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Teen Dating Violence Prevention Program: Grant Proposal

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Abstract

Intimate partner violence (IPV)/Teen Dating Violence is addressed as public health matter that has lifelong consequences. Within this paper, a grant proposal requesting funding from the Department of Education for the San Marcos Unified School District and Escondido Union School District middle schools is incorporated. The purpose of the proposal is to increase awareness and prevention of Teen Dating Violence through education in the middle school setting. In addition, a literature review on Dating Violence, teen risk factors, laws, and public schools responsibility has also been included. Review of various prevention programs such as Dating Matters, Second Step, Fourth R, and Safe Dates has been added. Lastly, implications of prevention programs research and interventions, as well their overall impact are addressed from a Social Work perspective.

*Keywords*: teen dating violence, violence, grant proposal, awareness, middle school, risk factors, implication, prevention, program, social work, education, teens
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A Teen Dating Violence Prevention Program

Chapter 1

Interpersonal Violence

Intimate partner violence (IPV) accounts for 15% of all violent crimes (National Center for Victims of Crimes, 2015) and is a significant public health problem. Recent data, from the 2011 National Intimate Partner and Sexual Violence Survey (NISVS), showed that 1 in 5 women (22.3%) and 1 in 7 men (14.0%) have experienced severe physical violence by an intimate partner at some point in their lifetime (Centers for Disease Control and Prevention, 2015). Data from research also showed that nearly 1 in 11 women (8.8%) have been raped by a current or former intimate partner at some point in their lives and approximately 9.2% of women and 2.5% of men have been stalked by an intimate partner in their lifetime (Breiding, Basile, Smith, Black, & Mahendra, 2011).

In addition to the immediate impact, IPV has lifelong consequences. A number of studies have shown that beyond injury and death, victims of IPV are more likely to report a range of negative mental and physical health outcomes that are both acute and chronic (Black, 2011; Karisson, Temple, Westion & Le, 2015; Center for Disease Control and Prevention, 2015). Numerous research also indicates there are a number of behavioral factors that are likely to play a role in the link between IPV and adverse health outcomes such as smoking, heavy/binge drinking, risky sexual behaviors, and mental illness (Jouriles, McDonald, Mueller, & Grych, 2012; Temple & Freedman, 2011; Wolf & Foshee, 2003).
Interpersonal Violence Definitions

Interpersonal Violence (IPV) has been defined as a pattern of abusive behavior used to assert power and control over another person (Library of Congress, 2011). IPV affects individuals from various socioeconomic backgrounds, ethnic and racial groups, and diverse sexual orientations (Vanderleest & Urquides, 2010). Characteristics of IPV have been defined in a number of ways based on researcher’s preference. For example, Foshee, Bauman, Linder, Rice, and Wilcher (2007) listed examples of physical dating violence to include: scratching, choking, beating someone up, pushing, burning, and slapping. Draucker & Martsolf (2010) addressed psychological/emotional/verbal abuse linking it to behaviors like: humiliating, criticizing, insulting, and name calling in private and/or in front of others. They also incorporated threatening behaviors such as: threat to harm partner, threatening suicide, ignoring partner, threatening to damage partner’s property or harm their pet, and throwing objects at partner but missing. Relational aggression and excessive monitoring through electronic technologies (i.e., cell phones and social networking) have recently been added as characteristics of psychological abuse as well (Library of Congress, 2011). Research on sexual abuse included descriptors such as: rape, attempted rape, sexual coercion, and birth-control sabotage (Miller, Decker, et al., 2007).

Interpersonal Violence within Adolescent Dating

Abuse in dating relationships amongst adolescents has emerged as a societal concern within the past decade (Eaton, Davis, Barrios, Brenner, & Noonan, 2007; Maass, Fleming, Herrenkohl, & Cataleno, 2010). Consensus within literature illustrates the problem of Teen Dating Violence (TDV) as a serious public-health and policy issue (Library of Congress, 2011).
According to the survey completed through the Center for Disease Control and Prevention (CDC), 16% of high school students reported physical victimizations and 10% reported sexual victimization at the hands of a dating partner within the last year (CDC, 2013). Although some adults believe teen dating violence does exists, few view it as a serious problem believing that teens do not engage in “serious” romantic relationships and therefore can easily leave their partners if the relationship becomes abusive (Carlson, 2003). And yet recent CDC reports indicated that 22% of women and 15% of men first experienced some form of partner violence between 11 and 17 years of age (2013). In addition, research noted that physical partner abuse had been found to occur in children as young as 12 years old (Howard & Wang, 2003), “If prevention programs are to prevent interpersonal violence prior to its stabilization, efforts must be targeted at young people, certainly by middle school” (O'Leary & Slep, 2012, p. 333). Because a considerable amount of sexual violence, stalking, and physical violence are experienced at a young age, it has been suggested that primary prevention begin early (Breiding, et al., 2011). The promotion of healthy relationships in early adolescents may decrease the chance of adolescents experiencing violence in their current and future relationships.

**Goal of Proposal**

The goal of this proposal is to expand efforts towards the prevention of teen dating violence and sexual assault by building a “culture” of practice on and off campus among middle school students. This proposal strives to incorporate the Safe Dates (SD) program into the San Marcos Unified School District's (SMUSD) and Escondido Union School District's (EUSD) middle school Health Education course. It encompasses all 7th grade students and connects them with extended services, especially those identified to be at-risk. In addition, this proposal creates
collaboration between the district and/or schools, local non-profit organizations, and state agencies to help implement and evaluate the prevention program. Finally, the proposal aims at increasing parental and community awareness as well as connects students with local and state resources (Hazelden Betty Ford Foundation, 2015).
Chapter 2

**Literature Review**

An effective TDV intervention program needs to be reflective of the specific needs of the target population; middle-school youth. The discussion of the literature presented in this chapter will focus on risk factors, trends in TDV, and California’s policies and legal codes. The evidence based prevention programs: Dating Matters, Second Step, Fourth R, and Safe Dates will also be introduced.

**Risk Factors**

Research examining risk factors of TDV have looked at the effects family violence has on subsequent behavior in children, suggesting that “children who learn violent behavior patterns at home are more likely to reproduce violence later on” (Malik, Sorenson & Aneshensel, 1997, p. 292). According to Malik, et al. (1997), children who are exposed to domestic violence learn the role of both the aggressor and the victim. “Studies have shown that children exposed to family violence report being more accepting than those without these experiences” (Karisson, et al. 2015, p. 3). In addition, adolescents who report greater acceptance of dating violence are more likely to report being perpetrators (Karisson, et al., 2015).

According to Williams (2014), teenagers who have a history of maltreatment are at a higher risk for engaging in violent behaviors while dating. In Williams’s study, the participants completed surveys regarding their current and past relationships. These surveys reported that teenagers interpreted some aggressive acts as playful. Williams indicated that “playful aggression may be used by teenagers to cross intimacy boundaries, and has the unintended consequences of introducing aggressive norms into the relationship” (Williams, 2014, p. 116).
There are certain factors that increase the risk of harming a dating partner such as: belief that dating violence is acceptable, depression, anxiety, trauma, having a friend involved in dating violence, conflict with partner, witnessing or experiencing violence in the home, aggression towards peers, and other aggressive behaviors (CDC, 2015). Other factors that increase risk of harming a dating partner are substance use, early sexual activity and multiple sexual partners (CDC, 2015).

According to Temple and Freedman (2011), teens with a history of dating violence, compared to those without, generally exhibit higher rates of depression, anxiety, suicidal ideation, substance use, risky sexual behavior, and eating disorders. Adolescents with a history of dating violence are also at a higher risk for low school performance and difficulties in future relationships. “Victims of dating violence are three times more likely to be victimized in college when compared to students who were not victimized as adolescents” (Temple & Freedman, 2011, p.702). Temple and Freedman also suggest, that adolescents who are in abusive relationships are more likely to smoke cigarettes, drink alcohol, binge drink alcohol, sniff glue to get high, and use drugs such as: Marijuana, Ecstasy, Vicodin, and Xanax (Temple & Freedman, 2011).

Adolescent Trends

**Peer relationships.** The adolescent years have always been an important trajectory in the life of young teenagers. Understanding how teens build and engage in peer relationships with their teen siblings, peers at school, and teens within their community is important in understanding the impact these relationships have on their lives and decision making. Teens are
easily influenced and depend on their friends for advice, opinions, and new ideas, especially when it comes to dating and other sexual behaviors (Antle, Eisenberg, Neumark-Sztainer, 2011). Teens are more receptive towards receiving advice from close friends versus their parents. Research suggests that teens’ negative relationship experiences and/or uncomfortableness with the topic itself diminishes their desire to share personal details with their parents (Meschke, Bartholomae, & Zentall, 2000). Additionally, adults, including a teen's parents, may minimize the bonding that has occurred between two teens, and may not recognize that teens take their relationships very seriously (Carlson, 2003). Studies have indicated that parents themselves may help contribute to the problem of teen dating violence by denying or minimizing the issue, quite possibly adhering to the notion that teen relationships are nothing more than "puppy love" (personal contact, 2015).

