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RESEARCH

Building a Safer Tomorrow

A Process Evaluation of Grand Forks County's Defending Childhood Initiative

By Elise Jensen

Submitted to the U.S. Department of Justice

June 2015

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Abstract

As part of the U.S. Attorney General's *Defending Childhood Demonstration Program*, eight sites around the country were funded by the Office of Juvenile Justice and Delinquency Prevention and the Office of Violence Against Women to use a collaborative process to develop and implement programming to address children's exposure to violence in their communities. Grand Forks County, North Dakota was chosen as one of these sites, and, since 2010, has received over $3 million in federal funding for this initiative.

Led by the City of Grand Forks in partnership with the Community Violence Intervention Center, Grand Forks Public Schools, and Lutheran Social Services of North Dakota, the local Defending Childhood Initiative, called Safer Tomorrows, had the primary goal of implementing universal prevention programming in Grand Forks County schools. This programming extended to all students in public, private, and rural schools (pre-kindergarten through high school), regardless of whether the students had been previously exposed to violence or were at risk for exposure. Safer Tomorrows also included targeted prevention for children aged 0-3. All of the Safer Tomorrows prevention programming now covers children ages 0-17 with programs addressing multiple forms of violence (e.g., bullying, dating violence); strategies for preventing violence; fostering healthy positive relationships with others; and improving personal social-emotional health.

Other components of Safer Tomorrows programming included trauma-informed treatment for children exposed to violence and child advocacy services. In addition, there was a community awareness campaign that included multiple forms of messaging about children's exposure to violence, including television and radio advertisements, bus wraps, billboards, social media posts. Safer Tomorrows also offered training to various professionals in the community on a multitude of topics related to children's exposure to violence and trauma.

Safer Tomorrow's extensive focus on prevention programming can serve as an ideal model for other communities of similar size that also have the support of their school district. Devoting a great deal of attention to prevention programming was also a logical choice for Grand Forks because it could help with the sustainability of their primary prevention efforts. Specifically, school materials do not have to be purchased every year and once teachers are trained, they can potentially train others who are new to the school. Overall, for other similar jurisdictions, the Grand Forks Safer Tomorrows experiment demonstrates that school-based prevention programming has great potential as a smart investment with a potentially broad community-wide impact.

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Finally, special thanks to the current Safer Tomorrows staff members, Julie Christianson and Faye Kihne, for welcoming our team to your community and for your enduring commitment to improving the lives of children.

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Chapter 1
Introduction

About the Defending Childhood Initiative

A recent national survey found that 60 percent of American children have been exposed to violence, crime, or abuse in their homes, schools, or communities—and that 40 percent were direct victims of two or more violent acts.[1] In an effort to address children's exposure to violence, the United States Department of Justice (DOJ), under the leadership of Attorney General Eric Holder, launched the *Defending Childhood Initiative.* This national initiative aims: 1) to prevent children's exposure to violence; 2) to mitigate the negative impact of such exposure when it does occur; and 3) to develop knowledge and spread awareness about children's exposure to violence. The motto of the initiative is "Protect, Heal, Thrive."

A major component of this initiative is the *Defending Childhood Demonstration Program*, which involved the Office of Juvenile Justice and Delinquency Prevention (OJJDP) and the Office of Violence Against Women (OVW) in providing funding to eight sites around the country to address children's exposure to violence through intervention and prevention programming, community awareness and education, and professional trainings. The eight sites are: Boston, MA; Chippewa Cree Tribe, Rocky Boy's Reservation, MT; Cuyahoga County, OH; Grand Forks, ND; Multnomah County, OR; Portland, ME; Rosebud Sioux Tribe, SD; and Shelby County, TN.

The Center for Court Innovation was funded by the National Institute of Justice to conduct the evaluation of the demonstration program, and Futures Without Violence was funded by OJJDP to serve as the technical assistance provider. This process evaluation report of the Grand Forks Safer Tomorrows Project is one in a series of multi-method process evaluations of six of the chosen sites. A report synthesizing the major cross-site lessons learned from all six process evaluations is issued alongside the individual site reports.[2] In addition, a cross-site outcome evaluation of these same six demonstration project sites will be forthcoming in 2015.

Whereas the current research focuses on the implementation of chosen strategies, a previous report issued in 2011 explored and identified cross-site themes and lessons from the initial strategic planning process.[3]

Besides the demonstration program, other components of the larger *Defending Childhood Initiative*, which are outside the scope of the current evaluation, include the Task Force on

[1] Office of Juvenile Justice and Delinquency Prevention. 2009. Children's Exposure to Violence: A Comprehensive National Survey. Available at http://www.ojp.usdoj.gov/ojjdp. Last retrieved 8/14/14.
[2] Swaner R, Hassoun Ayoub L, Jensen E, and Rempel M. 2015. *Protect, Heal, Thrive: Lessons Learned from the Defending Childhood Demonstration Program.* New York, NY: Center for Court Innovation.
[3] Swaner R and Kohn J. 2011. *The U.S. Attorney General's Defending Childhood Initiative: Formative Evaluation of the Phase I Demonstration Program*. New York, NY: Center for Court Innovation. Available at http://www.courtinnovation.org/sites/default/files/documents/Defending_Childhood_Initiative.pdf.

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Children's Exposure to Violence[4] and the Task Force on American Indian and Alaskan Native Children Exposed to Violence.[5]

Grand Forks County's Defending Childhood Initiative: Safer Tomorrows

In October 2010, OJJDP awarded the City of Grand Forks, the Community Violence Intervention Center (CVIC), and Lutheran Social Services of North Dakota (LSSND) $159,967 to conduct, through a collaborative process, a needs assessment and strategic planning process for addressing children's exposure to violence in Grand Forks County. The year that followed comprised Phase I of the Grand Forks Defending Childhood Initiative. OJJDP subsequently awarded Grand Forks $2,000,000 to implement its strategic plan (Phase II) between October 2011 and September 2013; and provided an additional $610,000 to continue this work between September 2013 and September 2014. In September 2014, OJJDP provided an additional $612,260 to focus on sustainability through September 30, 2016. These funds were given as part of the U.S. Attorney General's eight-site *Defending Childhood Demonstration Program*.

Led by the City of Grand Forks in partnership with the CVIC, Grand Forks Public Schools, and LSSND, the local Defending Childhood Initiative, which is called Safer Tomorrows, is an effort to prevent children's exposure to violence (CEV), reduce its negative impact, and increase public awareness. Safer Tomorrows decided to change its name from the Defending Childhood Initiative because it was a better fit for the message that project partners wanted to send to the community—a positive framing of what the project wanted for children. The program services children ages 0-17 who have directly or indirectly been exposed to violence, including sexual assault, dating violence, bullying, and domestic violence, and also includes an educational component for all age levels, a type of primary prevention.

This process evaluation was prepared by Center for Court Innovation research staff. It is based on data collected and research conducted between October 2011 and September 2014. Research activities included an extensive document review, primary quantitative data collection, two site visits, multiple conference calls, and 24 interviews with 31 staff members and collaborators with the Safer Tomorrows team.

Social and Historical Context

In 2010, Grand Forks County had a population of 66,861 spanning 1,438 square miles. The sole urban area is Grand Forks City, with 50,838 residents (see the small area in yellow near the middle of the map below).[6] The surrounding rural areas of the county are relatively spread out and isolated and provide limited access to services. According to the American Community Survey, the 2008-2012 median household income in the county was $46,392, and roughly 17% of families were living below the poverty level. In 2010, the large majority (90%) of the county's population was white; in addition, 3% were Hispanic or Latino, 3% were Native American/Alaskan Native, 2%

[4] The full report of this task force can be found here: http://www.justice.gov/defendingchildhood/cev-rpt-full.pdf.
[5] The full report of the American Indian and Alaska Native Task Force can be found here: http://www.justice.gov/sites/default/files/defendingchildhood/pages/attachments/2014/11/18/finalaianreport.pdf.
[6] Map accessed here http://www.city-data.com/county/Grand_Forks_County-ND.html.

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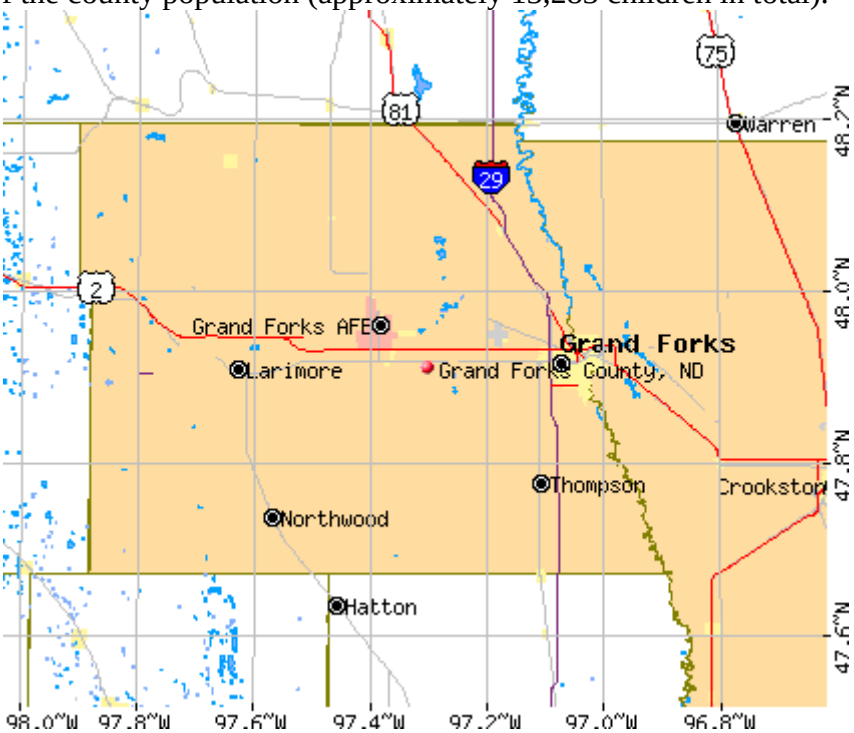
were black, 1% was Asian, and 1% reported two or more races. Children and youth under age 18 made up 20% of the county population (approximately 13,283 children in total).



According to Safer Tomorrows staff, children's exposure to violence is a significant problem in Grand Forks County. Staff cited domestic violence as the most common form of violence to which children are exposed, but also reported child abuse as well as school violence and bullying as two of the more frequent forms of violence. Grand Forks County has also seen increases in resettled refugees and secondary migrants in recent years from countries such as Bhutan, Iraq, Ethiopia, and Somalia. Many of these families and their children have been exposed to extreme violence and war. Stakeholders also cited an additional local influence—ice hockey. The popularity of and reverence for ice hockey—a sport where violence is expected—provides additional exposure to violent behavior and impacts community norms around the acceptance of violence.

Baseline Levels of Children's Exposure to Violence

North Dakota has been recognized as the fourth safest state in the nation (CQ Press, 2009). A total of only 119 violent incidents in Grand Forks City and three in Grand Forks County were reported to law enforcement in 2010 (Uniform Crime Reports, 2010). In addition, the North Dakota Department of Human Services reported in 2009 that 832 reports of child abuse/neglect were filed in the county, and 456 full assessments were completed, with 182 confirmed victims. In regards to dating violence, 8.5% of North Dakota students reported on the 2009 Youth Risk Behavior Survey (YRBS) being hit, slapped, or physically hurt on purpose by their partner. Whereas these prevalence estimates point to a comparatively safe environment, they also make clear that some incidents of violence, as well as child abuse and neglect, do take place each year.

