are survivors of gender violence, an all-female setting provides a safe place to discuss personal experiences.

It is important to note that each single gender discussion is followed by a mixed gender discussion on the same topic. This allows the male and female student leaders to engage in dialogue together.

Each scenario places program participants in the role of bystanders. For example, one scenario from the MVP Female Playbook addresses battering:

"You're in the hallway between classes. You see a friend arguing with her boyfriend. Then you see him push her into her locker. Other students in the hallway aren't doing anything."

After reading the scenario aloud, facilitators then lead participants in an interactive dialogue that analyzes the abusive behavior. For example, in the scenario above, facilitators would discuss questions designed to address the root causes of violence against women, such as, "Why do men hit women?" and "How may traditional gender roles complicate abusive relationships?" Participants will also read and discuss a "Train of Thought" which reflects concerns that may be common to most bystanders. The Train of Thought for the scenario above reads:

"If nobody else is stepping in, why should I?...It could get ugly...He could turn on me...What is my responsibility to my friend?...She's probably scared...She may need support...Besides, if he treats his girlfriend that way and she stays with him, why should I get involved?...And isn't what happens between a couple their business?...But if I don't do something, I'm saying it's okay for a guy to abuse a young woman...What should I do in this situation?"
Finally, participants would be asked what they would do as an empowered bystander if they were ever in a similar situation. Different options would be discussed ranging from a safe, direct intervention at that time to seeking help from a trusted adult. A significant amount of time is spent brainstorming and discussing various options and the circumstances that may dictate the particular option a participant would pursue. The only option that is discouraged is to do nothing. Finally, facilitators keep the discussions real for the young men and women by illustrating points with personal stories and examples from the media.

Additional scenarios in the MVP Playbook discuss issues such as rape, alcohol and consent, sexual harassment, sexism, and homophobia. During the remaining 40% of the time in training sessions, participants will be engaged in interactive dialogue through a number of supplemental exercises. Most of these exercises will be facilitated in a mixed gender setting, allowing the young women and young men to share their thoughts and feelings with each other and begin working together on these issues. A primary focus of these supplemental exercises will be to raise awareness about traditional gender roles in society and analyze the inequities that frequently result from them. Media excerpts from popular culture will be used to illustrate female objectification as well as traditional notions of masculinity and femininity. Participants will learn how to critically analyze popular media images and deconstruct the cultural myths that are fabricated by the media.

Train the Trainers

The second component of the Project will train the young women and young men in each leadership group to facilitate the MVP curriculum with middle school aged girls and boys within the school district and at local community centers. This program component is focused on utilizing the powerful influence that young women and young men have over their peers and especially younger girls and boys. Because the MVP student leaders will be known in the community and will already have recognized for their leadership status, their ability to affect the behavior of these middle school aged girls and boys is greatly enhanced. Their call to prevent violence against women will be heard not only because of what they say, but also because of who they are. In addition, MVP student leaders will be able to influence behavior by role modeling respectful behavior toward each other and by providing a positive example of women and men working together.

This "Train the Trainers" component will require an additional five hours of training. The young women and young men will be divided into mixed gender training teams of 4-5 individuals each. Together with MVP facilitators, the young women and young men will prepare presentations and skills, and use other creative means to share their knowledge with their peers. The skits and presentation teams will present their skits and presentations to their younger peers in local middle schools. These middle school sessions will be arranged by high school personnel working together with MVP staff and community leaders. While each peer session will be facilitated solely by the young women and young men, all sessions will be attended by a MVP staff member to provide support. Each group will facilitate each lesson at least four times with different groups of middle school aged girls and boys. As many additional sessions as possible will be arranged. Finally, students who create an art
project will arrange to have their work displayed in a local school, in a local newspaper or in the MVP newsletter.

Additionally, with the Celebrating Solutions Award MVP intends to purchase a video camera which will allow MVP to film the student leaders' presentations and skills. By creating a record of these presentations we will be able to demonstrate their great work and show schools that are institutionalizing MVP, effective ways to continue to change school climates.

Youth Leadership Event

At the conclusion of each school year, the MVP Program invites all high school students who participated in the MVP Program during the school year to Northeastern University for the annual MVP Youth Leadership Conference. This popular event, convening a racially diverse group of student leaders from urban, suburban and rural communities, is a carefully planned day that salutes the dedication and commitment MVP student leaders have shown throughout the year to ending men's violence against women. The day is also meant to challenge student leaders, as they participate in leadership initiative games that test their ability to work together as a team to solve complex dilemmas. After getting to know many new people from different towns and schools, student leaders conclude the day feeling inspired that they are an important part of a much larger movement.