**Social media and text messaging.** The digital world has evolved and changed the way teens communicate, attain, and maintain relationships (Korchmaros, et al., 2013). It is estimated that at least 95% of adolescents in today's society, ages 12-17, browse the Internet and use it for many purposes (Zweig et al., 2013). Such purposes may include: forming new relationships, creating “social” online accounts, and interacting with dating websites. In addition, 54% of American teens text message on a regular basis (Zweig, et. al 2013). While it is difficult to pinpoint why certain teens prefer to invest in relationships through technology and social media, it is important for parents, educators, as well as community leaders to be aware of these new relationships and understand the impact social media and technology has on their lives. This new era with the use of cell phones, creating and viewing online videos, instant messaging, and connecting to social sites such as Facebook, Instagram, and Pinterest surrounds the life of
adolescent daily routine (Zweig, et. al 2013). Contemporary advances in technology, for instance social networking and texting on cell phones, produce new means for those involved in dating violence to abuse, harass, and control their partner (Zweig, et. al 2013).

**Teen sexuality.** Many studies have shown that teens think about sex on a daily basis (Mescheke, et. al 2000). During the early adolescent years they start exploring and finding ways to satisfy their physical and emotional needs. Some teens become sexually active and quite often do not have the support, education, and/or maturity to make healthy choices. Unfortunately, many American adolescents have unprotected sex and are at higher risk for contracting sexual transmitted diseases (Mescheke, et. al 2000). Furthermore, the age to initiate intercourse has progressed to a much earlier time than in decades passed and largely has to do with a change in social norms, increased television viewing, and having friends who are teen parents themselves (Cox, Shreffler, Merten, Schwerdtfeger, & Dowdy, 2014).

**Public Education**

Schools and school districts are in a unique position when it comes to the safety and academic well-being of their students. In 2008, the National Association of Attorneys General passed a resolution supporting the Lindsay Ann Burke Act that urged all states to incorporate education on teen dating violence within their school system. As of March 2014, at least 19 states legally require or urge school boards to include TDV prevention strategies in their curriculums (National Conference of State Legislatures, 2014). Many districts within California have taken strong measures to address various types of violence (Library of Congress, 2011). However, these measures are deficient when it comes to tackling teen dating violence, especially in the middle school setting.
According to the Tween and Teen Dating Violence and Abuse Study done in 2008, students between the ages of 11- to 14-year-olds who have been in a relationship, 62% of these students said they knew friends who had been verbally abused (called stupid, worthless, ugly, etc.) by a boyfriend/girlfriend; two in five (41%) knew friends who had been called names, put down, or insulted via cellphone, instant messaging, social networking sites (MySpace and Facebook); and more than a third (36%) knew friends and peers their age who had been pressured by a boyfriend/girlfriend to do things they did not want to do (Break the Cycle, 2008). In addition, 20% of 13-14 year olds who were currently in relationships said they knew friends and peers who had been struck in anger (kicked, hit, slapped, or punched) by a boyfriend or girlfriend, and one in four tweens (24%) said dating violence—physically hurting relationship partners—is a serious problem for people their age (Break the Cycle, 2008).

Schools are charged with educating their students and must be diligent in reducing any roadblocks that may affect their students’ success. It is critical that they become more aware of the consequences dating violence has on academic achievement. Numerous studies that focused on consequences of teen dating violence unanimously agreed that declines in school achievement, along with lower self-esteem and risky behaviors were detrimental side-effects of teen dating violence (Champion, Foley, Sigmon-Smith et al., 2008; Close, 2005; Cyr, McDuff, & Wright, 2006). Lower school achievement can lead to high-school dropout as well as decrease the likelihood of an individual progressing forward to higher-education (Ackard, Eisenberg, & Neumark-Sztainer, 2007). Given their integral and significant degree of control over students, along with their unique role as educators, schools are best-positioned to identify the problem of...
teen dating violence among students and to address it as part of integrated effort to reduce sexual harassment, teen violence, and bullying behavior in general.

However, results from a recent national survey indicated that schools do not find teen dating violence a high-priority issue to be addressed in their student populations. The findings from the study revealed that the majority (81.3%) of the responding school counselors did not have a school protocol or procedure to follow when an incident of teen dating violence was reported and 43% admitted they lacked any formal training in recognizing signs of and intervening in teen dating violence episodes (Khubchandani, et al., 2014).

School districts and schools have the power to crack down on school violence, and many districts have taken serious measures to address certain types of violence (CDC, 2014). Unfortunately, these methods often do not address teen dating violence, even though dating violence falls within the definition of statutorily punishable behaviors (Carlson, 2003).

**Legislation and Legal Responsibility**

Potential liability for schools that continue to avoid teen dating violence will hopefully provide an additional incentive to address this issue. Attorney Carlson states, “schools can face significant liability for failure to address dating violence among their student population, not only under federal statutes such as the Civil Action for Deprivation of Rights of 1983 (1996), but often also through common law and state tort law” (Harvard Women’s Law Journal, 2003, p 11). Under the California Constitution, students and staff of every elementary and secondary school in California have the "inalienable right to attend campuses which are safe, secure, and peaceful" (Right to Safe Schools Act of 2002 (2011)). While most school boards have already developed comprehensive policies regarding sexual harassment, bullying and physical violence among
students, they have yet to include dating violence. Recently, California Governor Jerry Brown signed into legislation senate bill-695 requiring the Instructional Quality Commission to consider including comprehensive information for grades 9 to 12, inclusive, on sexual harassment and violence (Legislative Counsel Bureau, State of California, 2014). This would mandate high schools across California to include curriculum within health education to include sexual harassment and violence instruction. Given that dating violence is legally a form of sexual harassment, (Carlson, 2003), all schools, including middle schools should feel compelled to extend their efforts in combating harassment to include teen dating violence and sexual harassment.

**Teen Dating Violence Programs**

Promoting healthy relationships within the early adolescent years serves as an important component in the prevention of TDV (Tharp, 2012). More than half of the victims of violence and abuse had their first experience in adolescence, which further increases negative health outcomes across the lifespan (California Department of Public Health, 2015). Interventions introduced in early adolescence has been recommended throughout research (O’Leary & Slep, 2012; Breiding et al., 2011). Research documents the impact attitudes and beliefs have on intentions and behaviors (Armitage & Connoer, 2001) and how early intervention provides participants with new information that alter maladaptive beliefs (Alder-Baeder et al., 2007). Prevention programs can also help integrate youth into their schools and communities as well as provides resources to support them in handling difficult relationship issues and dating violence (Foshee et al., 2014). Effective prevention programs require the reciprocal cooperation of many components of the community including but not limited to: school personnel, health care
providers, parents and youth (Omar, 2010). Four prevention programs: Dating Matters, Second Step, Fourth R, and Safe Dates will be discussed.

**Dating matters.** Dating Matters (DM) is geared towards assisting other TDV prevention programs that are currently in place within our communities. Research on Dating Matters specifically targeted youth in urban communities who demonstrated increased crime and financial hardship and who potentially were at risk for TDV and/or victimization (Tharp, 2012). Through primary prevention, Dating Matters targets boys and girls ages 11-14 year with the goal of addressing co-occurring risk factors and behaviors in order to promote healthy relationship skills before TDV occurs (CDC, 2013). Dating Matters decreases violence by including activities that are directed towards addressing youth risk factors that are linked to psychological, physical, and sexual TDV. The purpose of these activities are to involve youth, parents, and educators by supporting strategies that work with communication, as well as to help guide future policy (Tharp, 2012).

**Second step.** Second Step was first published in 1986, and has been widely used throughout Australia, Germany, New Zealand, Norway, United Kingdom, and the United States where a Spanish-language supplement is available (Fery, Hirschsteins, & Guzzo, 2000). Second Step is a classroom-based program for preschool through middle school students that teaches youth to change attitudes and behaviors that contribute to violence (Frey et al., 2000).

The Second Step curriculum is divided into three main lessons including empathy training, impulse control, and anger management. During empathy training, students learn to identify their own feeling and those of others, take others perspectives, and express care and concerns. Most importantly, students will learn coping strategies and behavioral skills to use in
tense situations. The curriculum lasts for 35 minutes and it is normally completed in 16 to 20 week sessions. The curriculum includes training to all school staff, parents, and on-site trainers (Grossman et al., 1997). According to Holsen, Smith, and Frey, 2008, “Second Step makes extensive use of social learning theory and social information-processing models of children’s social behavior (p. 73).

According to Taub (2002), “Research indicates that aggressive children have deficits in social skills knowledge and are more likely to respond impulsively when confronted with social problems” (p. 187). Preliminary research completed in urban and suburban areas demonstrate that after children participated in the Second Step Program, their social problem-solving abilities improved significantly compared to children who did not participate in the Second Step Program (Taub, 2002). Findings also suggest that although students gained prosocial behavior in the classroom, they were not necessarily showing fewer antisocial behaviors (Taub, 2002).