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Additional baseline information comes from the Grand Forks Public Schools Risk and Protective Factors Survey and the Safer Tomorrows Rural and Parochial School Survey[7], which is administered to all elementary (grades 4-5) and secondary (grades 6-12) students in all public and parochial schools in Grand Forks County. In total, surveys are administered in 19 elementary (11 in Grand Forks Public School District, two parochial schools within Grand Forks City and six rural schools) and 11 secondary schools (seven in Grand Forks City and four in rural areas) every two years in the spring. The total number of students who took the survey in 2012 was 3,537. Findings from the 2012 survey provide a revealing window into baseline prevalence rates of violence and bullying within the school age population.

- Witnessing or Experiencing Violence at Home: Among fourth and fifth graders in 2012, 8% reported they had seen adults hitting one another at home in the past year; and over the same period, 17% reported that they had been harmed at home by a family member or someone who lives with their family. Among sixth through twelfth graders, 14% reported that they had witnessed violence in their home during the school year, and over the same period, 12% reported that they had been physically harmed at home by a family member or someone who lives with their family.

- Bullying in School: Among fourth and fifth graders in 2012, 46% reported being bullied, 7% reported having been bullied by someone using technology (Internet, texting, etc.), and 17% reported bullying someone else during the school year. Among sixth through twelfth graders, 40% reported having been bullied at school, 13% reported having been bullied by someone using technology (Internet, texting, etc.), and 16% reported that they had been part of a group of students that bullied or hurt another student.

- Overall Perceptions of School Safety: Overall, fourth and fifth grade students reported feeling safe in their school (92% in the 2012 survey). While an equivalent question was not asked of sixth through twelfth graders at baseline in 2012, in the later 2014 survey, 49% of sixth through twelfth graders reported feeling safe at school "all the same" and an additional 38% reported feeling safe "most of the time."

As part of the outcome evaluation of the *Defending Childhood Demonstration Program*, the Center for Court Innovation also conducted a baseline and two-and-a-half-year follow up telephone survey of adults. While the full description of the methods and results of these surveys will be reported in a separate forthcoming outcome evaluation report in 2015, a summary of the key baseline results for the Grand Forks site is included here to provide context for an understanding of strategies related to children's exposure to violence in the county.

The Grand Forks County survey yielded a total sample of 801 completed phone interviews. The sample included adults aged 18 to 91, with a mean age of 43.3 years. Consistent with the general

[7] After multiple discussions about gaining access to the data with the administration of the Grand Forks Public Schools, they were unwilling to provide the research team with access to case-level survey data, either identified or de-identified, from the 2012 and 2014 student surveys. In addition, the aggregate data provided to the Defending Childhood research team did not include breakdowns for either the 2012 or 2014 surveys of student background (e.g., percent of respondents from city v. rural schools, distribution of respondents by grade, and demographic characteristics).

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population, the majority (87%) of survey respondents identified themselves as white, 5% as Asian/Pacific Islander, 5% as American Indian/Alaskan Native, 2% as black/African American, and 2% as Latino. One percent identified themselves as another race/ethnicity. Fifty-one percent were male, and most (65%) had lived in Grand Forks County for more than 10 years. Twenty-seven percent of respondents were parents or caregivers of children under 18.

Respondents were asked about how much of a problem various types of violence were in Grand Forks County. The types of violence that were most often identified as a "big problem" were: bullying (19%); violence between romantic partners (10%); and child abuse or neglect (9%). Conversely, respondents most often said that gang violence (77%) and verbal and physical aggression by fans at sporting events (52%) were "not a problem."

Forty-one percent of respondents said they had been exposed to violence in the past year, with 38% having witnessed violence and 16% having been a direct victim. Many reported that this exposure occurred in multiple places, such as the neighborhood, at work, and/or at school. The most common exposure was seeing someone else being threatened with physical harm (30%).

Current Programming for Children's Exposure to Violence

Grand Forks County has numerous existing intervention and treatment services related to children's exposure to violence. For example, through the Coordinated Community Response (CCR) Project, local law enforcement collects information on the safety of children in the home when responding to domestic calls. A rural CCR Project has also been initiated to address the needs of rural residents. In addition, a multi-disciplinary Child Protection Team makes regular referrals to CVIC's Bright Futures program, which offers therapy and group counseling for child witnesses to violence. This program has an established protocol with the school system to provide on-site counseling. LSSND provides several additional intervention services for both adults and youth, including designated programs for new Americans.

Collaborative members agreed, however, that, historically, prevention programs have been less available than interventions for those who have already been exposed to violence. Stakeholders recalled few public awareness campaigns and none related to CEV. They viewed this initiative as an opportunity to increase primary prevention efforts and public awareness activities.

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Chapter 2
The Oversight and Staffing Structure of the Initiative

This chapter provides a brief overview of the central structures that oversee and operate Safer Tomorrows: *a core management team* that implements the everyday work of the initiative; a *governance team* that meets regularly and provides general planning, oversight, and coordination; *a Safer Tomorrows coalition* that includes stakeholders from the school district, law enforcement, mental health, social services; *subcommittees* that meet on an as-needed basis; and a *rural coalition* composed of agencies who operate to ensure that rural areas also receive prevention and intervention services. The current structure of Safer Tomorrows is illustrated below in Figure 1, and the project staffing will be described further in the following paragraphs.

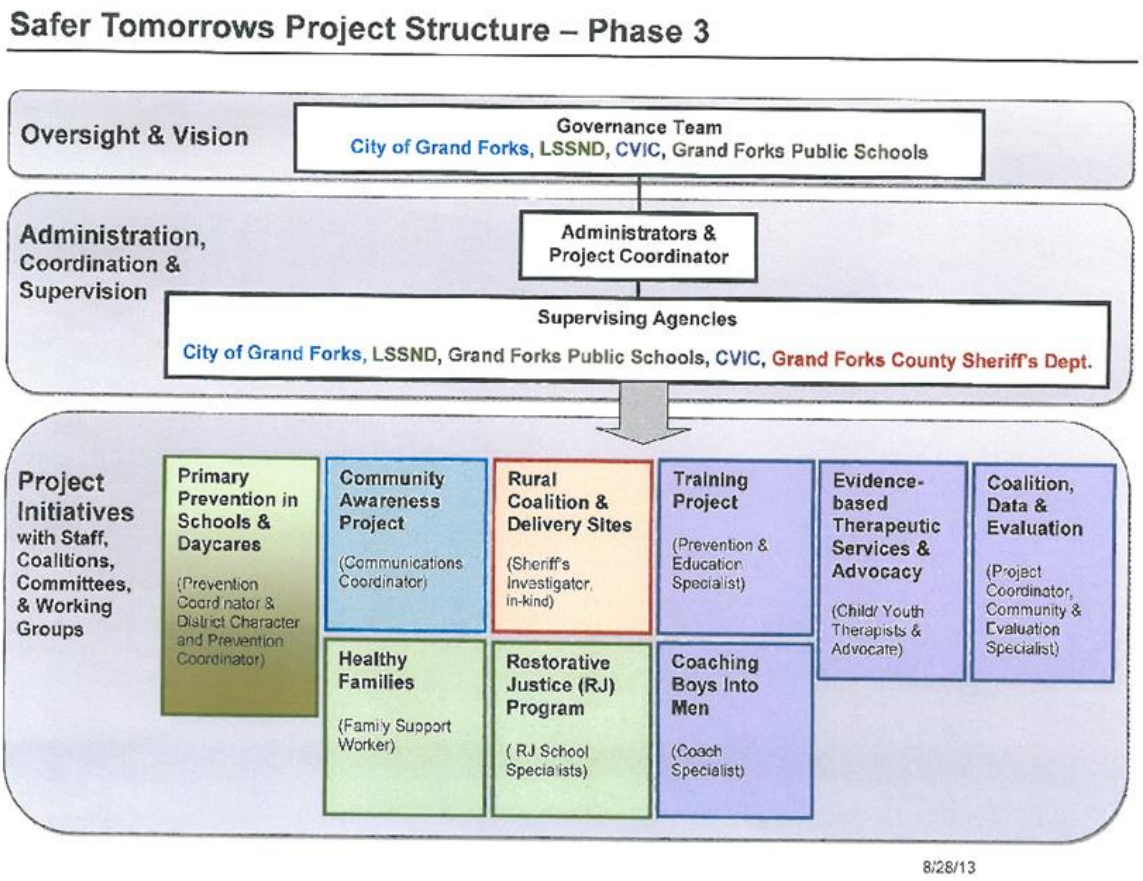

Figure 1. Safer Tomorrows Project Structure
Source: Figure created by Safer Tomorrows project staff.

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The Core Management Team

The Safer Tomorrows Core Management Team is staffed by a project supervisor and a project coordinator, along with the Director of Finance & Development at the Community Violence Intervention Center (CVIC), who oversees the financial management of the grant. All members of the core management team work for CVIC, the local community agency that is contracted by the City of Grand Forks to implement the grant. The project supervisor and coordinator work in the same agency and meet on a regular basis to coordinate all activities related to the Initiative, schedule meetings with the governance team, and discuss sustainability.

The Governance Team

The Governance Team is composed of the lead partners for Safer Tomorrows. This team includes representatives from agencies that work with children and youth and for whom the Safer Tomorrows work is relevant (e.g., schools and social service organizations). These agencies include: City of Grand Forks, LSSND, CVIC, and the Grand Forks Public School System, which encompasses Grand Forks City and Air Force Base School Districts. (There is one Air Force base 16 miles west of Grand Forks City and one base school for kindergarten through eighth grades. High school students from Air Force base families can attend one of two Grand Forks City public high schools.)

The Governance team deals with "big picture" issues, whereas the core management team handles day-to-day implementation. The Governance Team officially meets quarterly, but the partners collaborate on a daily basis. When challenges arise, the Core Management Team reports back to the Governance Team, and its members work together to determine what is best for the Initiative. Despite turnover among prevention and intervention line staff, all members of the Governance Team remained with Safer Tomorrows for all years of the Initiative.

The staff of Safer Tomorrows and supervisors of agencies involved (many of whom are on the Governance Team) coordinate monthly to share project progress and to collaborate with one another.

The Safer Tomorrows Coalition

The Safer Tomorrows Coalition expands well beyond the core Governance Team and is comprised of 40 community organizations (e.g. public schools, social services, law enforcement, public health) with 91 people involved[8]. All of the community organizations involved are relevant to addressing children's exposure to violence through their work in prevention and intervention programming and as first responders to children's exposure to violence.

In the beginning of the project (during initial strategic planning in Phase I), members were involved in planning what Safer Tomorrows programming should be. In Phase II, the role of coalition members became providing feedback at the Coalition meetings as well as participating in the

[8] For a full list of partner agencies, see http://safertomorrows.com/resources/about/st-coalition.

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subcommittee and working group meetings of which they are members (see below). The Coalition meets quarterly and met 12 times since the beginning of Phase II in October 2011.

Subcommittees

Four working subcommittees (covering the topics of data, education and outreach; system collaboration and services; prevention; and needs and resources assessment) met weekly in Phase I to complete critical tasks for the development of the needs assessment and strategic plan. Nearly all Coalition members were involved in at least one subcommittee, and at least one member of the core project staff (see below) attended each committee meeting to take notes and remain abreast of any issues. After Phase I, the subcommittees changed and met on an "as needed basis" (see Appendix A for the current structure of subcommittees).

Rural Coalition

Safer Tomorrows also created a Rural Coalition led by the Grand Forks County Sheriff's Department with the intent of reaching rural families that are often underserved, in particular with regard to providing services (e.g. prevention and direct intervention) for children exposed to violence. The coalition coordinates efforts with the Grand Forks Domestic Violence Task Force's Rural Coordinated Community Response (CCR) Project, which is a collaborative effort designed to improve the way Grand Forks and Grand Forks County responds to domestic violence incidents. The Safer Tomorrows Project Coordinator attends all Rural Coalition meetings, which occur on a quarterly basis. All Rural Coalition members are invited to the Safer Tomorrows Coalition meetings, and members attend them on a quarterly basis. The Governance Team also considers the rural areas in their decisions about programming.