In the past, the Youth Leadership Conference has been highly attended by urban students who can easily access Northeastern University through public transportation. Unfortunately due to state-wide budget cuts, student leaders from suburban and rural schools have had difficulty obtaining the funding needed for transportation to Northeastern and have been unable to attend the Conference. With the funding from the Celebrating Solutions award MVP will be able to provide transportation to student leaders from suburban and rural school and allow them to participate in this empowering conference.

Celebrating Solutions Award

Semi-Finalist Follow-up Questions

Mentors in Violence Prevention (MVP) Program

Program Specific Questions

1) From the application materials, it appears that planning and effort have gone into the evaluation of the MVP program. However, more information about the evaluation is needed. What are the specific variables measured relative to attitude and beliefs? Does the MVP program staff track occurrences of actual violence (including sexual harassment, etc.) so that program impact on violence (Sic) behavior can be measured?

The MVP evaluation consisted of a pro-feminist, mixed methods design utilizing both qualitative and quantitative data. Qualitative data was collected from two case study schools, one urban school and one suburban school. Sources of qualitative data included three focus group sessions with program participants.
observations of MVP Leadership Training and Train the Trainers sessions, 21 pre- and post-program student interviews, and six key informant interviews.

Quantitative data were gathered through a pre-post survey design. In order to assess the Program’s impact on student knowledge, attitude, and behavior change, a survey instrument was developed. The post test version of the survey includes a sixth page of open-ended questions asking students to respond in their own words regarding their experiences and satisfaction with the MVP Program.

Additionally, enclosed please find the following documents, which will help you better understand the MVP Evaluation:
2) Male pre-test
3) Female pre-test
4) Male post-test (the pre-test plus a sixth page)
5) Female post-test (the pre-test plus a sixth page)
6) Evaluation Results Summary

2) Is parental permission required for youth under 18 to participate in the program? If so, how is this accomplished?

MVP obtains parental permission in accordance to each individual school/site’s policies. Each school/site that MVP works with has an MVP site contact. This contact is typically a teacher, guidance counselor or administrator at the school or site. This contact not only assists us in setting up our training, but also serves as a liaison between us and the school, the parents and students. In our experience the majority of schools notify parents of student’s participation in the program and/or obtain permission for students to participate in the program through cell/active or passive permission slips.

3) Is parental permission required for youth under 18 to participate in the evaluation?

As a part of our evaluation the MVP Program obtained both parental consent and also had each student complete a participant consent form. Please see attached forms.

4) Has the evaluation been reviewed by any pertinent Internal Review Board (regarding Human Participant Protection)? This will be a critical issue relevant to later publication of results to assist in program replication.

An independent consultant, Kristin Ward, conducted our evaluation while she was a PhD student at Cornell University as a part of her dissertation. As a part of her dissertation she was required to go through Cornell University’s Internal Review Board regarding Human Participant Protection. Additionally, because the evaluation was conducted in collaboration with Northeastern University’s Center for the Study of Sport in Society the evaluation needed to pass the standards of Northeastern
University’s Internal Review Board. Northeastern University reviewed the procedures conducted by Cornell and granted us a waiver for their review process.

5) Is or could the MVP Playbook, along with any necessary training, be made available at a nominal cost to other locales for implementation?

The MVP Playbook and other supplemental curricula is copy written to Northeastern University’s Center for the Study of Sport in Society. For this reason, the MVP curriculum, including the Playbook, is only available to participants who attend an MVP Institute for Gender Violence Prevention and Education. On the state level MVP holds these institutes twice yearly. Additionally, the MVP national program, which is a program of the National Consortium for Academics and Sports, conducts MVP Institutes all across the country. The tuition for these institutes is approximately $350.00 per person. MVP Institutes are extraordinarily effective and provide adult educators with the MVP curriculum and the tools necessary to implement the program in their own schools and communities.

6) Has your program encountered youth who are at immediate risk due to violence? How was this situation handled? What types of referrals and/or reports were made, if any?

MVP frequently encounters youth who are at immediate risk due to violence. Statistically speaking, it is highly likely that we have both survivors and perpetrators in our groups. Unfortunately, our experience has proven the statistics to be true.

For this reason MVP has a strict policy relating to disclosures. Prior to starting each site MVP has a discussion with the school contact regarding available services. During this conversation we obtain the name and number of the local battered women’s organization, discuss the availability of support groups for young men and women at risk, both in school and out, and we obtain the name and contact information for the appropriate in school mental health provider, typically a social worker. We make sure to speak with the in school mental health provider, inform them about our program and establish a relationship with them. All this information allows us to support young men and women who are at risk for danger.