Grossman and colleagues (1997) completed research in order to determine if Second Step Program may lead to a reduction in aggressive behavior and an increase prosocial behavior. There were six match pairs of schools with 790 second-grade and third grade students. The participants included 53% males and 79% white. Aggressive and prosocial behaviors changes were measured two weeks and six months after students participated in the program. Their findings suggest that observed aggressive behavior decreased significantly more among children receiving the curriculum compared with children in the control group. Second Step Program appears to decrease physically aggressive behavior and increase in neutral and prosocial behavior in an elementary school setting (Grossman et al., 1997). Additional research by Holsen, Smith, Frey, (2008), implemented in Norway demonstrated significant positive effects on social
competence for boys and girls in fifth grade and for girls in sixth grade. Boys in sixth grade reported lower levels of externalizing problem behavior compared to control students. There were no effects in regard to internalizing problem behavior (Holsen et al., 2008).

A research study by Espelage, Low, Polanin, and Brown (2013) evaluated the impact of the Second Step (SS) Program in a middle schools’ on reducing youth violence including; peer aggression, peer victimization, homophobic name calling, and sexual violence perpetration and victimization among middle school sixth-grade students. The researchers randomly assigned 18 matched pairs of 36 middle schools to the SS or control condition. Students in the SS received 15 weekly lessons that focused on social emotional learning skills, including empathy, communication, bully prevention, and problem-solving skills. Their study demonstrated that individuals in intervention schools were 42% less likely to self-report physical aggression than students in control schools. The researchers also found no significant intervention effects for verbal/relational bully perpetration, peer victimization, homophobic teasing, and sexual violence (Espelage et al., 2013).

Fourth r. This program is a comprehensive school-based curriculum that targets interlocking risk behaviors in adolescence including violence (bullying, peer, and dating violence), substance abuse, and unsafe sex (Crooks, et al., 2008). The curriculum applies the approach of developing positive youth competencies while targeting negative behaviors (Wolfe et al., 2009). It involves a large and intensive classroom-based curriculum component as well as smaller peer, school, and parental components. Intervention is guided by a 21-lesson teacher led curriculum with complete lesson plans, video resources, role-play exercises, rubrics, and handouts. The curriculum includes seven lessons (75-min each) on each of the following topics:
violence prevention, substance abuse, and sexual behavior. The intervention was created to present accurate information in an interesting and engaging format in order to increase youth motivation and to teach skills that promote healthy relationships while reducing conflict and risk behaviors (National Registry of Evidenced-based Programs and Practices, 2011).

Research has demonstrated that Fourth R curriculum methods have been successfully used to increase healthy relationship skills related to negotiation, delay, and refusal (Wolfe, et al., 2011). In one evaluation, Fourth R students were 2.2 times more likely than controls to show at least one negotiation skill during role play interaction; 8 times more likely to show at least some delay skill during role-play interaction (girls only); and were 50% less likely to yield to the coercive pressures being perpetrated against them during role-play (Crooks et. al, 2008). Other results indicate high teacher satisfaction with the program and strong implementation fidelity, (Wolfe, et al., 2013).

**Safe dates.** The Safe Dates program strives to prevent dating violence by improving peer-to-peer relationships, promoting positive conflict resolution skills, changing gender-role norms, raising awareness about community advocacy and support services for students in violent relationships, (De Grace & Clarke, 2002). This school-based curriculum includes 10 sessions, which can be implemented at different intervals, including 10 daily 45-minute sessions or one to two sessions a week over the course of 10 weeks. A three hour training program for service-providers is also included. Various teaching methods for students are incorporated and include educative lessons, group work, interactive worksheets, writing personal stories, and role-play. School activities include a theater production and poster contest. Community activities include social media Public Service Announcement (PSA), materials for parents, and connections with
community services and resources (National Registry of Evidence-Based Programs and Practice, 2011).

Research on the Safe Dates program demonstrated continued positive outcomes even at the one year follow up assessment (Foshee et al., 1998). Foshee and colleagues also noted that participants were 25% less likely to engage in psychological abuse perpetration, 60% were less likely to engage in sexual violence perpetration, and there was 60% less violence perpetrated against the current dating partner in treatment schools than in control schools.

Additional research supported these findings indicating that adolescents who were exposed to Safe Dates in the eighth or ninth grade, as compared to those who were not, reported decreases in psychological, physical and sexual dating violence perpetration and decreases in physical dating violence victimization at all four follow-up periods (one month, one year, three years, and five years) stating that “program effects were mediated primarily by changes in dating violence norms, gender role norms, and awareness of community services” (Foshee et al., 2005, p. 245). Safe Dates was found to be equally effective for males and females and for whites and nonwhites as well (Foshee et al., 2005).

More recently, Sarah DeGue, Valle, Holt, Massetti, Matjasko, & Tharp (2014) conducted a systematic review of primary prevention strategies being currently employed for dating and sexual violence perpetration. This rigorous evaluation analyzed 140 outcome evaluations of primary prevention strategies for sexual violence perpetration with two goals in mind; to describe and assess the quality, and evaluation research available for each prevention program, and to summarize the most important available research indicating their effectiveness on decreasing dating and sexual violence behaviors. DeGue and colleagues suggest that the Safe
Dates program, if well-implemented with an appropriate population, may be effective in preventing sexually violent behavior (DeGue et al., 2014).

In addition to the DeGue et al. (2014) recommendations, results from a rigorous evaluation using an RCT design showed that four years after receiving the Safe Dates program, “students in the intervention group were significantly less likely to be victims or perpetrators of self-reported sexual violence involving a dating partner relative to students in the control group” (Foshee et al., 2005, p. 255).

Conclusion

The authors of this paper chose the Safe Dates program over the other evidence-based programs discussed. SD best fits for our population as the program is designed as an early prevention program specifically designed for students ages 13-17, demonstrated changes in dating violence norms, gender role norms, and increased awareness of community services, has been found to be equally effective for males and females and for whites and nonwhites (Foshee et al., 2005), includes parent information in Spanish, has shown effectiveness in decreasing dating and sexual violence behaviors (DeGue et al., 2014).

SD’s educational activities have also been shown to increase primary prevention, (changing norms associated with partner violence, decreasing gender stereotyping, and improving conflict management skills) while community and school activities have been linked to secondary prevention (changing beliefs about the need for help, awareness of services for victims/perpetrators of partner violence, and help-seeking behavior), (Foshee et al., 1998). Finally, SD includes nine key principles that are vital to a successful intervention program which include: various teaching methods, sufficient dosage, theory driven, provides opportunities for
positive relationships, appropriately timed, socioculturally relevant, includes outcome evaluation, and involves well-trained staff (Nation et. al., 2003).

Based on their findings, the Authors of this proposal found that Second Step, though an evidence-based and highly effective program, did not address issues specific to teen dating violence. In addition, Dating Matters, while being promoted by the CDC, is currently being researched and does not have enough evidence to back up its effectiveness and fidelity. And while the Fourth R program demonstrated just as much promise as the Safe Dates program, Fourth R required the implementation of 21 courses at 75 minutes each versus Safe Dates which only required 10 session at 45 minutes each.
Chapter 3

Methods

Strategies and Potential Funding Sources

Several methods were used to identify potential funding sources for the proposed program. The strategies included support from Tricia Lanzy, social work librarian from California State University San Marcos (CSUSM). Ms. Lanzy identified various resources located at the library of CSUSM, as well as search engines, such as GrantSearch through CSUSM, Foundation Center, The Grantsmanship Center, and Guidestar. The authors also identified other potential funding sources through Government Grants and U.S. Department of Education. Key words that were searched included; TDV, dating violence, violence, youth violence, and prevention.

U.S. Department of Justice Office on Violence against Women

The Services, Training, Education and Policies to Reduce Domestic Violence, Dating Violence, Sexual Assault and Stalking in Secondary Schools Grant Program supports middle and high schools with the development and implementation of effective services. These services include training, prevention strategies, policies, and coordinated community responses for student victims of sexual assault, domestic violence, dating violence and stalking (U.S. Department of Justice Office on Violence Against Women, 2014). Access to detailed information regarding funding requirements, application timelines, and funding amount were not accessible due to requirements proposed program was not qualified to meet.
The Centers for Disease Control and Prevention and The National Center for Injury Prevention and Control

The Centers for Disease Control and Prevention (CDC) and the National Center for Injury Prevention and Control (NCIPC) and Division of Violence Prevention (DVP) are dedicated in their work towards reducing violence through funding from their Research Grants for Preventing Violence and Violence Related Injury (CDC, 2014). This initiative provides resources at the national, state, and local levels on how to prevent youth violence. This is established through the use of prevention strategies that are based on the best available research evidence. The CDC and NCIP came together to support prevention strategies, programs, or policies that target all populations (Government Grants, 2012). In regards to TDV, there is interest in preventing youth violence before it starts through the initiative, Striving To Reduce Youth Violence Everywhere (STRYVE) (CDC, 2014). STRYVE’s vision is, “safe and healthy youth who can achieve their full potential as connected and contributing members of thriving, violence-free families, schools, and communities” (CDC, 2014). Research Grants for Preventing Violence and Violence Related Injury through the CDC and NCIP mirror the goals of the proposed program, however, the grantor is only providing funding to county and state governments. Proposed program does not meet qualifications.