Project Staffing

The City of Grand Forks Mayor's Office is the lead agency that received the federal grant money, and the city contracts with CVIC and LSSND to administer it. The following is a list of primary staff for Safer Tomorrows.

- The Safer Tomorrows supervisor, who is the Director of Community and Prevention Services at CVIC. The supervisor works part-time (0.5 FTE) on the grant.

- The Safer Tomorrows coordinator is full-time with 0.5 FTE dedicated to administrative work and 0.5 FTE for Coalition work.

- Director of Finance & Development at the Community Violence Intervention Center (CVIC) assists with the budget administration, but is not funded by the grant.

- The Executive Director of CVIC was funded part-time (0.05 FTE) on the grant for the first two years, though she worked in-kind for the full grant period.

- The Vice President of Children and Family Services at Lutheran Social Services of North Dakota (LSSND) supervised prevention programming. Her administrative work was part-

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time (0.025 FTE) on the grant for the first two years and was not part of the grant for the third year. She was also funded at 0.20 FTE for all three years to support the prevention programming.

- A community/government relations officer works part-time (0.05 FTEs) for Safer Tomorrows as the community awareness supervisor.

- Other administrative personnel include a CVIC assistant (full-time for years one and two and became 0.375 FTE for year three) and various personnel who work for the city on a monthly basis ($125/month). Any other assistance with administration is paid for in-kind or covered under indirect costs.

The following is a list of additional hires made by CVIC and LSSND to support the Safer Tomorrows Initiative. The programming will be discussed in-depth in the next chapter.

- Safer Tomorrows hired two full-time prevention coordinators from LSSND in 2011 to train teachers on the prevention programming curriculum and assist with its implementation (years one and two of the grant). There was turnover with one of the positions in December 2012. Thus, in the third year, there was only one prevention coordinator (0.75 FTE), but Safer Tomorrows also contracted with Grand Forks Public Schools for support with prevention programming and funded one person at 0.25 FTE. The second prevention coordinator left in May 2014 and the position was filled again in August 2014 at a reduced rate of 0.25 FTE.

- A full-time communications coordinator and a marketing firm were hired in January 2012 to create and design the messaging for the Initiative. The coordinator left in June 2012, and a second person was hired in September 2012. That person resigned in April 2014. Since the grant period was close to ending and the process for hiring another city employee would take some time, the marketing firm and the community awareness supervisor assumed the responsibilities of the communications coordinator.

- One prevention and education specialist was hired in January 2012 to conduct the training of professionals. The specialist was funded at 0.6 in year one of the grant, 0.75 in years two and three. In addition, the Prevention and Education Coordinator at CVIC was funded at 0.47 FTEs in year one of the grant and 0.32 FTEs in years two and three.

- One child and two adolescent therapists, and one child advocate, were hired to work with CVIC's Specialized Therapeutic Services. The therapists and advocate work full-time on Safer Tomorrows, but are not fully funded by the grant. The child advocate was hired in February 2012 at 0.8 FTE. The child therapist was hired in October 2011 at 0.25 FTE until February 2012 when she was funded at .4 FTE, and resigned in February 2014. The position was filled in May 2014. The two adolescent therapists were hired in January and April 2012, respectively, at .09 FTE. The one hired in April has stayed throughout the entirety of the grant. The other therapist resigned in April 2012. The position was filled in June 2012 and the therapist resigned in January 2013. The final rehire started the position in February 2013. In addition, the therapists were supervised by CVIC's Wellness

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Coordinator who was an existing employee of CVIC and funded at 0.3 FTEs in years one and two and 0.1 FTE in year 3.

- Two facilitators were hired to implement the Restorative Justice Program from LSSND. Both were part-time (0.5 FTE) throughout the first two school years (23 weeks in year one and 39 weeks in year two). In year three, one was 0.725 FTE and the other was 0.5 FTE for 44 weeks.

- A family support worker was hired to work with the Healthy Families program full-time. The position started in January 2012, and the worker resigned in February 2014. Another family support worker was hired and started serving families once training was complete in May 2014.

- Safer Tomorrows contracted with a coach specialist to assist with the implementation of Coaching Boys Into Men programming as needed.

- Safer Tomorrows hired one full-time data collection and analysis specialist and one full-time policy and evaluation specialist for years one and two of the grant. In year three, a full-time community and evaluation specialist replaced the former positions and assists with data collection, evaluation of the project, and collaborative work with the coalition.

The following is a breakdown of Safer Tomorrow funds allocated to their programming from 2011-2014:

Category	**Total Percentage**
Prevention	42%
Healthy Relationship Curricula in Schools/Preschools	22%
Healthy Families Program	6%
Community Awareness Project	14%
Intervention	38%
Coalition & collaborative work	5%
Restorative Justice	6%
Therapy/Advocacy	22%
Training Project	5%
Data	6%
Project Coordination and Travel	14%

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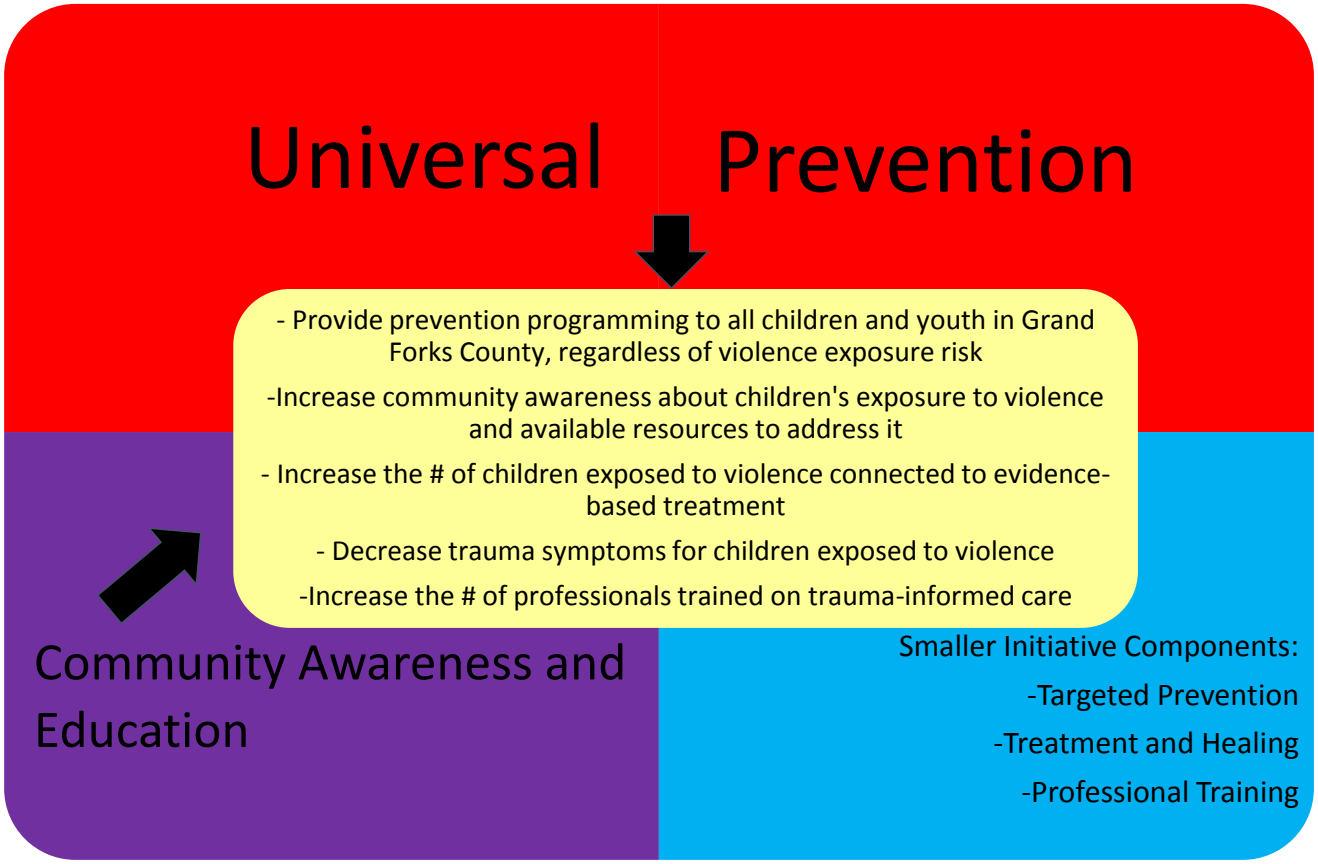
Chapter 3
The Safer Tomorrows Program Model

Safer Tomorrows seeks to address exposure to violence among children and youth from pre-kindergarten through high school throughout all of Grand Forks County. More than any other site in the U.S. Attorney General's *Defending Childhood Demonstration Program*, Safer Tomorrows heavily emphasizes universal school-based prevention programming, which extends to all children in the county (i.e., not just those at-risk for violence exposure). The Initiative also includes additional targeted prevention for children deemed to be at high risk for exposure to violence; treatment for children who have been exposed; community awareness activities; and professional training related to trauma-informed care. The sections that follow summarize programming and challenges to implementation in each of these areas. The figure below shows the different program model components of the Safer Tomorrows Project, and the goals it hoped to achieve through these activities:



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Universal Primary Prevention

Safer Tomorrow's strategic plan featured universal school-based prevention programming throughout Grand Forks County. This programming extended to all students in public, private, and rural schools, regardless of whether they had been previously exposed to violence or were at risk for exposure. Many of the selected prevention programs were *evidence-based*. For the purposes of this study, programs and interventions with at least two strong evaluation designs (randomized trials or quasi-experiments) are considered evidence-based. Programs with research supporting their effectiveness that do not reach this threshold are considered promising.[9] To implement primary prevention county-wide required two full-time prevention coordinators employed by LSSND. Their role was to train teachers in each of the prevention curriculum described below, deliver some of the curricula directly, provide ongoing support and guide the implementation process.

Overview of the Scope, Reach, and Possible Impact of Prevention Programming

Primary prevention efforts extended to students ages 5-17 from 24 schools in Grand Forks County, including all 16 public schools in Grand Forks City, two private parochial schools in Grand Forks City, and six rural public schools. In addition, the programming included preschool children (ages three and four), who were enrolled in Head Start and preschool programs. All schools in the county participated in some part of the programming.

Prevention programs started in the 2012-2013 school year and have been running since that time. For the purpose of this report, numbers of students served were tabulated through September 30, 2014. Overall, counting all Safer Tomorrows prevention programs discussed below, approximately 8,500 students have been served. Moreover, a substantial portion of the Safer Tomorrows grant monies was allocated towards the purchase of the prevention programming curricula, including lesson plans, workbooks, and toolkits.

Importantly, Grand Forks' resulting effort to blanket the county with extensive primary prevention programming may prove to be a highly replicable and promising model for numerous comparable jurisdictions across the country that are able to garner the support of their local districts; face relatively minimal or modest levels of community violence; yet still have problems with bullying in schools, dating violence, and child neglect and abuse.

As reported in Chapter 2, results from the Grand Forks Public Schools Risk and Protective Factors Survey and the Safer Tomorrows Rural and Parochial School Survey showed that among fourth and fifth graders in 2012, 46% reported being bullied and 17% reported bullying someone else during the school year. Among sixth through twelfth graders, 40% reported having been bullied at school, and 16% reported that they had been part of a group of students that bullied or hurt another student. The percentages from the 2014 surveys, as reported in the aggregate to the research team, generally showed a decrease in those who reported having been bullied and who reported bullying—suggesting a possible positive impact of the new prevention programming after the first

[9] The cross-site report has more information on the definition of evidence-based used in this evaluation: Swaner R, Hassoun Ayoub L, Jensen E, and Rempel M. 2015. *Protect, Heal, Thrive: Lessons Learned from the Defending Childhood Demonstration Program.* New York: Center for Court Innovation.