Additionally, during our groups we make it extremely clear to students that the nature of our group is difficult and where they can go for help. During what we call our “housekeeping,” which we go through at the beginning of every session, we remind students that the content of our discussions is confidential, but we also state that we will break that confidentiality if someone is in immediate danger. Furthermore, during each session we prominently display two hotline numbers for students to utilize if needed. We give them the numbers for SafeLink, the Massachusetts statewide domestic violence hotline and RAINN the national network for Rape Incest Abuse National Network and explain to them what hotlines are. We reiterate that the conversations we are having are difficult and tell them that if they feel uncomfortable, have an emotional reaction to our training, need help for
themselves or a friend they can call these numbers at any time. Additionally, at our first training we give students a palm card with the SafeLink number on it.

When students disclose during sessions or appear to be a risk for danger we typically talk to that student after the session and express our concern. After gaining more information we call the site contact and the in school mental health provider to report our concern. We also give the student leader the appropriate resources. From there, because we do not have daily contact with the student, the school follows up with the student and helps the student obtain assistance. Finally MVP follows up with the school and the student to insure they are getting the help they need.
Research and Evaluation

MVP, founded in 1993 by Northeastern University's Center for the Study of Sport in Society, is a gender violence prevention and education program.

Pilot research has proven MVP to be highly effective in creating positive and significant changes in students' knowledge, attitudes, and behaviors regarding gender violence. In-depth program evaluation conducted from 1994-2002 collected qualitative and quantitative data from 475 student leaders from 20 different urban, suburban, and rural high schools. The following findings and voices of MVP student leaders demonstrate that by meeting program goals, MVP has a powerful impact on both individuals and communities.

MVP Raises Awareness of participants about the level of men's verbal, emotional, physical, and sexual abuse of women.
- "MVP was cool because it made us more aware of what goes on around us that people don't really talk about."
- "This stuff in MVP was really something I went home and I thought about all the time. It got to the point where I really couldn't watch something on TV or anything without thinking about it."
- After gaining valuable media literacy skills during MVP training, 78% of girls and 79% of boys agree that the media portray disrespectful sexual stereotypes of women.
- After participating in MVP, 94% of males and 95% of females agreed that making sexual comments to a girl (sexual harassment) in the locker room or hallway is wrong.

MVP Challenges Thinking by countering mainstream messages about gender, sex, and violence.
- "I learned things I never knew about women, and my whole attitude changed."
- "I learned that nobody (gay, lesbian, straight, race) deserves to be rejected because of who they are - this changed who I am and gave me a more open mind."
- MVP empowered 66% of females and 81% of males to understand that in serious relationships between males and females, males do not have to be the leaders and decision-makers.
- Prior to MVP training, 44% of males agreed that if a girl gets drunk at a party and is raped, it is partially her fault. MVP training reduced that number to only 15% of males.

MVP Open Dialogue by creating a safe environment for men and women to share their opinions and experiences.
- "I benefit from these classes because now I can share it with my friends and make them more aware."
- "The group discussions gave me a chance to learn from different perspectives. I got to meet and connect with girls/gays who I normally would never talk to."
- MVP training empowered 72% of females and 82% of males to have the confidence to say something to a guy who is acting inappropriately toward a woman.
- After MVP training, over 90% of males said that they would be comfortable telling a friend to stop calling his girlfriend names compared with only 60% prior to MVP training.

MVP Inspires Leadership by empowering participants with concrete options to effect change in their respective communities.
- "I learned how to deal with potentially threatening situations - I used my knowledge at a party where a guy grabbed a girl by the throat."
- "I learned how to stop watching and take action."
- Almost 90% of male and female participants believed that MVP training provided them with the skills needed to help support a female friend who is in an abusive relationship.
- After participating in MVP training, over three-quarters of males and females believed that they can help prevent violence against women at their schools.

"I strongly recommend this program to anyone. It helped me in ways I never thought possible, and it could definitely help others. If everyone had MVP, we would have nothing to talk about."

-MVP high school student leader
March 2, 2004

Marcia Roth
Mary Byron Foundation
10401 Linn Station Road, Suite 200
Louisville, KY 40223

Dear Ms. Roth:

It is our great pleasure to write in support of the Center for the Study of Sport in Society's Mentors in Violence Prevention (MVP) Program. The John D. O'Bryant High School enjoys a robust partnership with Northeastern University, and especially appreciates the work that MVP has done with our students over the years. MVP has been educating O'Bryant students about how to prevent violence against women since 1993. Since the inception of our partnership, MVP has trained over 300 O'Bryant student leaders.