U.S. Department of Education; Office of Elementary and Secondary Education and Office of Safe and Healthy Students

The Project Prevent Grant Program (PPGP) is a program funded through the U.S. Department of Education Appropriations Act, 2014 (U.S. Department of Education, 2015). The goal of PPGP is to administer grants to local educational agencies (LEAs) (i.e., public school
districts including charter schools) in order to increase their ability to assist schools in communities with pervasive violence to better address the needs of affected students and to break the cycle of violence. The project period is up to 60 months (5 budget periods of 12 months each) with estimated available funds of $9,750,000. Estimated range of rewards is $250,000 to $1,000,000 with up to 20 awards being distributed. Average size of the awards for each funding year requested is $487,500. Projects are funded for the first year with the option for four additional years dependent on demonstration of success by the grantee and the availability of future funds.

In regards to TDV, the PPGP is focused on violence prevention as well as addressing the needs of those already affected by violence. This project awards grants to high-risk school district’s making the program eligible to apply. The purpose of the proposed program is in alignment with the PPGP therefore, the U.S. Department of Education Project Prevent Grant was selected as an appropriate funding source.

**Needs Assessment Sources**

Potential sources for needs assessment information included the U.S. Census Bureau and California Education Department regarding ethnicity, free and reduced lunch program statistics, student enrollment, and other demographics within California, more specifically in San Marcos and Escondido. The Center for Disease Control and Prevention, U.S. Department of Justice Bureau of Justice Statistics, and National Center for Victims of Crime were also used to obtain rates and prevalence of Violence, DV, and TDV locally. These resources, in compilation with relevant literature, were used to demonstrate the alarming rates of TDV thus demonstrating the need for preventative interventions within the school districts’ mentioned.
Chapter 4

Grant Proposal

Problem Statement

On average, juveniles (age 12-17) are twice as likely as adults (age 18 or older) to be the victim of a violent crime (Bureau of Justice, 2013) including Interpersonal Violence (IPV). As defined by the Bureau of Justice, IPV includes: rape, sexual assault, robbery, aggravated assault (use of deadly weapon, hate crimes, intent to cause severe physical harm), and simple assault (hit, kick, punch, push,) by a current or former boyfriend, or girlfriend (2013). Studies show that IPV and TDV are strongly correlated (CDC, 2015). Youth who witness IPV within the home are at an increased risk of experiencing TDV and those who have experienced TDV are more likely to become victims of IPV later in life (Jouriles, McDonald, Mueller, & Grych, 2012). In addition, further research indicated that students who felt low connectedness to their schools were at a higher risk for under-age drinking, depression, and juvenile delinquency, (Kids Data, 2015) all of which have also been strongly linked to victimization and/or perpetration of TDV (Lichter & McCloskey; 2003; Wolfe & Froshee, 2003). Through research compiled at kidsdata.org, San Marcos Unified showed 53.5% of their students felt a low sense of connectedness to their school; 32.2% of them Hispanic/Latino. Escondido Unified showed 52% of their students in the low connectedness category with 31% Hispanic/Latino. In San Marcos, 12% of 7th grade students drank 2 weeks or more per month, 28.5% admitted to experiencing depression, and the number of arrests for a juvenile felony total 75. In Escondido, 16.4 % of those in 7th grade drank, 30% experienced depression, and the number of arrests for a juvenile felony totaled 135. In each of these categories, 31-32% were Hispanic/Latino.
When surveying teens and relationships, data revealed that between 2011-2013, 42% of 7th graders admitted to being in at least one relationship during the two year period of time and had reported experiencing some form of TDV (2014). Almost half of those experiencing TDV were of Hispanic/Latino descent (Kids Data, 2014).

IPV has also been linked to other risk factors including low socioeconomic status and Hispanic/Latino descent (Catalano, 2007). The Sexual Assault Among Latinas (SALAS) study, which obtained lifetime prevalence rates of interpersonal violence, showed that more than half of the women in the study (53.6%) reported at least one victimization experience during their lifetime, with approximately two thirds of the victimized women (66.2%) experiencing more than one victimization incident (Cuevas, Sabina, & Milloshi, 2012).

According to the United States Census Bureau, California’s population totaled 38,802,500; 38% being of Hispanic/Latino descent and 38.5% being White only (2014). In San Diego, 33.2% were Hispanic/Latino and 62% were White only. In 2010, the bureau reported those living within San Marcos, 36.6% were Hispanic/Latino and 48.6% were White only. In Escondido, 48.9% were Hispanic/Latino and 40% were White only (U.S. Census Bureau, 2010).

Data collected from district-wide surveys and archived on SMUSD and EUS district websites indicated that 45.8% of the population attending San Marcos Unified schools and 71% of the population attending Escondido Unified schools are Hispanic/Latino (San Marcos Unified School District & Escondido Union School District, 2014). SMUSD houses three middle schools; San Elijo Hills Middle (SEHM), San Marcos Middle (SMM), & Woodland Park Middle (WPM) Schools. EUSD houses four middle schools; Bear Valley Middle (BVM), Hidden Valley Middle (HVM), Rincon Middle (RM), and Mission Middle (MM) Schools. Of the middle
schools in San Marcos, SEHM has 1,850 students with 12.5% receiving free or reduced price meals (FRPM), SMM has 1,331 students with 77% receiving FRPM, and WPM has 1,305 students with 66% receiving FRPM. Of the schools in Escondido, BVM has 1,087 students with 41% receiving FRPM, HVM has 1,153 students with 70% receiving FRPM, RM has 1,304 students with 61% receiving FRPM, and MM has 951 students with 86% receiving FRPM (California Department of Education, 2015).

Previously discussed research indicates that both school district are at an increased risk for TDV. The overwhelming concern is that without early intervention and a strong foundation of student-school connectedness students within the SMUSD and EUSD, more specifically Hispanic/Latino middle-school youth, will continue to be at an increased risk for TDV as well as future health risks associated with exposure to early dating violence.

**Community Collaboration**

San Marcos Unified School District is dedicated to reduce violence among students. In order to achieve this goal, we are proposing a grant to introduce Safe Dates, a Teen Dating Violence Prevention Program to San Marcos and Escondido Middle Schools. This grant will allow SMUSD and EUSD to hire a Licensed Clinical Social Worker (LCSW) with a Master’s Degree in Social Work, (MSW) and a California State licensure to practice clinical work. The LCSW will work within the school district to supervise MSW interns, coordinate and assist in the facilitation of the program, provided feedback and support to school faculty, as well as provide clinical support to students who are found to be at risk. Students will be assessed at the beginning of the program in order to determine need.

The TDV Program will collaborate with a local rape crisis agency, Center for Community
Solutions (CCS), in order to co-facilitate specific sessions. CCS is a non-profit agency that is funded by both Federal and State dollars and focuses on servicing survivors of domestic and sexual violence within San Diego County. CCS helps more than 10,000 adults and children each year in order to promote healing and prevent domestic, partner, and sexual violence. CCS operates the only rape crisis center in the city of San Diego and has a strong partnership with the city through the training and managing of volunteers who are part of San Diego’s Sexual Assault Response Team (SART) (Center for Community Solutions, 2015). Along with a countywide 24-hour bilingual crisis helpline, CCS provides emergency shelter, hospital and court accompaniment, legal, and counseling services to those affected by domestic violence and sexual assault. CCS also has a Publicity and Education (P&E) department that is trained in public education and promotion in which the LCSW will be working closely with (Center for Community Solutions, 2015).

In order to better serve at risk students, TDV will be collaborating with Mental Health Systems (MHS). MHS is a non-profit organization founded in 1978 that provides mental health and drug and alcohol recovery services. MHS serves children, adolescents, and transition-age youth; adults and older adults. MHS focuses on supporting individual with behavioral health issues through prevention, early intervention, and vocational programs. (Mental Health Systems, 2015). MHS is currently providing services to San Marcos Middle School students through their Community Assessment Team (CAT). CAT is a program that provides services for the entire family on a voluntary basis. The program includes; strength-based groups, parenting classes, pregnancy prevention and STD awareness, case management, crisis intervention, individual,
group, and family counseling. CAT will also provide referrals and linkage to other programs and resources within their agency and the community (Mental Health Systems, 2015).

Additionally, TDV Program will partner with North County Lifeline, a non-profit agency that currently has a domestic violence (DV) prevention program. Through this program they offer family counseling in Spanish as well as parenting classes for parents of teens. Parenting classes provide parents with opportunities to learn effective ways to communicate, discipline, and understand their teens. North County Lifeline also offers case management and referrals to other programs within their agency and the community (North County Life Line, 2015).

San Marcos Middle School currently has a Resource Officer (RO) from the San Diego County Sheriff Department. The RO provides law enforcement services to the schools, school grounds, and local area. As well, the RO is in charge of investigating allegations of criminal incidents, works to prevent juvenile delinquency, and attends and participates in school functions in order to build a positive and collaborative relationship with the school’s staff, students, and parents (San Diego Sheriff, 2015). Utilizing this on-campus resource, TDV will collaborate with the RO in San Marcos as well as the Sheriff’s Department and Escondido Police Department, in order to offer trainings and support to staff, faculty, students, and parents within both school districts.

TDV will also collaborate with the Health and Human Services Agency of San Diego County Child Welfare Services (CWS) in order to gain a more in depth understanding of their policies and procedures. CWS is responsible for investigating reports of suspected child abuse and neglect as well as providing intervention services for families who do not meet the minimum community standards of health and safety as required by law. Currently CWS administers the
following: Polinsky Children’s Center, a 24-hour facility for the temporary emergency shelter of children; San Pasqual Academy, a first-in-the-nation residential education campus for adolescents foster youth; services to emancipating foster youth, and critical support services to regional operations. CWS will provide support by providing presentations on their policies and procedures and further education on child abuse and neglect to school staff and MSW interns (Health and Human Services Agency, 2015).