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two years of implementation. However, comparisons between the 2012 and 2014 surveys should be interpreted with due caution because of small differences in question wording; a difference in when surveys were administered to rural schools (the fall in 2012 and the spring of 2014), which necessitated further adjustments to question wording; and a lack of information about the background characteristics of responding students in each of the two survey years.[10]

The following paragraphs discuss the prevention programming for children in Grand Forks County. For a table listing all components of their prevention programming, see Appendix B.

1. Al's Pals

Preschool programming included two similar curricula known as Al's Pals[11] and Al's Caring Pals[12]. The first, Al's Pals, is a curriculum for preschool age children. The purpose of Al's Pals, as well as Al's Caring Pals (see next sub-section below), is to develop socio-emotional skills, self-control, problem-solving abilities, and healthy decision-making. An evidence-based curriculum,[13] Al's Pals proceeds by using puppets to teach kids how to play fair, share, keep their bodies safe, get along, solve conflicts, understand differences, and respect each other. Using age appropriate content, the program also teaches children about alcohol and drug safety.

Al's Pal's was implemented in 18 Head Start and 10 preschool classrooms in Grand Forks County (both city and rural schools), serving mainly children ages three to five.

- Training for Staff: In February and March 2012, Safer Tomorrows hosted an Al's Pals training for 13 teachers from the Grand Forks County Head Start program and for the two Safer Tomorrows prevention coordinators. Participants went through seven two-hour live online training sessions (totaling 14 hours of training) conducted by Wingspan, LLC, who created Al's Pals. Eleven teachers received a kit with two sets of the curriculum, the puppets (Al and his pals Keesha and Ty), puppet scripts, a cd of songs and a songbook, 38 photographs depicting real-life scenarios, 14 letters to send home to parents, calm down and problem-solving posters, eight different "Al-a-grams" (school-to-home message pads that recognize positive behavior), and a certificate of program completion. Safer Tomorrows hosted an additional online training for Head Start replacement staff and new preschool teachers (six new preschools have added Al's Pals to their curriculum since the first cohort) in October and November 2014 for a total of 15 new teachers trained.

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[10]After multiple discussions about gaining access to the data with the administration of the Grand Forks Public Schools, they were unwilling to provide the research team with access to case-level survey data, either identified or de-identified, from the 2012 and 2014 student surveys. In addition, the aggregate data provided to the Defending Childhood research team did not include breakdowns for either the 2012 or 2014 surveys of student background (e.g., percent of respondents from city v. rural schools, distribution of respondents by grade, and demographic characteristics).

[11] See http://wingspanworks.com/als-pals/ for more information on Al's Pals.

[12] See http://wingspanworks.com/als/ for more information on Al's Caring Pals.

[13] For example, see Lynch K., Geller, S, and Schmidt M. 2004. "Multi-Year Evaluation of the Effectiveness of a Resilience-Based Prevention Program for Young Children." *The Journal of Primary Prevention, 24, 3, 335–53*; Loos, M. 2010. *Highlights of Findings of Al's Caring Pals: A Social Skills Toolkit for Home Child Care Providers Arkansas Statewide Controlled Study Conducted in 2009-2010*. Wingspan, LLC.

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- The Al's Pals Curriculum: In a typical lesson, the teacher uses Al and his pals to lead children through songs or activities that use actual early childhood stories to teach children about how to express their feelings appropriately; care for others; use kind words; use self-control; make friends; solve problems peacefully; cope in positive ways; and understand that drugs, alcohol, and tobacco are not for children to use. Teachers begin lessons four to six weeks into the school year so that children have had enough time to become familiar and comfortable with their teachers. Teachers then conduct two lessons a week until completion of the 46-lesson curriculum, and each lesson is 10-15 minutes long. Concepts from the lessons are often reinforced throughout the day as children are learning about other things.

- Al's Place: Besides the formal curriculum, another component of Al's Pals is to create a space in the classroom called "Al's Place" where children can go if they are upset or overwhelmed. Blankets and other items are there to help soothe and calm them down. Communication with parents is also a large part of the program.

- Communication with Parents: In connection with Al's Pals, teachers regularly send letters home to parents about what their children are learning, ways to enforce those concepts at home, and the progress of their individual child. In addition, parents of Head Start children can take a 13-session interactive training called "Here, There, and Down the Road" (more information can be found at http://wingspanworks.com/here-now-and-down-the-road/). In the training, parents learn ways of bringing what their child learns through Al's Pals into their home.

Al's Pals has been taught to 569 children. According to program staff, the children and parents love the Al's Pals curriculum and often end up adopting it at home. For example, the curriculum teaches children to "brainstorm the problem," and parents have adopted this language at home when there is an issue they cannot resolve. Parents also set up an Al's Place at home.

2. Al's Caring Pals

Al's Caring Pals is an adaption of the Al's Pals curriculum to be used by home-based childcare providers and is also evidence-based[14]. Fifteen home-based childcare providers (18 childcare workers total) in Grand Forks County use the curriculum. Training for Al's Caring Pals was conducted by two Childcare Resource and Referral (CCR&R) staff from the Grand Forks area, who first attended the Al's Caring Pals facilitator training (paid by Safer Tomorrows) in July 2012. The CC&R staff then conducted trainings for nine childcare providers (serving preschool age children) throughout Grand Forks County in February 2013 and then for six childcare providers in September and October 2013.

The Al's Caring Pals toolkit is adapted, but not identical to, the Al's Pals curriculum. Al's Caring Pals includes a flip-card activity book, songs on a cd, songbook, calm down and problem-solving

[14] For example, see Loos M. 2010. *Highlights of Findings of Al's Caring Pals: A Social Skills Toolkit for Home Child Care Providers Arkansas Statewide Controlled Study Conducted in 2009-2010*. Wingspan, LLC.; Loos M. 2011. *Highlights of Findings of Al's Caring Pals: A Social Skills Toolkit for Home Child Care Providers Virginia Statewide Controlled Study Conducted in 2010-2011*. Wingspan, LLC.

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posters, and one photo. The toolkit does not provide puppets. However, the content of the curriculum, and its intended effects on socio-emotional development, mirrors Al's Pals.

3. Olweus Bullying Prevention Program

The Olweus Bullying Prevention Program (OBPP)[15] is a promising program[16] for school settings.[17] Twelve elementary and four middle schools in the Grand Forks City school system, as well as six rural schools, implemented OBPP from kindergarten through eighth grade; and two rural high schools offered the program in high school from ninth through twelfth grade.

OBPP lessons are taught in the students' homeroom/advisory period. Elementary and middle school students receive one 20-30 minute lesson per week throughout the school year. High school students receive one 20-30 minute lesson every other week throughout the school year.

- Training for Safer Tomorrows Staff: One Safer Tomorrows prevention coordinator and two Grand Forks Public School staff attended the Olweus Bullying Prevention Program Certified Trainer Training (part one) in January 2012 in Greenville, SC and a second prevention coordinator attended the OBPP Certified Trainer Training Course Part One (paid for by Safer Tomorrows) in Corpus Cristi, TX in January 2013. In addition, one prevention coordinator and two Grand Forks Public School (GFPS) teachers attended the OBPP Certified Trainer Training Course Part Two (paid for by Safer Tomorrows) in January 2013 in Greenville, SC. The primary prevention project supervisor (paid for by Safer Tomorrows) also attended the training as an observer so that she could provide guidance and oversight to the Olweus Bullying Prevention Program. Both of the prevention coordinators participated in Olweus technical assistance calls in April, May, June and August of 2012, and January, February, April, and May of 2013.

- Training Information and Materials for Teachers: The prevention coordinators and the two GFPS teachers who attended the Olweus training held one and a half day trainings for GFPS, parochial, and rural school teachers (totaling 127 persons) in May through August 2012 on how to implement Olweus. The following OBPP guidebooks and were distributed to the above schools: Schoolwide Guides with DVD; Teacher's Guide with DVD; Coordinating Committee Notebooks; Class Meetings that Matter, Grades K-5 guides; Class Meetings that Matter, Grades 6-8 guides; Class Meetings DVD sets; Cyber-Bullying Curriculum, Grades 3-5; Cyber-Bullying Curriculum, Grades 6-12; and Survey Administrative Packets. An Olweus booster session for 80 staff who had been trained on Olweus was held in February 2013 by the prevention coordinators and the two teachers who went to Olweus Certified Trainer Training for school staff.

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[15] See http://www.violencepreventionworks.org/public/index.page for more information.

[16] For example, see Bauer N, Lozano P, and Rivara F. 2007. "The effectiveness of the Olweus Bullying Prevention Program in middle schools: A controlled trial." *Journal of Adolescent Health, 40*, 266-274.

[17] OBPP has been systematically evaluated in Norway, Germany, and England and has been found to reduce bullying; however, it has only been rigorously evaluated once in the United States. Although the United States study did produce significant findings, OBPP is considered a promising program for the purposes of this report because there are no other experimental or quasi-experimental studies that have been conducted in the United States.

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- The OBPP Purpose and Curriculum: The ultimate goals of the Olweus program are to reduce existing bullying problems among students, to prevent the development of new bullying problems, and to achieve better peer relations at school. Students meet on a weekly basis with teachers who facilitate the lessons to discuss ways of preventing bullying at the individual, classroom, school, and community levels. Students make movies, write letters, create posters, and role play about issues related to bullying, taking turns being the victim, bully, and bystander. As part of the goal involves an effort to prevent bullying at the community level (not merely in the classroom), school psychologists, bus drivers, and youth activity staff (totaling 28 persons) were also taught in October 2012 how to implement Olweus concepts. Thirteen of those participants received a booster training in October 2013.

- Parental Training: The Parent Information Center (PIC) is a part of the city's public school system that offers classes to parents. PIC works with GFPS kindergarten teachers to include a parent component of the Olweus Bullying Prevention Program (OBPP) in Kindergarten Connection, which is offered two times a year for parents of kindergarteners to ease the transition into elementary school. The OBPP component was added to the Kindergarten Connection sessions to educate parents about what their children are learning in the Olweus program so that the same concepts can be reinforced at home. Parents also receive copies of the school's bullying rules; they learn how the school responds to bullying; and the school encourages parents to contact someone if their child reports being bullied or if they have questions about bullying. Four hundred parents have attended the Kindergarten Connection so far.

Most students remain in the school district for consecutive years, and because Olweus is offered through eighth grade, this means that students have multiple years of exposure to the program. To prevent students from becoming bored, the local OBPP trainers suggested developing additional materials for class meetings. The OBPP technical advisor agreed it was a great idea. Teachers added new information and tailored lesson plans to their school. Specifically, the word "bullying" was not used anymore, and the focus became more on positive behaviors. For instance, instead of saying that the lesson for today is "anti-bullying," teachers say that they are "going to 'circle up' today to discuss" how to make positive choices. Teachers can and still do use original lessons as well, according to the prevention programming supervisor, but the trainers just added to the teachers' repertoire to have more materials to use at their discretion. In many situations, programs may deviate from the model because of context, target population, staff, or other important reasons. Program adaptations are often deemed necessary by practitioners in order to make the program more suitable for a particular population. Only an appropriate evaluation of the fidelity of the program or intervention can produce an assessment of the importance of the adaptations in affecting expected outcomes. Absent such formal fidelity assessments, it cannot be determined whether any observed impact, or lack thereof, is attributable to the adaptations, implementation factors, program design, or other issues. Regarding staff perceptions, as long as teachers are conducting class meetings on a regular basis by staff trained with the materials, the prevention programming supervisor felt the additional lesson materials would not compromise fidelity. She said "We have been working to increase fidelity by encouraging the few teachers who are uncomfortable with the materials by mentoring them and providing them with materials, making it easier to prepare for class meetings." It is noted that the OBPP is a comprehensive program, not

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a curriculum. It is a long-term, system-wide approach involving program components at several levels, including class meetings and protocols for responding to incidents of bullying.