There has been a tangible shift in the school's culture since the MVP training began. Students are now more aware of their language and how their words impact others, particularly those of the opposite sex. They are also more adept at recognizing and acting against abusive behavior. We have had multiple occurrences where student leaders have used their MVP bystander skills to help peers cope with abusive relationships.

We are especially proud of the students who are now presenting MVP to the O'Bryant middle school students. Since the formalization of MVP's Train the Trainers program, MVP student leaders have presented to over 600 middle school students. MVP has improved the lives of our students. It not only educates them, but also helps them develop the leadership skills they need for success in the future.

MVP's staff is amazing. They discuss issues with our students that have a profound effect on them, and their enthusiastic, dedicated devotion to the program and the students delivers a message that stays with our kids for the long term. They are the greatest group to work with our community in years.
Sport in Society's MVP staff has a great gift and the will to share it. With your help, the MVP program will be able to reach many more children. We heartily endorse their efforts and encourage your support.

Sincerely,

[Signature]

Dominic Smith
Interim Headmaster

[Signature]

Gertrude Fischer
Health and Physical Education Teacher
March 2, 2004

Marcia Roth
Mary Byron Foundation
10401 Linn Station Road, Suite 200
Louisville, KY 40223

Dear Ms. Roth:

I write today in support of Northeastern University’s Mentors in Violence Prevention (MVP) Program. As an advocacy organization for survivors of domestic violence, we highly value MVP’s unique contributions to the field of preventing men’s violence against women. We know of no other organization that reaches male and female student-athletes and student leaders as effectively as MVP.

MVP is a gender violence prevention and education program. Not only has it trained in excess of 15,000 students in more than 100 high schools, but through its unique approach, MVP has played a vital role in the prevention community. Team members are active and important members of Jane Doe’s Prevention and Education Working Group (formally Educators Caucus). A team member has served as a co-chair of Men’s Initiative for Jane Doe and played an integral role in executing the initiative’s activities. MVP has also been one of the presenters at our annual conference.

Over the years, MVP has not only raised awareness about violence against women, but it has inspired students to use this knowledge in their community. By creating a safe space, MVP helps students explore the dynamics of abusive relationships. It also gives them the skills to discuss these issues with classmates. One of the unique aspects of MVP is that men are welcomed and included in their discussions about violence against women.

With its bystander approach to prevention, MVP empowers its male and female participants. This makes it easier for trainers to facilitate honest discussions without defensiveness.

We encourage you to support this proposal for MVP to continue this work. They are meeting the problem of violence against women in a firm, educated, nonjudgmental way, and are providing real skills that allow young people to feel confident in their abilities in ways that will serve them and society all their lives.

Sincerely,

Sincerely,

Sherron Haines
Deputy Director
February 27, 2004

Ms. Marcia Roth  
Mary Dyron Foundation  
10401 Linn Station Road, Suite 200  
Louisville, KY 40223

Dear Ms. Roth:

I write today to express to you my enthusiastic support for the grant request made by the Mentors in Violence Prevention (MVP) Program at Northeastern University's Center for the Study of Sport in Society.

The work of the Center has been crucial to the Commonwealth of Massachusetts and the City of Boston, especially MVP. The Commonwealth has found MVP to be one of the most effective programs available for reducing the incidence of violence against women, and has put its full support behind this program. MVP staff is competent, understanding, helpful, and understands how to make a serious subject understandable to student leaders. Their strength is helping program participants understand the complexities of violence against women while inspiring them to take a leadership role in preventing it.

The MVP Program has a unique approach to engaging student leaders. Their bystander approach has proven to be effective and gives student leaders a different perspective about how to handle potentially serious situations. MVP is also distinct because it engages high school student leaders throughout the year and because it gathers a cross-section these students at a year-end celebration at Northeastern University.

In addition to high school student leaders, MVP has provided much needed services to the Massachusetts Department of Social Services and the Massachusetts Department of Youth Services. MVP also works with collegiate and professional athletes and with the US Marine Corps. The MVP staff continues to foster relationships with more and more organizations for which they can deliver their training creating a positive impact.

I cannot emphasize strongly enough the effect that the Mentors in Violence Prevention has had on the Commonwealth of Massachusetts and the rest of the nation. I encourage you to make a commitment to MVP so the staff can expand their reach and affect even more people. I would personally appreciate your support of this invaluable program.

Sincerely,

[Signature]

ROBERT E. TRAVAGLINI  
President of the Senate
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