Another promising partnership would be with 211 San Diego County program. It is an emergency hot-line that provides referrals to providers such as healthcare personnel, mental health connections, suicide prevention, domestic violence, and sexual assault agencies. It is a 24/7 service available all of San Diego County (211 San Diego, 2015). By connecting with this resource, the TDV program will be able to connect students with available resources within the county as well as educate staff on the agencies and programs located throughout the area.

Current School Programs

SMUSD has an existing Sex Health course for students in the 8th grade; Positive Prevention Plus (PPP) (San Marcos Unified School District, 2015). This program is an extension of the Positive Prevention HIV/STD Prevention for California Youth program (1999) and Positive Prevention PLUS Sexual Health Education program (2004) created to meet the needs of youth and sexual health issues (Clark & Ridley, 2014). PPP is implemented during the last few weeks of the school year prior to graduation and includes lessons on: Exploring Friendships and Other Relationships, Preventing Unplanned Pregnancies, Making Informed Decisions: Understanding the California Safe Surrender Law, Preventing Sexually Transmitted Diseases/Family Planning and Contraception, and Setting Goals. EUSD has the Care Youth
Program (CYP), which includes supportive services and/or education on: tobacco and substance abuse, decision making, problem solving, gang affiliation, truancy, and suicide prevention (Care Youth Program, 2013).

The TDV Safe Dates program will compliment components already existing within the SMUSD and EUSD programs as well as expand areas to include: Defining Caring Relationships, Defining Dating Abuse, Why Do People Abuse?, How to Help Friends, Helping Friends, Overcoming Gender Stereotypes, Equal Power through Communication, How We Feel, How We Deal, and Preventing Sexual Assaults. Caring Relationships will be introduced and discussed through a bingo game and class discussions where students evaluate how they would like to be treated in dating relationships. Defining Dating Abuse will be taught through the discussion of scenarios and the review of statistics where students clearly define what dating abuse is. Why Do People Abuse will be addressed through small and large group discussions where students review scenarios and identify the causes and consequences of dating abuse. How to Help Friends session will be taught through; a decision-making exercise, a dramatic reading, and the introduction of the “Friends Wheel.” Students will learn why it is difficult to leave abusive relationships and how to help a friend if she or he is in an abusive relationship. Helping Friends will include stories and role-playing where students practice effective skills for helping friends who are victims of abuse or confronting friends who are perpetrators of abuse. Overcoming Gender Stereotypes will include; a writing exercise, small-group discussions, and scenarios where students learn about gender stereotypes and how these stereotypes can affect dating relationships. Equal Power through Communication is where students will learn the eight skills for effective communication and practice these skills in a variety of role-plays. How We Feel, How We Deal will include the use
of a feelings diary and a discussion of “hot buttons,” where students learn effective ways to recognize and handle their anger, so it does not lead to abusive behavior. Preventing Sexual Assault will include students taking a quiz and holding a caucus and a panel of their peers where students learn about the issue of sexual assault and how to prevent it from happening. All 7th grade students within each school district will be required to attend unless parental request for exclusion is submitted.

**Expanding LEA Capacity**

One essential way to expand and improve Local Educational Agencies (LEA) capacity to serve students who have been exposed to violence and trauma is to offer professional developmental opportunities for school staff such as: Counselors, School Social Workers (SW), School Psychologist, school nurse, teachers, and teachers’ aides. Jackson, Bouffard, and Fox (2014) report, “many aspects of dating relationships take place in a school setting, and a substantial amount of dating abuse takes place on school grounds” (p. 506). School personnel may be an adolescent’s first point of contact and as such, they will need the skills and training necessary to assess and safely respond to any report of violence. Furthermore, educating parents, friends, and the community will also be included. VanCamp, Hébert, Guide, Lavoie, and Blais (2014) add, “by raising awareness, the objective is to increase the willingness and ability of peers and community members to safely and effectively act prior, during, and after DV incident committed against stranger or friend” (p. 290). Preparing those who are close to or come into contact with a potential victim and/or survivor will help assist high-risk youth in overcoming barriers, stigma, and victimization as well as provide much needed support. Providing a
universal screening guide that is consistent in appropriately recognizing those students who have been exposed to trauma is important (Cutter-Wilson & Richmond, 2011).

Screening for Violence Guidelines:

1. Clothing not fitting to weather in attempt to hide any markings
2. Affect not appropriate to situation or circumstance i.e. laughing inappropriately, talking excessively
3. Behaviors not congruent to with their “normal” personality such as; easy angered, rapid speech, easily defensive, aggressive behavior with others
4. Not allowing collateral attempts with partner
5. History of trauma violence i.e. PTSD

Jackson, Bouffard, and Fox (2014) explain, “Some teens who are experiencing abuse may not seek resources and support services if they are required to notify their parent about the abuse” (p. 520). With the quick and easy access to the internet, students can readily find information and resources on TDV and where to go for help. When reaching out to various resources, teens will be able to share personal information in a confidential setting because it is understood how important their safety is to them (Cutter-Wilson, & Richmond, 2011).

In addition to implementing appropriate school-based mitigation strategies teens will be provided information regarding online resources, student will be given handouts that list local resources. A few websites included will be: love is respect.org, cdc.gov/chooserespect, breakthecycle.org, thatsnotcool.com, thesafespace.org (Cutter-Wilson & Richmond, 2011).

In order to ensure the school districts have enough resources to respond to the mental health needs of students who have experience trauma as a result of exposure to violence, one full
time LCSW will be on staff, full-time, in each district. The LCSW will be responsible for the management of program, providing supervision to MSW interns, trainings, and collaboration with partner agencies. The LCSW will need to have at least three years’ experience working with adolescents as well as be trained in Safe Dates. The LCSW will collaborate with the School Social Worker (SSW), as well as with the School Psychologist.

Currently, SMUSD and EUSD both have SSW’s assigned to their middle schools. However, SMUSD only has one SSW covering all three middle schools within the district. SSWs are currently understaffed due to the large amount of students in each school district. For that reason, it is imperative to have one additional LCSW in each school district to ensure the success of proposed program.

Each middle school will also have at least one MSW second year intern in order to provide support with the facilitation, organization, and implementation of the SD program. As well, SW interns will assist in mental health services by providing referrals to students in need of counseling or in need of further assessment. All MSW interns will complete 45-60 hours of trauma informed training through Center for Community Solutions and students will have access to MSW interns three days a week.

Training for select school staff, youth and parents on the problems associated with student exposure to violence will be incorporated on both a macro and micro level. Once a year, the SMUSD and EUSD will host a “Break the Cycle” fair that will include community partners and agencies such as: Sheriff and Police Departments, Center for Community Solutions, Child Welfare Services, Mental Health Services, San Diego211, local junior and four-year colleges, Lesbian, Gay, Bisexual, Transsexual, Queer community, San Marcos and Escondido City
Council members, Planned Parenthood, Escondido COMPACT project, Palomar/Pomerado Hospital, as well as other agencies and organizations within the community that work with SA, DV, Teens, and health and safety issues. The goals of this fair will be to promote violence and risky behavior prevention programs: educate families, students, and communities on the various issues teens are facing; connect school staff with appropriate community resources for referrals; provide outreach and resource information to families and students; and promote the prevention programs being implemented on school campuses. On a smaller scale, staff, youth and parents will receive trainings, academic courses, parent workshops, flyers, and booklets in order to promote the importance of screening, intervention, prevention and education regarding issues of violence.

All students within the 7th grade will receive a total of ten classes from the Safe Dates (SD) program whose curriculum targets both primary and secondary prevention, focusing on victimization as well as perpetration, and considers both male and female issues. In addition, two times a year, parents will be invited to attend a SD workshop that discuss what types of violence their students might be facing, what this means for their overall well-being, and how they can help provide support for their teen. Designated school staff will be trained on SD program including: how to screen for at-risk students, how and when to intervene, and how to successfully access and implement the SD program. Lastly, on-going quarterly trainings and meetings will be held that consist of Team SD, collaborative community agencies, along with School Principal/ SMUSD administrators to assess what is working, what is not, and what improvements can be made.
Implementation and Delivery

All students. All students within the 7th grade at both SMUSD and EUSD middle schools will participate in a ten course instructional class taught during their regularly scheduled Health Education (Health Ed.) class (Appendix A). Safe Dates will consist of education, scenarios, role-plays, group work, and interactive activities that include a poster contest and play (Hazelden Betty Ford Foundation, 2015). Each section is set up to address specific topics including; relationships, friendships and support, healthy relationships, communication, sexual assault, social norms/values, and resource information (Hazelden Betty Ford Foundation, 2015). Guest speakers from local community agencies will be invited to help present and provide resources for students. According to the CDC’s “Components of the Whole School, Whole Community, Whole Child” (WSCC) initiative (2014), characteristics of an effective health education curriculum include: teaching functional health information, shaping personal values and beliefs that support healthy behaviors, shaping group norms that value a healthy lifestyle, and develop essential health skills necessary to practice and maintain health-enhancing behaviors (2014). Prior to receiving instruction in SD, students will be asked to present to their parents a packet of information that will include: a letter from the school addressing the issue of pervasive violence, information on SD and the outline of topics that will be addressed, information for parents on how to talk to their children about dating violence, and how to exempt their child from participation. As well, the each student will fill out a brief survey asking for their opinions, thoughts, and suggestions on what they would like to gain from the course. A recent study looking at adolescent satisfaction on dating violence and sexual assault intervention programs found that both male and female participants were happier with mixed-gender programs;
especially liked class activities; felt more comfortable with teacher/facilitator involvement; and highly valued their group discussions (Elias-Lambert, Black, & Sharma, 2010). The more a developing program took into account young adolescents’ recommendations, the higher the rate of satisfaction amongst participants and the higher the intervention's success (Elias-Lambert et al., 2010).