There have been 5,853 students who have taken part of the Olweus programming through Safer Tomorrows**.**

4. The Fourth R

The Fourth R curriculum[18] is an evidence-based prevention program[19] aimed at reducing violent behaviors (bullying, dating violence, peer violence, and group violence) through the promotion of healthy relationships. While the traditional "three Rs" refer to the foundations of basic skills education found in schools—*r*eading, w*r*iting, and a*r*ithmetic—the fourth "R" adds an additional important topic: relationships.

- Training: Safer Tomorrows paid for a trainer from the Centre for Addiction and Mental Health Centre for Prevention Science to teach the Fourth R curriculum and how to implement after school/small group curricula in May 2012. The training lasted six hours and was for the 14 teachers who were going to implement the curriculum.

- Curriculum: The Fourth R curriculum is often taught in English classes and involves using examples from a book to teach students about healthy relationships, decision making, and critical thinking skills. Students first choose a book from a list provided by the teacher. Clubs of four to five students are formed by those who are reading the same book. Students read on their own and as part of the group. Group meetings are scheduled to discuss the material in class. The teacher acts as a facilitator of a discussion on themes and topics from the books that relate to healthy relationships, as well as monitors the groups' time spent and progress in covering content.

- Implementation: Safer Tomorrows had originally planned on implementing The Fourth R in all high school English classes, but the literature was based on Canadian reading literature lists that did not match the North Dakota requirements. The new books and curriculum would have cost a lot, and the health class was reportedly a more feasible class for implementation, because the design of the curriculum was a better fit. Thus, it was decided by Safer Tomorrows and school administration, with advice from Futures Without Violence, the Defending Childhood technical assistance provider, that the program would be offered in health classes in the ninth grade in four Grand Forks County rural schools and in tenth grade for all three Grand Forks Public High Schools (in Grand Forks City). One of those schools was unable to offer the curriculum during the 2013-2014 school-year because the health teacher position had not been filled. The curriculum for health classes uses lesson plans where students learn about personal safety and injury prevention, healthy

[18] See https://youthrelationships.org/ for more information about the Fourth R.

[19] For example, see Cissner A. and Hassoun Ayoub L. 2014. *Building Healthy Teen Relationships: An Evaluation of the Fourth R Curriculum with Middle School Students in the Bronx.* New York, NY: Center for Court Innovation; Wolfe D, Crooks C, Jaffe P, Chiodo D, Hughes R, Ellis W, Stitt L, and Donner A. 2009. "A universal school-based program to prevent adolescent dating violence: A cluster randomized trial." *Archives of Pediatric and Adolescent Medicine, 163,* 693-699.

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growth and development, and substance use and abuse. Students discuss these topics in small and larger groups as well as the whole class. The curriculum also involves role playing realistic scenarios, which helps to build their assertiveness, communication, and problem-solving skills. In the rural schools, the Fourth R is every other Friday.

The response from teachers and students to The Fourth R has been positive, but there are some topics that make some teachers uncomfortable, according to the prevention supervisor. For instance, the prevention supervisor noted that some teachers have a difficult time discussing sexuality and sexually transmitted infections. Teachers only have to teach 17 of the 21 lessons in order to meet the minimum requirements, so they can choose to eliminate the more uncomfortable lessons; however, many teachers have reportedly completed about 20 lessons of the 21 lessons, representing a remarkably high level of overall implementation adherence.

The Fourth R curriculum has been given to 1,204 students in the public schools. In addition, Day Report, a Lutheran Social Services of North Dakota after-school program for teens involved with juvenile court, also incorporates The Fourth R; and Day Report has given the Fourth R curriculum to 17 students.

5. Lessons from Literature

Since the Fourth R was only being delivered in one health class during a student's high school experience, Larimore High School (grades 9-12), one of the rural schools in Grand Forks County, decided they wanted to include more prevention programming around healthy relationships to reach all of their high school students with efforts to prevent sexual and dating violence. Since the Fourth R was not going to work in English classes, because the books that the Fourth R curriculum is based on are those required in Canadian schools and are different from the ones used in Grand Forks County, the principal inquired about other options to implement in English classes. Thus, Safer Tomorrows told the principal about Lessons from Literature[20], which is based on U.S. reading requirements, and provided funding for curriculum development. Larimore teachers went online to the Lessons from Literature website to access lesson plans and used an online template to create additional materials for the lessons. The curriculum was adapted from the existing literature requirements, and students were taught how to recognize and address physical, sexual, and verbal abuse using the literature they were reading as examples.

The principal will share the adapted lesson plans with LSSND so they can share them with the other schools if the schools want them. Lessons in Literature began in the 2012-2013 school year and was given to 305 students.

6. Friendships That Work

Friendships That Work is a curriculum designed to increase healthy relationships and decrease risk factors that lead to partner violence among early adolescents. The curriculum was implemented in four public middle schools in the city and five rural schools. In each school, implementation can be in sixth, seventh, or eighth grade; and involves one week of five 45-minute lessons that focus

[20] See http://www.lessonsfromliterature.org/ for more information about Lessons from Literature.

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on building group norms, positive noticing, accepting influence, positive self-honesty, and recognizing positive friendship.

The curriculum is taught by the Safer Tomorrows prevention coordinators, who were trained by the creator of the Friendships that Work curriculum. One of the prevention coordinators also trained a new CVIC prevention and education specialist to assist with the lessons, but the specialist was not paid with Safer Tomorrows funds. The prevention coordinator teaches the lessons in the city schools, while the education and prevention specialist teaches the lessons in rural schools. Classroom teachers are required to be present during the lesson that students receive. This requirement serves as an informal training for when the grant is phased out and the prevention coordinators will no longer be funded by Safer Tomorrows. Further training of teachers will occur, but the exact time and location for it have yet to be determined.

Friendships that Work has been given to 532 students.

7. Coaching Boys into Men

Coaching Boys into Men (CBIM)[21] is a promising[22] leadership program, created by Futures Without Violence, that provides athletic coaches with the strategies and resources needed to educate young males in relationship abuse, harassment, and sexual assault.

- Training and Program Oversight: In February 2012, staff from Futures Without Violence trained 13 coaches along with the coach specialist. The coach specialist then trained other coaches to implement and/or support implementation of CBIM at their schools. The day to day administration of the program is assigned to the coach specialist, a well-respected retired coach in the community. When the "coach specialist" first started his work in April 2012, he met with school administrators from both city and rural schools, the Grand Forks Public School District athletic director, and the coaches who would implement the program. He also met with parents and athletes at the beginning of the year. CBIM has been in the schools for two years; specifically, Grand Forks, Thompson, Larimore, and Northwood and 14 coaching staff have implemented the program.

- The Curriculum: Lessons are designed using phrases (e.g. pre-season, warm-up, half-time, over-time) that are often used by coaches of athletic teams during training season. For example, before the athletic season begins, coaches emphasize to their players in a pre-season speech that "respect" will be a focus for the team throughout the season. Each lesson is on a separate card. Coaches go through a warm-up to help their players focus on the objectives for the lesson taught for that day. They ask their players questions from the cards that help them think about the topic such as "insulting language" or "disrespectful behavior towards women and girls" and then share thoughts and stories. At the end, there is a discussion and wrap-up where the objectives of the lesson are reinforced. Halftime and Overtime cards are used throughout the season for the athletes to share what they have

[21] See http://www.coachescorner.org/index.asp?page=1 for more information about Coaching Boys into Men.
[22]For example, see Miller E, Tancredi D, McCauley H, Decker M, Virata M, Anderson H, Stetkevich N, Brown E, Moideen F, and Silverman J. 2012. "Coaching Boys into Men": A cluster-randomized controlled trial of a dating violence prevention program." *Journal of Adolescent Health, 51*, 431-438.

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learned with the larger community. In addition to the cards, coaches use real-life situations, whether they are good or bad, as "teachable moments" for their players. In these cases, coaches reinforce the prior lessons by addressing the current problem with the concepts the players have been taught. Sessions last 15 minutes and are taught on a weekly basis or as appropriate depending on the practice schedule. There are 12 sessions total in the athletic season. The total number of athletes who have taken CBIM since its implementation is 579.

- Implementation in Grand Forks: The CBIM program involves athletes from fall, winter, spring, and summer sports. Basketball players, wrestlers, hockey players, swimmers, baseball players, track athletes and their coaches have taken part in CBIM. As part of CBIM, athletes receive 35 minutes a week of instruction from their coaches (all males) on healthy relationships. Safer Tomorrows brought CBIM into all three Grand Forks high schools and three of four rural high schools for grades 9-12. While the city programming is limited to a regular schedule, where lessons are taught at practice after school, rural schools have a more flexible schedule because they have a longer travel time to go home after school, and teams are often formed with nearby communities rather than having a separate team for school. This necessitates more travel time for athletes and coaches to practice together. Therefore, CBIM curriculum in the rural schools was not held directly after school and would not always be on a weekly basis.

The receptiveness to the program from the coaches has been mixed, according to the coach specialist. He said the feelings about the program depend on the size of the community and tenure of the coach. He went on to explain that coaches in small communities (less than 500 students for all grades) are hesitant to talk about certain things to young people whose family they may know. In Grand Forks City, schools are larger, and the teachers do not see the students outside of school; the relative anonymity/invisibility of students outside of the school setting makes it easier for coaches to discuss sensitive topics, according to the coach specialist. However, each district is different and one of the smallest districts has reportedly done a good job and been a positive influence on the athletes who have taken part in the program. Also, coaches with more experience have reportedly been more willing to get involved because they are comfortable with the position and their work as a coach, whereas the younger coaches are more hesitant to shift their focus away from coaching and leading a winning team.

According to the coach specialist, support for the program has also depended on school demographics. For instance, some schools reportedly did not want the program because it did not include girls, but the parents in these schools wanted it and athletes were supportive.

The coach specialist noted that because the program is associated with CVIC (the lead Safer Tomorrows agency), this helped bring the essential support from the community, because, as the coach noted, "Everyone loves them." To address concerns regarding the applicability of the program to female athletes, the coach specialist has begun conversations with Futures Without Violence regarding a potential sister program to CBIM that involves women's sports.

8. Rachel's Challenge

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Safer Tomorrows' prevention programming in the schools also led them to adopt Rachel's Challenge[23], which is based on the work of Rachel Joy Scott, the first victim of the 1999 shootings at Columbine High School in Colorado. According to the program's website, "Rachel's Challenge includes a series of student empowering, educator motivating programs and strategies called the Awaken the Learner Five-Step School Improvement Process that equips students and adults to create and sustain safe, caring and supportive learning environments essential for academic achievement."

Rachel's Challenge was used as a kickoff event to bolster other prevention efforts by spreading a message of caring and compassion in the schools. It reportedly took a significant amount of time to be approved by OJJDP due to confusion about the approval processes since the Defending Childhood sites are required to fill out conference approval forms and Rachel's Challenge rates also required a consultant fee waiver to be submitted to OJJDP. The process was worked out during the first Rachel's Challenge event in 2012 and the subsequent approval went quickly for the 2014 event.