Students will also participate in an interactive activity to promote healthy relationships and TDV awareness throughout their schools and within the community. The project is the creation of posters that help increase awareness on campus. Students will place their posters throughout the school and classmates as well as faculty will be able to vote on their favorite posters (Hazelden Betty Ford Foundation, 2015).

At risk students. Early adolescence starts the complicated process of identity formation. Part of an adolescent’s sense of autonomy comes from their awareness to an association within a social group (Elias-Lambert, Black, Chigbu, 2014). In order to address the needs of those who could potentially be at risk for mental or behavioral disorders, it is imperative to pay close attention to the individual and their environment including risk factors. Vagi, Rothman, Latzman, Tharp, et al., (2013) report risks factors include, “mental health (e.g., depression, anxiety), aggressive thoughts and cognitions (e.g., acceptance of violence in dating relationships), youth violence (e.g., fighting, general anti-social behaviors), substance abuse (e.g., alcohol and marijuana), poor relationship and friendship quality (e.g., hostile couple interaction), and poor family quality (e.g., childhood physical abuse) (p.635). In addition are individuals who have irregular medical care histories, TDV exposure, and those exhibiting high risk sexual behaviors (Cutter-Wilson, Richmond, (2011). Student who are found to be at-risk based to such criteria; especially mental
health, will be the ones more focused on for more direct interventions. Staff will identify these high risk teens by assessing their environmental stressors, family history, and mental health history including psychiatric diagnosis obtained from school records.

There are several interventions and activities that will be conducted in order to advocate for positive behaviors and expand important protective factors. Skill building activities will be organized to promote youth to observe and act in response to all types of abusive behaviors (Noonan & Charles, 2009). This skills such as looking at healthy relationship, healthy break-ups, how to communicate more effectively, breaking the ‘norms’, what to look for in a relationship, how to handle a relationship that is not what you expect, and taking action when necessary. Furthermore, building self-efficacy according to Bandura’s motivation to act, will be emphasizes (Van Camp, et al. (2014). Van Camp et al. state, “none is more central or pervasive than people’s beliefs in their capacity to exercise some measure of control over their own functioning and over environmental events” (p. 291). Assisting the student in accepting they are able to make a change and break the cycle of violence and empowering them to become educated and proactive in their own lives and in the lives of others who might be experiencing similar events will be the collaboration of the provider and student. Teens will receive education and will have the opportunity to break into to smaller groups in order to have discussion on topic brought up in class. In addition, role plays will also give the students the ability to learn how to approach and discuss certain subjects and topics more comfortably. Also, students will come together and have a Q&A forum in order answer any questions, dilemmas, and or problems that might arise during discussions. These activities will be facilitated by the program coordinator and interns.
It is critical for providers to emphasize extended education to those subgroups that could become “at-risk” and have a potential for developing mental and behavioral issues. Noonan and Charles, 2009 emphasized, “early adolescents appear to be an appropriate, and strategic, audience for prevention efforts” (p. 1088). Also, it is essential to present the victim and perpetrators with the tools to work with their own experiences (Van Camp et al., 2014). The goal will be to assist in preventing these high risk groups from future probability of victimization and perpetration.

**Individual.** In order to address individual student’s needs, the TDV will use Safe Dates curriculum in order to begin the conversation with students who may experiencing and/or demonstrating symptoms of exposure to violence such as; emotional and mental issues, violent behaviors, aggression, disruptive behavior, academic decline, and are at-risk for gang affiliation. The TDV program will be working closely with Center for Community Solutions (2015) and Health and Human Services (2015) in order provide support to survivors of violence. Students who are identified to be at risk for dating violence, sexual abuse, or experience domestic violence at home, will be referred to CSS for individual counseling and support. LCSW and MSW interns will report any suspicion of child abuse and neglect to CWS. CWS will complete an investigation and provide support the students and their families.

Through this program students will learn to locate and use community-based health agencies, services, and resources that provide valid health information. Students will also learn the difference between safe and risky or harmful behaviors in relationships. Students will be referred to Mental Health System for individual counseling and mental health services. Students who are identified as at risk for gang affiliation will be referred to North County
Lifeline. North County Lifeline currently has an intervention programs that provides wrap-around services that include family assessment, counseling and teen psycho educational groups.

**Timeline**

Month 1

1. San Marcos Unified School District/Escondido Union School District will hire the two LCSW’s for Program Coordinators for the proposed program.
2. The Program Coordinators will organize office space, contact information, and settle into position.
3. Program Coordinators will order all materials needed.
4. Program Coordinators will begin to network with local schools, community organizations, and universities.

Month 2

1. Interns are interviewed and accepted.
2. Interns will learn about of the program, host agency, and community.
3. Interns complete required 40 hours of domestic violence training through Center for Community Solutions.
4. Program Coordinators will provide 1-week Safe Dates training to MSW interns.
5. Interns will work to organize materials and resources.
6. Program Coordinators will provide presentation to school administration, staff, and partner agencies.

Months 3-6
1. First round of Safe Dates group will begin for adolescents.

2. Students complete Pre-test regarding on what students might already know about teen dating violence.

3. Program Coordinator and interns will provide referrals to students who identified the need of counseling, resources, and services.

4. Interns meet with Program Coordinator for weekly supervision.

5. Program Coordinator and interns will provide workshops and presentations to school personnel and community agencies to increase awareness of TDV. Attendees will complete a pre and posttest, as well as Safe Dates Survey.

**Months 7-9**

1. Potential changes will be considered and shared by staff.

2. Interns continue to refer participants to appropriate referrals as needed and continue to meet with supervisor.

**Months 10-12**

1. First round of Safe Dates group will terminate.

2. Students will complete post-test, as well as a Safe Date Survey.

3. Interns will complete their internship.

4. Program Coordinators will complete end-of-year report and share information with host school administrators, district, partner agencies and community.

**Evaluation Plan**

The TDV Program includes a comprehensive evaluation plan developed to determine success in meeting goals for improving understanding of teen dating violence, risk factors, and
healthy relationships. Specific goals, objectives, and activities have been delineated in the above sections. The Program Coordinators will collect information, collect the campus data, and provide the progress reports throughout the program period. The evaluation plan includes both process and product evaluation in order to:

1. Better determine the effectiveness of the program for participants.
2. Document that project objectives were achieved.
3. Provide information about service delivery that will be beneficial to program staff.
4. Enable program staff to make changes that improve program effectiveness.

**Process evaluation.** The process evaluation will gather information about how successfully the strategies of were implemented as planned, and assess their impact on the targeted population. This data collected will describe how students are affected by the program activities. The process evaluative data will focus on: student understanding the risk factor and dating violence cycle. The following process data will be collected:

1. **District & Campus Records**—Program Coordinators will track program objectives through quantitative data, such as purchase orders, numbers of students served, and inventory records.
2. **Project Meetings**—The Program Coordinators and school administrators will meet on quarterly basis in order to discuss program progress and modifications needed to reach programs goals and objectives.
3. **Anecdotal Records**—to address the “So what?” question, anecdotal records from students will be collected formatively and summatively. Specifically the Program Coordinator and evaluator will ask: How has the program made a difference in the lives of the program
participants? How has the project enhanced or enriched students understanding of dating violence?

4. Satisfaction Survey- At the end of the program, students will be provided with a satisfaction survey. The satisfaction survey will allow students to express their thoughts on what they learned, what information was useful, what they felt was missing, as well as how they feel the program could be improve.

Program evaluation. The program evaluation will focus on measuring final outcomes against project goals, and objectives. Changes that have occurred will be identified and analyzed to determine whether the program is effective for students. The product performance measures focus on:

The following product data will be collected:

1. In order to determine increase in knowledge related to TDV, the program, Safe Dates provides a Pretest and Posttest for students to complete. By providing a Pre and Posttest, the program will be able to measure whether students gained knowledge of the components of TDV and the elements of healthy relationships. The questionnaires consist of true/false and short answers (Appendix C). Students will also have any opportunity to provide feedback and/or suggestions (Appendix E).

2. TDV program will also evaluate the trainings and presentations provided to MSW interns, school staff, parents, partner agencies, and community. Participants in the trainings will complete a pre-and post-test as well as a satisfaction survey. The pre and post-test will measure whether trainings provided attendees the information they needed to understand the cycle of violence and how well they were able to identify risk factors
associated with TDV. The Satisfaction survey will provide information on where improvements in trainings and information must be made (Appendix D).