In 2012, all of Grand Forks Public Schools middle and high schools, two parochial elementary schools and four rural schools participated in the challenge. Two additional rural schools did not participate in the challenge because they had done so in a prior year. To reach all of the students, Rachel's Challenge presentations spanned three days, with two large one-hour assemblies for students every day, evening adult sessions, and Friends of Rachel small group trainings. The assemblies consist of an age-appropriate multi-media presentation by the Rachel's Challenge speaker where they learn about the Challenge and new ways to embrace values of kindness and compassion. In the evening, parents can attend sessions that also teach concepts similar to what students learn, but they are tailored to an older audience. During the Friends of Rachel training, students participate in a peer training that explores how to keep the Rachel's Challenge message going in their school, such as displaying a banner that students sign or making kindness chains. The three school seminars were held October 9-11, 2012. In addition, community events were held in Grand Forks and Thompson, one of their rural communities. They reached close to 6,000 people the first year. Rachel's Challenge came to Grand Forks again in October 2014, and the event was successful according to the Safer Tomorrows project coordinator. For the most recent Challenge to reach classes of students who did not previously attend the Challenge, there were four student assemblies, three Friends of Rachel training sessions, and two evening presentations for parents. Two schools (grades 7-12) from the rural community and all of Grand Forks City Public Middle Schools attended. Since the Challenges, the project coordinator said that students have formed Friends of Rachel Clubs and wear special t-shirts in support of the Challenge, and it helped gain members of the community's attention around Safer Tomorrows.

Other Co-Occurring Prevention Initiatives

[23] For more information about Rachel's Challenge, see: http://www.rachelschallenge.org/big-picture/about-rachels-challenge/.

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Two additional prevention programs existed in Grand Forks schools independent of the work of the Safer Tomorrows Initiatives. The first was Project Northland.[24] It is a promising[25] program that was in the Grand Forks Public Schools (in the city) prior to the implementation of Safer Tomorrows and is not funded by Safer Tomorrows. It is offered to students in sixth, eighth, and tenth grades. Its goals are to delay the drinking age for youths or reduce the use of alcohol and limit alcohol-related problems, including those that lead to violence. In middle school, the material is provided as part of a nine-week life skills curriculum. In tenth grade, the curriculum is addressed in a health class over one semester. Project Northland has been offered to 5,647 students.

In addition, prior to the Defending Childhood Initiative, a classroom-based prevention program known as Digital Citizenship[26] was implemented in the city public schools in order to teach students about internet etiquette. Safer Tomorrows is working to bring a new component to this program that deals with cyber-bullying as a form of children's exposure to violence. The program applies to students in kindergarten through twelfth grade. Students have been receiving the Digital Citizenship curriculum throughout the grant period; however, the curriculum is currently under revision to address the children's exposure to violence component, and the length of delivery has not been determined. According to the project coordinator, there was confusion on how much of the lessons should involve teaching students about safety against violence, which pertains to the goal of the Defending Childhood Initiative. Thus, the number of students receiving the class has not been reported on grant progress reports, because the level of Safer Tomorrows' involvement is unclear.

Students from the rural and parochial schools use NetSmartz[27], a similar program to Digital Citizenship, in third and seventh grades. NetSmartz is free online to download and provided in-kind by the Grand Forks County Sheriff's Office in all of the rural schools and by the Grand Forks Police Department in all of the parochial schools, independent of the Safer Tomorrows Initiative. NetSmartz is offered once a year during one class period (approximately 45 minutes). Nine hundred thirty-nine students have taken the NetSmartz class.

Challenges to In-School Prevention Programming

Considering the vast scope of the in-school prevention programming, implementation has largely proceeded according to intentions and could provide a model for jurisdictions nationwide that are interested in overhauling their approach to primary prevention. However, implementation has not been without challenges, particularly training teachers on different curricula and inducing teachers to support the related research and execute implementation with high fidelity. For example, all teachers in kindergarten through eighth grade had to learn the Olweus program, because they all need to implement the environmental approach. Coordinating the schedules of all teachers for the training, particularly given the lengthy training time involved, made the initial implementation of Olweus difficult. The training requirements for Fourth R were less extensive, for example, because only health teachers needed to know the lessons.

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[24] See http://www.hazelden.org/web/go/projectnorthland for more information about Project Northland.
[25] For example, see Perry C, Williams C, Veblen-Mortenson S, Toomey T, Komro K, Anstine P, McGovern P, Finnegan J, Forster J, Wagenaar A, and Wolfson M. 1996. "Project Northland: Outcomes of a communitywide alcohol use prevention program during early adolescence." *American Journal of Public Health, 86*, 956-965.
[26] See http://www.digitalcitizenship.net/Home_Page.html for more information about Digital Citizenship.
[27] See http://www.netsmartz.org/Parents for more information about NetSmartz.

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In addition to the specific challenge of scheduling Olweus trainings, teachers, in general, were overwhelmed with the data collection needs for evaluation purposes according to the prevention coordinators. (Specifically, teachers were asked by Safer Tomorrows staff to enter the date of each lesson, the number of students present, and the topic of the lesson into a database on a monthly basis.)

Another reported challenge was that different schools were at different levels of receptiveness to the programming and lessons, requiring prevention coordinators to have to spend significant time getting buy-in from the more skeptical teachers. Ultimately, the prevention coordinators stated that teachers have embraced the lessons and find that it is information they can immediately use. A member of the Governance Team stated, "Assistant Superintendent [of Grand Forks Public Schools] is an awesome leader, and really believes in all of this prevention work." The programming has contributed to proactive skill building and community building in staff meetings. Although school staff have never felt that bullying was a significant problem, they now have the resources to confront it when it does occur.

Additional challenges related to budget issues: Teachers' needs for materials were reportedly higher than expected; thus, schools could have used more money for Olweus, but Safer Tomorrows was restricted by the grant funding sources from providing additional funds.

Targeted Prevention

Healthy Families[28] is a nationally accredited program that has been part of Grand Forks since 2000, currently provided by Lutheran Social Services of North Dakota (LSSND). Safer Tomorrows paid for a full-time additional family support worker, who completed the Healthy Families America core training in March 2012 in Lewiston, PA. She also attended a conference on cultural diversity offered by LSSND, called Building Bridges, in April 2012 held in Fargo, ND. In addition, she attended several webinars and other local trainings, such as car seat training.

Healthy Families is an evidence-based[29] interactive home visiting model that is free and voluntary for at-risk families with children prenatally up to age 3. The goal of the program is to promote child well-being and prevent child abuse by offering the following services: prenatal care within two weeks of infancy; wellness care during pregnancy; education, housing, and employment referrals for parents; and lessons on positive parent-child interaction, parenting skills, and protective factors. The interactive, strengths-based model seeks to establish parental self-sufficiency and empowerment. There are interactions with just the mom, baby, and visitor, or the mom and dad separately. They also have monthly parent groups that have been partially implemented.

[28] For more information about Healthy Families, see http://www.healthyfamiliesamerica.org/home/index.shtml.
[29] For example, see DuMont K, Mitchell-Herzfeld S, Greene R, Lee E, Lowenfels A, Rodriguez M, and Dorabawila V. 2008."Healthy Families New York (HFNY) randomized trial: Effects on early child abuse and neglect." *ChildAbuse & Neglect, 32*(3), 295–315; LeCroy C and Krysik J. 2011. "Randomized trial of the Healthy Families Arizona home visiting program." *Children and Youth Services Review, 33*, 1761-1766.

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Referrals to the program mostly come from medical providers who screen parents either before or within two weeks after their baby's birth. Other referrals come from the Women, Infants, and Children Office; the Optimal Pregnancy Outcome Program, Grand Forks social services, CVIC, Early Head Start, and the Women's Pregnancy Center. A family assessment worker then visits the referred parents at their homes to determine their needs. They refer for prenatal care and care after the birth, and can serve the family until the child is three years old. Level of care is based on a point system where the number of points a family has determines the number of weekly visits by the family support worker. For example, level 1 is equal to 2 points. A family can carry up to 30 points, which is full-time care. A caseload for family support workers is typically 14 families, and the maximum is 25 families. Many families are single mothers and 20% involve teen mothers. With the additional staff member paid for by Safer Tomorrows, they have been able to serve more families, particularly from rural areas.

According to a supervisor at Healthy Families, one of the most significant challenges to implementing Healthy Families is participant retention. She identified multiple reasons why parents drop out, including the fact that parents are usually too busy or have to work. Even with the addition of night visits to accommodate working parents, there is still a significant problem with parents dropping out. The supervisor also said that some people move and do not stay connected to the program or provide staff with new contact information. Some additional reported challenges have been getting fathers involved and getting to the homes of the rural families in snowstorms during the wintertime. It is also reportedly difficult to get teen mothers to remain involved or retained. For all participants, staff will try to contact the mother for 90 days, holding their program spot. If they do not have space, they will not keep her on their roster until she resumes regular visits.

There was a short period of staff turnover when the family support worker resigned, but she was replaced in April 2014. In that time, families that were served by the family support worker were given to other staff not funded by Safer Tomorrows. With the funding from Safer Tomorrows, Healthy Families has been able to serve 44 families, totaling 1,079 hours of home visitation. After the grant ends, LSSND will be able to keep on the additional person that was hired due to increased state funding that will become available.

Treatment and Healing

For the purposes of this report, therapeutic programs designed to treat the psychological effects in children who have been exposed to violence are categorized as "treatment and healing."

Treatment Services at the Community Violence Intervention Center

Through the Community Violence Intervention Center's (CVIC) Specialized Therapeutic Services, Safer Tomorrows offers two types of individual therapy for children exposed to violence: Trauma Focused Cognitive Behavioral Therapy (TF-CBT) and Eye Movement Desensitization and Reprocessing (EMDR). TF-CBT was previously offered by CVIC, and EMDR was added using Defending Childhood funding.

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TF-CBT is an evidence-based[30] psychotherapy designed to help children, adolescents, and their parents to overcome the negative effects of trauma. The model blends fundamentals of CBT with traditional child abuse therapies, thereby enabling clients to regain trust and a personal sense of integrity. It targets the symptoms, such as intrusive thoughts of the traumatic event, avoidance, and trouble sleeping or concentrating that are characteristic of post-traumatic stress disorder. The therapy is typically for children ages 3-18 who have either one more multiple traumas in their lives. The program lasts from 12 to 16 weeks, depending on the severity of the trauma.

EMDR is an evidence-based[31] psychotherapy used to treat post-traumatic stress disorder (PTSD), where the patient's traumatic memories are treated with rapid eye movement. Children ages 12-17 can be referred for EDMR.

Safer Tomorrows paid for CVIC's Therapeutic Service's hiring of one child therapist, two adolescent therapists, a child advocate, as well as their training on TF-CBT and EDMR. The child therapist and an adolescent therapist attended TF-CBT training in Fargo, ND. The second and fourth adolescent therapists attended TF-CBT training in Pittsburgh, PA (the third adolescent therapist did not receive this training prior to leaving her position). Two adolescent therapists received EMDR training in Louisville KY in July 2012 and in Monroe, LA in January 2013. The third adolescent therapist and the child therapist received EMDR training in Grand Forks, ND in August 2013 and January 2014. The therapists' supervisor observed that the training has made addressing clients' traumatic issues much easier for their therapists. The caseload of the child therapist is typically 10-15 clients with a maximum of 20 clients. The caseload of the adolescent therapists is 7-10 clients with a maximum of 15-16, and they conduct SPARCS group therapy (discussed below).

CVIC also added group therapy with Safer Tomorrows funds to their services using SPARCS (Structured Psychotherapy for Adolescents Responding to Chronic Stress) for children ages 12-17 and Kids Club for preschool children to age 12. Two adolescent therapists received SPARCS training in Fargo in July 2014. SPARCS is a promising[32] group intervention specifically designed to address the needs of chronically traumatized adolescents who may still be living with ongoing stress and experiencing problems in their adjustment. Goals of the program often focus on affect regulation, self-perception, coping and relationship building while also reducing somatization, dissociation, avoidance, and hopelessness. SPARCS draws heavily from cognitive-behavioral and dialectical behavior therapy concepts and techniques. There are 16 sessions that last one hour, and groups can be comprised of 6-10 adolescents. SPARCS groups have been offered at schools and

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[30]For example, see Cohen J, Deblinger E, Mannarino A, and Steer R. 2004. "A Multisite Randomized Trial for Children With Sexual Abuse–Related PTSD Symptoms." *Journal of the American Academy of Child and Adolescent Psychiatry, 43,* 393–402; Deblinger E, Lippman J, and Steer R. 1996. "Sexually abused children suffering posttraumatic stress symptoms: Initial treatment outcome findings." *Child Maltreatment, 1,* 310-321.

[31]For example, see Soberman G, Greenwald R, and Rule D. 2002. "A controlled study of eye movement desensitization and reprocessing (EMDR) for boys with conduct problems." *Journal of Aggression, Maltreatment, and Trauma, 6,* 217-236. Ahmad A, Larsson B, and Sundelin-Wahlsten V. 2007. "EMDR treatment for children with PTSD: Results of a randomized controlled trial." *Nordic Journal of Psychiatry, 61,* 349-54.

[32] For example, see Habib M, Labruna V, and Newman J. 2013. "Complex histories and complex presentations: Implementation of a manually-guided group treatment for traumatized adolescents." *Journal of Family Violence, 28,* 717-728; Weiner D, Schneider A, and Lyons J. 2009. "Evidence-based treatments for trauma among culturally diverse foster care youth: Treatment retention and outcomes." *Children and Youth Services Review, 31,* 1199-1205.

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at CVIC. One group was held at a rural school, but not enough children were referred to offer subsequent groups at schools, so some rural and city children attend the group in the city at CVIC where groups are consistently offered.

In 2013, the child therapist was trained on the Kids Club curriculum in an attempt to freshen the support group that they hold for children who have experienced domestic violence. Kids Club is a promising,[33] nine-week preventative intervention designed to address children's knowledge, attitudes, and beliefs about family violence, reduce behavioral adjustment problems, and teach them safety and conflict resolution skills and the ability to identify and regulate emotions related to violence. The program is phase-based with the initial goal of establishing the child's sense of safety, a child's relationship with the therapist, and a common vocabulary of emotions for making sense of violence experiences. Later sessions address responsibility for violence, managing emotions, family relationship paradigms, and conflict and its resolution. Group lessons are reviewed and repeated, as needed, each week. CVIC provided Kids Club to 10 children, but faced continual challenges of enrollment. The child therapist sent flyers to churches, mental health agencies and schools and worked with advocates to identify children that were appropriate for programming. The largest barriers to successfully implementing the program were finding children that were no longer living in a violent home (a safety requirement for the group), along with ongoing transportation needs. CVIC has just expanded their services for transitional housing, which may provide ongoing access to children that fit the criteria.

Although most of the therapy sessions were held at CVIC, schools provided another location for student and teachers to meet. The supervisor of Specialized Therapeutic Services at CVIC believed that school administrators have been accommodating and good to work with. Therapists meet clients at schools during their class time, working with teachers to determine the best times for students. There were not any problems reported with students receiving therapy in schools, including concerns about confidentiality, as other students are not aware of the therapists' presence. The Safer Tomorrows Coordinator said therapists keep a low profile at schools and will adjust sessions to accommodate the school environment. For example, they may not access traumatic material to the same extent as in agency session, or may spend more time on closing up a session where traumatic material has been processed.

Thirty-seven children and adolescents received group therapy services. Referrals for students needing therapy come from school counselors, advocates, staff at CVIC, and social services. Therapists from Specialized Therapeutic Services have also sent outreach letters to churches. According to program staff, the highest numbers from those needing therapy are children exposed to domestic violence, sexual violence, dating violence, abuse, neglect, and bullying. The number of children who received TF-CBT, trauma informed talk/play therapy or EMDR through Defending Childhood funds was 118 between September 1, 2011 and September 30, 2014.

Challenges to Implementing Treatment Services at CVIC

[33] For example, see Graham-Bermann S, Lynch S, Banyard V, Devoe E, and Halabu H. 2007. "Community based intervention for children exposed to intimate partner violence: An efficacy trial." *Journal of Consulting and Clinical Psychology, 75*, 199-209.

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At the start of the initiative, Safer Tomorrows reported having some trouble with obtaining referrals from schools and having enough people join the group therapy. There was reportedly not enough "buy-in" from the parents/referral sources, such as school staff, especially in the rural areas where people may not want to consult a therapist to help with emotional needs. According to the supervisor of Specialized Therapeutic Services, an important success is that CVIC has nonetheless increased the number of children, including those in rural areas, receiving therapy since the beginning of the project. As of this report, the adolescent therapist was "at capacity," while CVIC was searching to find another child therapist.

Another challenge stems from turnover among therapists at CVIC. Two adolescent therapists and one child therapist left due to various reasons, such as the grant not allowing for long-term employment, better opportunities elsewhere, and leaving Grand Forks, in general. This was challenging for Safer Tomorrows staff, because it meant training new therapists in the short period of time that was left on the grant, and not knowing if those therapists would continue to have a job when the grant ended. During the time when staff turnover led to gaps in service capacity, children seeking therapy were either referred to another agency, put on a waiting list, seen by the adolescent therapist (when the child therapist left), or given support by the child advocate until a therapist was available.

A School-Based Restorative Justice Program

In 2011, Grand Forks County did not have a school-based Restorative Justice program.[34] Accordingly, Lutheran Social Services of North Dakota (LSSND) was asked to start a Restorative Justice (RJ) program in Grand Forks schools through Safer Tomorrows. Safer Tomorrows funded two LSSND facilitators to run the RJ program, which extends to 26 schools in kindergarten through twelfth grade in both the city and rural areas of Grand Forks. One of the facilitators is a former Grand Forks Public School teacher, and, according to the RJ program director, this background gives her "a greater ability to navigate the school, because school people will relate to other school people. She has more of an ability to do and say things we [other facilitators] can't."

The RJ program encompasses referrals for conflict situations (i.e. accountability conferencing) and non-conflict situations (e.g., peacemaking circles, social media circles, victim empathy seminars). For safety purposes, accountability conferencing is not advised for dating violence situations and students are referred to CVIC (and law enforcement, as needed). Specifically, accountability conferencing involves a face-to-face meeting between the victim and the offender to discuss a violent incident and focuses on holding the offender accountable while repairing the harm between the parties involved in a dispute through understanding each other's sides, rather than solely punishing offenders. According to the director of the RJ program, some schools in Grand Forks County are using it as a supplement to traditional school discipline policies, while other schools are using it as an alternative to suspension and expulsion.

Referral into the RJ program's accountability conferences proceeds as follows: Principals or assistant principals make a referral when a dispute or conflict arises between two or more students. The parties meet with a LSSND restorative justice facilitator. First, the facilitator has an individual pre-meeting with the involved parties, and if both agree to participate, everyone comes together in

[34]See http://www.lssnd.org/community-outreach/justice/ for more about the LSSND Restorative Justice program.

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a private space for a face-to-face meeting. The meetings with both parties are used as a time to discuss the incident; how it made everyone feel at the time and how it currently makes them feel; how they think the other person is feeling; how they would like to fix the situation; what they want from the other person; and what would they have done differently. Most cases are related to cyber-bullying, Facebook posts, fights, and teasing in younger grades. Because of the power differential inherent in bullying situations, the program developed a list of best practices that provide additional guidance when dealing with situations of bullying. Some of these include for this already voluntary, victim-driven model: a) bullying is a form of abuse; b) awareness that the person referred as the "bully" may actually be the bullied victim who has retaliated after lengthy abuse; c) participation in RJ should never reduce the consequences for behavior since doing so would encourage the bully to pressure/further bully their victim; and d) staff should recognize that ongoing coercion from the bully is a concern that should be closely monitored during the follow up process. All told, accountability conferences (along with pre meetings) were conducted for 14 cases with 23 students for the 2013-2014 school year.

The RJ Program involves other forms of restorative justice as well, besides the accountability conferences. Specifically, these forms include circle processes, where students, school administrators, counselors, and teachers sit in a circle to create a sense of community that encourages participation from all. Circle processes have a structured communication format to allow students to learn from each other and to have an honest dialogue about what harm was caused because of student(s) behaviors. The purpose of holding the circle is not necessarily about a specific conflict (on some occasions it might be), but rather is more about prevention of future behavior. The program includes bus circles, where young people talk about situations (e.g., bullying) that happened on the bus. Also, coach circles are used for team building when team members do not get along. The coach and team members will form a circle to discuss the problems the players are having with each other and, ultimately, to seek to understand each other's perspective, which is intended to help build a team that works better together. Peacemaking circles occur when an incident has happened and involve the parties in the incident as well as others who may have been impacted. These circles are used to resolve disputes.

In addition, RJ staff host two-hour victim empathy seminars where students who have engaged in misconduct are taught about the consequences of their actions and are encouraged to take responsibility. Two hundred thirty-six students participated in the 2013-2014 school year.

Moving forward, the RJ director said that he wanted the program to reach out to community groups, especially in rural areas, as locations for future RJ programming.

The RJ program, counting all of its components, reached a total of 1,287 students in the 2012-2013 and 2013-2014 school years.

Challenges to Implementing the Restorative Justice Program

Unfortunately, the implementation of the RJ Program has reportedly been inconsistent across schools, according to the RJ program director. The director believed that administrators, most likely, did not understand what implementing the program would fully entail. Consequently, not all staff in the schools are trained on RJ principles. The program director explained that prevention

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programming may be supported by administrative staff, but implementation has not thoroughly extended to line staff (e.g., school secretaries). "The blessing of the administration isn't good enough," according to the director of the Restorative Justice program, because the line staff can make it very difficult to get access to schools.

According to the director, another challenge has been that schools have discipline policies that do not provide alternative sanctions to keep students out of the criminal justice system. If a school has school resource officers, it is easy for them to write a juvenile court citation. The director of the RJ Program observed that they should have met with the police department's school resource officers and with the juvenile court together to eliminate this discrepancy in handling the punishment. In the absence of improved coordination and better dissemination of knowledge about the RJ Program, sometimes schools will send students to the RJ Program, and sometimes schools will send students to the juvenile court.

Another challenge is that it has also been difficult to maintain program numbers and competition between programs that involve positive interventions: The director explained that if a student comes to RJ, they are not going to one of the other programs offered at the school. Then that other program's enrollment numbers become lower and they have to justify why.

A final challenge has been having both Olweus and RJ in the same school system. Although they have similar goals, they take different approaches to achieving those goals. For example, as a bullying prevention program, Olweus trains school staff to keep parties who bully others separate from those they bully. A key tenet of RJ, however, is about bringing those parties together.

Despite these challenges, the director of the RJ program believed that the schools have become more open to RJ than two years ago, based on his personal assessment. In addition, the RJ director noted that the collaboration with the therapeutic services at CVIC (see above) has worked out well: A therapist at CVIC can refer her client to the RJ program, and the RJ program can refer a student to CVIC.

Child Advocacy and Support Groups

Safer Tomorrows hired a child advocate located at CVIC who supports children and their adult caregivers with non-therapeutic forms of assistance, advocacy, and case management. The advocate will often attend forensic interviews after a child has experienced a violent event (sexual or physical abuse or neglect) as well as provide support for mothers residing in or exiting domestic violence shelters, which can include teaching the mothers trauma-informed parenting skills. The advocate's caseload varies, but has supported 275 parents and 296 children since 2012. Most clients are seen one time only in response to crisis.

CVIC provides a 12-week support group with victims of domestic violence. The Therapeutic Services initially provided childcare while their mothers were in a group, but they ended up working with the children as well. In the groups, the child advocate helps the children to learn about safety planning in the event of another violent incident; otherwise, the children are able to play and talk in a safe environment. There have been four groups that started in September 2013 with a total of 28 children who have participated.