The purpose of the process and product evaluative data is to answer the question, what impact has the TDV Program made on students? As well as, to gather data on whether this intervention has increased awareness on TDV among adolescents, school personnel, and the community.

**Budget Narrative**

The total operating expenses for the proposed program is $188,868, total amount requested $200,000 annually for both programs (Appendix F).

**Personnel**

Program coordinator: This will be a full-time position with a salary of $60,000, per LCSW at San Marcos and Escondido.

**Direct Program Expenses**

Office/Staff Supplies: Office supplies will include pens, pencils, markers, paper, and art supplies used during group. This will also include Safe Dates training materials and printed information needed for networking, recruitment, and workshops ($5000); 2,500 per school.

**Direct Program Expenses**

Phone, Fax, Postage and Shipping: This will include phone line, cell phone for the Program Coordinator, Internet, fax machine, postage, and shipping ($2,000) $4,000 per school

Equipment: This includes four laptops for staff and printer ($4,000) $2,000 per school

Travel/Transportation: This includes mileage for all travel expenses for staff at 55/mille.

Supplies: This will include all food that will be provided during group work ($2,000). $1,000 per school.
Interns: The interns will provide volunteer hours and will have the opportunity to accumulate school internship hours. $0

Break the Cycle Fair
Supplies needed to be able to run the Fair annually ($5,032) $2,516 per school

Professional Development
It is a requirement for Program Coordinator and a staff member to attend Office of Safe and Healthy Student National Conference once per year.
In addition, Program Coordinators are also expected to attend the Project Director’s Meeting in year one of the grant only.
Chapter 5

Discussion

Funding Sources

Researching grants and funding opportunities proved to be more challenging than foreseen. The writers came across numerous challenges, while searching for funding sources, all originating from not being able to access grants due to lack of identification number and/or agencies nonprofit tax code. The number one challenge came from searching and locating appropriate grants. Few potential grants associated with related topic of teen dating violence. Once grants were identified their goals and objectives conflicted with the proposed program. Another issue was understanding the requirements of appropriate grants. After further research potential grants were only interested in funding nonprofit and other charitable organizations. One grant was identified as, unfortunately, it was a federal grant provided by The Centers for Disease Control and Prevention (CDC) and the National Center for Injury Prevention and Control (NCIP). Due to the grantor only providing funding to county and state government, writer proposed program did not criteria. The writer did not have prior knowledge or training on how to identify funding sources, or the grant application process. While this was a valuable learning process, prior basic knowledge of funding process would have better prepared the Authors of this Grant.

Intervention Programs and Implementation

Numerous TDV programs are being delivered to adolescents with the goal of reducing current and future IPV (De Grace & Clarke, 2012). However, locating recent research on effective programs and interventions was difficult. Following the review of research on various TDV prevention programs, a few common themes emerged. First, very few of these programs have been rigorously evaluated (Weisz & Black, 2001, p. 195). Second, among those that have
been evaluated, limited evidence that prevention programs actually impact adolescent behaviors was noted (Whitaker et al., 2006) and for those that did report levels of success, further research to support claims were not found. And third, the TDV programs evaluated in this paper did not include media, technology, and/or social media components linked to TDV. In summary, the field of adolescent dating violence prevention is still emerging, and “efforts at preventing IPV are not well developed” (Nilon et al., 2009, p. 265).

**Budget**

The authors of this Grant found it challenging to complete a detailed budget for the TDV program. It was strenuous identifying all cost needs to create a new program along with determining a correct amount for each item. The most difficult part of the budget was the equal distribution of funds to each school district. In addition, assigning and estimating total travel cost for mandated Office of Safe and Healthy Students National Conference was challenging. Costs such as airfare, hotel accommodations, transportation, and food vary depending on time of year and inflation prices.

**Implication for Social Work**

TDV is a prevailing issue affecting adolescents and young adults. Located research demonstrated that schools and parents are not aware of nor adequately equipped to handle the long term implications TDV has on mental health and overall well-being of adolescents. Through the writing of this paper, the Authors were made aware of the gaps in research and program development. Implications for the field of Social Work is that prevention programs must be continuously evaluated for effectiveness and fidelity. Additionally, increased funding opportunities must be made available for continued research on prevention programs as well as for implementation of interventions and programs. Lastly it is the consensus of the writers that
the Department of Education begin to acknowledge across the board not only the academic
development of the student but their social-emotional development as well.

The skills for program development are essential within the Social Work profession.
Social Workers are engaged with diverse populations within various circumstances. This means
the Social Worker, must be equipped to successfully modify and implement programs based on
various client needs. Through the writing of paper, the Authors have embraced a deeper
understanding of the value of program development on future professional development within
the field of Social Worker. Overall, the Authors have come to appreciate and value the learning
opportunities that were provided. As well, the Authors recognize the invaluable role Social
Workers play in advocating for change and empowering communities both on a micro and macro
level.
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doi:10.1177/0272431614523131


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doi:10.1023/A:1026237914406


Appendix A

Model for Implementation and Evaluation of Safe Dates

Presented to: Department of Education on behalf of San Marcos Unified and Escondido Union School Districts

<table>
<thead>
<tr>
<th>Resources</th>
<th>Activities</th>
<th>Outputs</th>
<th>Short and Long-Term Outcomes</th>
<th>Impact</th>
<th>Evaluation Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>In order to accomplish our set of activities we will need the following:</td>
<td>In order to achieve our outcomes, we will accomplish the following activities:</td>
<td>We expect that once accomplished, these activities will produce the following evidence of service delivery:</td>
<td>We expect that if accomplished, these activities will lead to the following changes:</td>
<td>We expect that if accomplished, these activities will lead to the following changes in 7 to 10 years:</td>
<td>We will use the following methods to measure our short- and long-term outcomes:</td>
</tr>
<tr>
<td>Identification of appropriate classes in which to incorporate Safe Dates</td>
<td>Selection of facilitators to implement Safe Dates</td>
<td>Facilitators will implement the 10 Safe Dates sessions, providing to 10-12 hours of instruction to 38-45 students who participate will report: • less acceptance of dating abuse and violence • stronger communication and anger</td>
<td>Students who participate will report: Young people will be less likely to be involved in dating violence—to abuse, or to be abused.</td>
<td>School staff members will be surveyed to determine their satisfaction with the Safe Dates curriculum.</td>
<td>The Safe Dates pre- and post-</td>
</tr>
</tbody>
</table>

10 staff members at SMUSD and 10 Staff members at EUSD will be trained to implement Safe Dates.
<table>
<thead>
<tr>
<th><strong>TEEN DATING VIOLENCE</strong></th>
<th><strong>62</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>be trained in <strong>Safe Dates</strong> Training and technical assistance from Hazelden Publishing</td>
<td>and will be given materials to support their efforts. Classroom materials will be ordered for <strong>9,000</strong> students. <strong>9,000</strong> parents will receive a letter about <strong>Safe Dates</strong>, and a guide designed to help them understand dating violence and know how to keep their teens safe in both English and Spanish. <strong>280</strong> posters will be ordered; 40 for each of the three SMUSD campuses and 40 for each of the students at a time <strong>The pre- and post-test will be given to students in order to measure outcomes.</strong> <strong>9,000</strong> parents will be given materials to support their efforts. <strong>9,000</strong> parents will receive a letter about <strong>Safe Dates</strong>, and a guide designed to help them understand dating violence and know how to keep their teens safe in both English and Spanish. <strong>280</strong> posters will be ordered; 40 for each of the three SMUSD campuses and 40 for each of the students at a time <strong>The pre- and post-test will be given to students in order to measure outcomes.</strong> <strong>9,000</strong> parents will receive a letter about <strong>Safe Dates</strong>, and a guide designed to help them understand dating violence and know how to keep their teens safe in both English and Spanish. <strong>280</strong> posters will be ordered; 40 for each of the three SMUSD campuses and 40 for each of the</td>
</tr>
<tr>
<td>management skills • less gender stereotyping • greater awareness of community services for dating abuse and violence • less physical, serious physical, and sexual dating abuse and violence • more confident in helping a friend who may be experiencing dating abuse and violence</td>
<td>Parents will be more likely to intervene if they see problems related to dating abuse. Parents will be more actively engaged in talking to their children about relationships and dating abuse. Students will be less likely to be involved in intimate partner violence during high school and on into the future.</td>
</tr>
<tr>
<td>Data from the <strong>Safe Dates Pre/Post test</strong> administered in 2016/2017 and again in 2017/2018 school year will be analyz...</td>
<td>test will be administered at the beginning and end of each <strong>Safe Dates</strong> implementation. **Data from the <strong>Safe Dates Pre/Post test</strong> administered in 2016/2017 and again in 2017/2018 school year will be analyzed to determine trends in dating violence. <strong>Safe Dates Teacher Survey</strong> will also measure faculty satisfaction with program.</td>
</tr>
<tr>
<td>Safe Dates materials and data collection tools from Hazelden Publishing</td>
<td>4 EUSD campuses</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Funding from Department of Education</td>
<td></td>
</tr>
<tr>
<td>Commitment from staff members and teachers to implement the program</td>
<td></td>
</tr>
<tr>
<td>Commitment from PTO to support “Break the Cycle” fair</td>
<td></td>
</tr>
<tr>
<td>Over 9,000 people will attend the “Break the Cycle” fair and obtain resources and information</td>
<td>Over 9,000 participants between the two school districts will view the 45-minute play, “There's No Excuse for Dating Abuse,” at a</td>
</tr>
<tr>
<td>with them about relationships and take steps to prevent dating violence. Staff will be more aware of “warning signs” and will intervene providing resources, referrals and support to students. School campus will be better equipped to handle issues and support students who are experiencing dating and sexual violence</td>
<td>Problems associated with dating violence will decrease, including declining school performance, depression, risky sexual behavior and alcohol/drug use.</td>
</tr>
</tbody>
</table>
More than 10,000 people will see posters about dating violence prepared by student participants.
# Curriculum Scope & Sequence

At the end of each session, students will be able to:

<table>
<thead>
<tr>
<th>Session 6: Overcoming Gender Stereotypes</th>
<th>Know that people hold images of dating relationships and that they have specific images themselves.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Describe how the images people hold influence their interactions in a dating relationship.</td>
</tr>
<tr>
<td></td>
<td>Identify the harmful consequences of gender stereotyping.</td>
</tr>
<tr>
<td></td>
<td>Explain the role that gender stereotyping plays in dating relationships.</td>
</tr>
<tr>
<td>Session 7: Equal Power through Communication</td>
<td>Describe eight communication skills for resolving conflict.</td>
</tr>
<tr>
<td></td>
<td>Demonstrate the use of the eight Safe Dates communication skills.</td>
</tr>
<tr>
<td></td>
<td>Describe some non-violent responses when a boyfriend or girlfriend does not communicate in a way that is fair and equal.</td>
</tr>
<tr>
<td>Session 8: How We Feel, How We Deal</td>
<td>Describe a greater variety of ways of expressing feelings or emotions.</td>
</tr>
<tr>
<td></td>
<td>Choose to believe it is important to acknowledge and communicate their specific feelings.</td>
</tr>
<tr>
<td></td>
<td>Identify situations that trigger their anger.</td>
</tr>
<tr>
<td></td>
<td>Identify physiological and psychological cues that they are angry.</td>
</tr>
<tr>
<td></td>
<td>Identify a variety of non-violent ways to respond to anger.</td>
</tr>
<tr>
<td></td>
<td>Firmly believe there is a choice in how to respond to anger.</td>
</tr>
<tr>
<td></td>
<td>Have an increased frequency of using non-violent responses to anger.</td>
</tr>
<tr>
<td>Session 9: Preventing Sexual Assault</td>
<td>Be less likely to blame the victim for sexual assault.</td>
</tr>
<tr>
<td></td>
<td>Have an increased acceptance of postscriptive rape norms and a decreased acceptance of prescriptive rape norms.</td>
</tr>
<tr>
<td></td>
<td>Be more likely to interpret &quot;NO&quot; cues as &quot;NO&quot; cues.</td>
</tr>
<tr>
<td></td>
<td>Know how to protect themselves in a potential rape situation.</td>
</tr>
<tr>
<td></td>
<td>State their sexual boundaries clearly to their dating partner.</td>
</tr>
<tr>
<td></td>
<td>Describe dating tips to decrease their chances of being a victim or a perpetrator of sexual assault.</td>
</tr>
</tbody>
</table>

For more information or to order, visit www.hazelden.org/safedates or call 1-800-328-9000.
Appendix C

Safe Dates Pre-/Post-Test

Age: _____ Grade: _____

Fill in the Blank:

1. List three examples of emotional dating abuse.
   1. ___________________________
   2. ___________________________
   3. ___________________________

2. List three examples of physical dating abuse.
   1. ___________________________
   2. ___________________________
   3. ___________________________

3. List two warning signs, or “Red Flags,” that a person may be a victim of dating abuse.
   1. ___________________________
   2. ___________________________

4. List two warning signs, or “Red Flags,” that a person may be a victim of dating abuse.
   1. ___________________________
   2. ___________________________

5. How can you help a friend who is in an abusive relationship? ___________________________

6. List two things you can do to keep your anger from getting out of control.
   1. ___________________________
   2. ___________________________

7. List two things you can do to protect yourself from sexual assault on a date.
   1. ___________________________
   2. ___________________________

T/F Questions: Write T for true or F for false next to each statement.

8. Emotional and physical abuse are equally serious.

9. Any forced sexual activity is sexual assault, even kissing.

10. Both females and males abuse other people.

11. Abuse goes away over time if you just ignore it.
12. Abuse may be used to control the way a person thinks, acts, or feels.

13. Sometimes a person’s response to anger is uncontrollable

14. Conflict will occur in all relationships.

15. Gender stereotyping can lead to abuse.

16. Both males and females are victims of abuse.

17. Date and acquaintance rape victims are most often teenagers.


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Appendix D

Safe Dates Survey

Date_______________

Directions: Please circle your answer to the following questions.

1. Are you satisfied with the program? Yes No
2. Do you feel that the program needs improvement? Yes No
3. Are you satisfied with program staff? Yes No
4. Are you satisfied with the content of the program? Yes No

Please circle the answer that best describes your feelings.

6. I feel that the program did what it set out to do.
   Strongly Agree Agree Neutral Disagree Strongly Disagree

7. The program staff were well trained.
   Strongly Agree Agree Neutral Disagree Strongly Disagree

8. I think very highly of the program.
   Strongly Agree Agree Neutral Disagree Strongly Disagree

Areas of Strengths: ____________________________________________________________

Areas for Improvement: _______________________________________________________

Comments:____________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
Appendix E

Safe Dates Student Survey

Date_______________

Directions: Please circle your answer to the following questions.

1. I liked participating in the program
   Yes    No

2. The program staff were well trained.
   Yes    No

3. The program staff were helpful and supportive.
   Yes    No

4. I would recommend this program to my friends.
   Yes    No

Please circle the answer that best describes your feelings.

6. I learned at least one new thing from this program.
   Strongly Agree    Agree    Neutral    Disagree    Strongly Disagree

7. I felt the topics were important.
   Strongly Agree    Agree    Neutral    Disagree    Strongly Disagree

8. I think most students would benefit from this program
   Strongly Agree    Agree    Neutral    Disagree    Strongly Disagree

I would change:__________________________________________________________

I would add: ____________________________________________________________

Comment/Suggestions:______________________________________________________
Appendix F

BUDGET

<table>
<thead>
<tr>
<th>EXPENSES</th>
<th>AMOUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>STAFFING</strong></td>
<td></td>
</tr>
<tr>
<td><strong>SAN MARCOS</strong></td>
<td></td>
</tr>
<tr>
<td>Program Coordinator (LCSW) FTE</td>
<td>$60,000</td>
</tr>
<tr>
<td>Total Staffing (SM + ESCO)</td>
<td>$120,000</td>
</tr>
</tbody>
</table>

**BENEFITS**

<table>
<thead>
<tr>
<th>Item</th>
<th>San Marcos</th>
<th>Escondido</th>
</tr>
</thead>
<tbody>
<tr>
<td>FICA @ 7.65%</td>
<td>$4207.5</td>
<td>$4207.5</td>
</tr>
<tr>
<td>UE @ 4%</td>
<td>$2200</td>
<td>$2200</td>
</tr>
<tr>
<td>WC @ 5%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Medical FTE @ $280 month x 12 months per employee</td>
<td>$3360</td>
<td>$3360</td>
</tr>
<tr>
<td>Retirement @ 8% of Salary for FTE</td>
<td>$4400</td>
<td>$4400</td>
</tr>
<tr>
<td>Total Benefits (SM + ESCO)</td>
<td>$33,836</td>
<td></td>
</tr>
</tbody>
</table>

| TOTAL SALARIES AND BENEFITS (SM + ESCO)       | $153,836   |           |

**PROGRAM EXPENSES**

<table>
<thead>
<tr>
<th>Item</th>
<th>San Marcos</th>
<th>Escondido</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Supplies</td>
<td>$250</td>
<td>$250</td>
</tr>
<tr>
<td>Office Supplies</td>
<td>$2500</td>
<td>$2500</td>
</tr>
<tr>
<td>Phone, Fax, Postage, and Shipping</td>
<td>$2000</td>
<td>$2000</td>
</tr>
<tr>
<td>Equipment</td>
<td>$2000</td>
<td>$2000</td>
</tr>
</tbody>
</table>
TEEN DATING VIOLENCE

Travel/Transportation $2500 $2500

DIRECT COST TOTAL SM + ESCO) $18,500

OUTREACH

“Break the Cycle” Fair

Banner/Décor $250 $25 Flyers

5,000 x .40 per flyer = $2000.00 $2000.00

Sign in sheets 80 x .20 = $16.00 $16.00

Fair Total (SM + ESCO) $4,532

PROFESSIONAL DEVELOPMENT

Office of Safe and Healthy Student National Conference transportation, lodging for two nights and three days, $5000 $5000

Project Director’s Meeting

Transportation, lodging for one night $1000 $1000

Professional Development Total (SM + ESCO) $12,000

TOTAL OPERATING EXPENSES $188,868

TOTAL AMOUNT REQUESTED $200,000