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Collaboration among School-based Interventions

The project coordinator reports that the mix of prevention and intervention services at schools proved beneficial for school staff, project staff and students. Referrals were often made between therapists and Restorative Justice staff. When students revealed traumas, such as sexual abuse, during the delivery of Restorative Justice services, the student was referred to CVIC. And likewise, if a therapy client revealed an ongoing bullying or student conflict situation at school, the client was referred to Restorative Justice. It was also useful to have both services available to school counselors and principals to meet the individual needs of their students, especially when students are revealing trauma more often as they learn about bullying and other types of violence in the prevention programming and curricula. Safer Tomorrows school interventions are featured in the Office for Victims of Crime video titled "Interventions in Schools", as part of their *Through Our Eyes: Children, Violence and Trauma* video series. The series can be found at http://www.ovc.gov/pubs/ThroughOurEyes/index.html and the "Interventions in Schools" video can be watched on YouTube at http://youtu.be/49GzqPP7YYk.

Summary: Children Served through Treatment and Healing Services

Overall, Safer Tomorrows has provided treatment and healing services to many children and youth in Grand Forks. The following table outlines the number of people served by each of the main intervention components.

Type of Intervention	**Number of Persons Served**
Individual Therapy (i.e. TF-CBT, EMDR, and trauma-informed talk/play therapy)	118
Group Therapy	37
Parent Advocacy	275
Child Advocacy	296
Restorative Justice	1,287

Community Awareness and Education

Safer Tomorrows engaged in an extensive campaign to increase community awareness around childhood exposure to violence. A communications coordinator was hired to assist with all aspects of their campaign, but that position was phased out in May 2014, because the coordinator left and the grant was close to finishing.[35] A member of the Governance Team who also works in the mayor's office as the Community/Government Relations Officer has also helped lead many of the community awareness and education efforts.

Safer Tomorrows had a target audience of teens, educators, the general public, community leaders, direct service providers, boys and men, and parents. Safer Tomorrows core management team and

[35] This happened prior to the receipt of additional funds in the fall of 2014.

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its marketing team took six to eight months to create a messaging matrix (see Appendix C) that was used to guide the development of consistent messaging for Safer Tomorrows products, particularly the website, depending on the targeted audience.

The initiative's message developed in three stages:

- In the first stage (September 2012-September 2013), the message was "Together we can build a safer tomorrow," hoping to make non-violence the norm and define roles for various members of the community in responding to violence. According to the messaging matrix, publications (e.g. social media posts, flyers, brochures) and community awareness events targeting the general public, for example, made the community aware that "violence is a problem in the U.S. and here in Greater Grand Forks." A local marketing firm, Simmons Flint, was hired to help develop messaging and design materials. The firm designed billboards, a bus wrap, ads, mailers, a services brochure and a template for project newsletters. The communications coordinator then placed the billboards/ads, wrote the content of the newsletters and delivered to the media press releases that informed all media outlets about upcoming Safer Tomorrows events. This first stage raised awareness around children's exposure to violence, the Safer Tomorrows Project, and who to contact for more information.

- The second stage was the "Lend a Hand" campaign, which went from October 2013 to January 2014. It signified a "call to action," telling the general public, for example, that the public can help Grand Forks prevent violence. "Preventing violence is everybody's business" was the message created in the messaging matrix. The resulting publications and events were used to inform the public about what constitutes violence and how to be a role model by not exhibiting violent behavior and spreading the word about Safer Tomorrows.

- The final phase of the campaign, begun in February 2014, is the "The Champion," where community members are asked to be a champion and take a position, such as not supporting bullying. Then community members are supposed to alert others of their position through social media posts or by reposting the message of Safer Tomorrows on their own social media pages. The act of reposting and sharing on social media shows they are taking action—and carries on Safer Tomorrows messages once funding has ended. This phase also asks the public to get help if they or someone they know is in an abusive or violent situation.

The Safer Tomorrows Website

The messaging of the campaign was also delivered through the project website. The Safer Tomorrows website (www.safertomorrows.com) debuted on September 12, 2012, and has been one of the primary sources for raising community awareness. The website was designed based on the feedback of various stakeholders, including a youth commission, survivor counsel, and other professionals in Grand Forks. The project originally planned to have both public and private access. Plans for the non-public site was to have it password protected and comprised of informational resources for internal members (e.g. Safer Tomorrows staff, social service agencies, Grand Forks Public School administrators), but since the Defending Childhood website will soon

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be launched and the interpreter resource list will be posted on the Grand Forks City public website instead of the Safer Tomorrows website, there is no longer a need to finish construction of the non-public site. Internal members of the Safer Tomorrows Coalition can still access many links on the public site, including links to partner agencies, Defending Childhood Initiative information on the U.S. Department of Justice website, information about bullying prevention, dating violence, sexual assault, domestic violence, and forms for mandatory reporting. Coalition members are also sent emails with resources and information. The public access website also includes separate sections "for teens," "general awareness," "response and emergency issues" (e.g., what is violence, where to get help, resources and warnings), and "what is your role," a section where the community can determine the unique role they can play in addressing children's exposure to violence and building positive relationships.

Other Forms of Multi-Media Message Dissemination

In addition to the website, Safer Tomorrows has employed other media outlets to make their message known to the community and to discuss the programming of Safer Tomorrows (see Appendix D for examples of publications). Safer Tomorrows staff have written articles for the local newspaper and a semiannual electronic newsletter; a TV station had a segment on Coaching Boys into Men and other prevention programs; and a local radio station interviewed experts about the Safer Tomorrows Initiative. In addition, Safer Tomorrows brings banners that go with them whenever they have a booth at an event, and they designed a wrap to go on a local bus with a citywide route for one year and five months. A majority of the advertising space for the wrap was donated by the City of Grand Forks to Safer Tomorrows. Teachers on the Olweus "advanced team" (an idea similar to a train the trainers model) and stakeholder committee members were given flash drives, which hold Safer Tomorrows information and documents for them to use. Safer Tomorrows uses social media such as YouTube, Twitter, and Facebook to announce upcoming events, report research about children's exposure to violence, and spread messages related to the community awareness campaign. In addition, Safer Tomorrows sent a county-wide mailer to every residence in 2012 and 2013, and passed out 4,000 awareness postcards to students at the Rachel's Challenge presentations in 2014.

Community Awareness at Sporting Events

Addressing violence at sporting events was another component of the Safer Tomorrows community awareness campaign. Safer Tomorrows developed a "Winners Way" campaign as a code of ethics for fans at sporting events, especially at the high school level. This code recognizes that the community has a strong connection to sports and uses that connection to promote healthy relationships and respect. Messaging was tested with an accompanying market survey at a baseball complex in July 2014. Nearly two-thirds of those surveyed reported that they have viewed inappropriate behavior at sporting events and indicated that parents were most likely to exhibit that behavior. Hockey was reported as the sporting event at which most respondents have viewed inappropriate behavior. The Winners Way attempts to use positive messaging, and messages will have permanent signage at sporting facilities with each school's identity/logo, so that the signage is not just about Safer Tomorrows but the school culture, as well, making it more sustainable after Safer Tomorrows ends. The Winners Way message is "WE are the team. RESPECT the effort.

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EVERYONE has a role. It's the WINNER'S WAY." The message was unveiled for the fall 2014 sports season.

Father's Day Public Service Announcement

For Father's Day in 2013, Safer Tomorrows released a public service announcement (PSA) that was based on a PSA originally created by Futures Without Violence. The PSA asks men to help end violence against women by teaching boys in their lives that violence against women is wrong. Safer Tomorrows made a localized version of the "Father and Son PSA", featuring a father and son playing hockey, football and baseball, using local men and boys to tailor it to the Grand Forks community.

Accomplishments of the Community Awareness Campaign

Safer Tomorrows staff believes that the project has had much success with their community awareness campaign. They received a "Teddy" award from the North Dakota Broadcasters Association for their Father and Son PSA (mentioned above), which also aired during multiple North Dakota High School State Championship games, reaching close to 81,000 people. The local movie theater puts ads before the movie starts and also played the PSA for three months, showing 73 times per day. They also received free radio spots. Staff believe that the community has embraced and adopted their message.

In total, Safer Tomorrows held 136 community awareness and education events with 17,358[36] residents in attendance. They also produced 297 different types of publications (e.g. TV ads, radio PSAs, billboards, brochures, flyers, bus wraps, social media posts), and it is estimated that there were over seven and a half million[37] views of their messaging or publications related to their community awareness campaign.

Challenges of the Community Awareness Campaign

At the start of the initiative, an important challenge was working with the federal government regarding approval for social media posts. OJJDP requires that all publications be approved before they are made public. The time requirement for review of publications pre-empted the ability to spontaneously post items such as responding to current events or re-posting related messages from other organizations. As one member of the team said "How do we plan ahead for our spontaneous tweets two months from now?" To meet this challenge, the project worked with OJJDP to develop an agreeable process with which to handle social media and is now creating posts a month at a time for the approval process. In addition, Safer Tomorrows created a list of OJJDP approved organizations (e.g., Futures Without Violence) from which they can retweet or repost messages without asking for approval. Technology use by the public is moving at an accelerated speed and

[36] This number is an estimate of the attendees at local presentations, as well as the Grand Forks viewing audience of the local TV station that might have seen an interview featuring the coach specialist discuss Coaching Boys into Men.

[37] This number is a total of each awareness item's estimated audience, such as the viewing audience of the local TV station, readership of the local newspaper, and listening audience of the radio station as well as those who might see their bus wrap and billboards. There was not a way to get an actual count of how many people were exposed to these campaigns.

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attention needs to be given to policy enabling campaigns to quickly respond to ever-changing community needs.

Professional Training

Safer Tomorrows offered training to various professionals in the community on a multitude of topics related to children's exposure to violence and trauma. The audience for these training sessions included social and human service agencies, CVIC staff, law enforcement, medical providers, and educators. Trainings ranged from one-and-a-half hour presentations to a one-day summit that was scenario-based, meaning that the summit emphasized real world application of the material. The following are examples of trainings hosted by Safer Tomorrows:

- A medical doctor from the Red River Children's Advocacy Center presented an overview of injuries and medical evaluations of child physical abuse to Safer Tomorrows Coalition members and other professionals in the community in September 2012.

- The prevention and education specialist discussed the Adverse Childhood Experiences (ACE) study and trauma-informed services available at CVIC's Specialized Therapeutic Services for children and families to 19 LSSND staff in February 2013.

- The prevention and education specialist trained 10 Lutheran pastors on childhood exposure to violence and how faith-based organizations can be protective factors in children/youths' lives in May 2014.

- During the one-day training summit for 58 multidisciplinary professionals, the training staff focused on how to foster improved cross-agency response to childhood exposure to violence by increasing awareness of the dynamics related to violence and available services.

- Forty-four Safer Tomorrows Coalition members and other professionals learned about Nepali and Somali cultures and local populations from a Safer Tomorrows' partner, Lutheran Social Services New Americans of LSSND, in October 2013.

One person was hired by CVIC and funded part-time to develop training materials and conduct trainings. In addition, the training project supervisor was partially funded to oversee the activities and also to conduct trainings. To publicize the trainings, the CVIC training staff provided "training menus" with a list of all trainings offered to program supervisors at local agencies. The design of the professional training program was for supervisors to complete trainings first, after which supervisors can recommend given trainings for the entire staff of their agency.

According to Safer Tomorrows staff, initiating professional trainings took some time, because all presentations had to be approved by Futures Without Violence (FWV) and OJJDP. However, Safer Tomorrows ultimately hosted 116 trainings with 1,534 professionals in attendance.

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Chapter 4
Barriers, Facilitators, and Sustainability of Project Implementation

This chapter describes important general barriers and facilitators to change that transcended any one programmatic area of the Safer Tomorrows Initiative

General Barriers and Challenges

Federal Approval of Printed Material

Safer Tomorrows staff members indicated that the process for gaining federal approval for printed material sometimes created delays and frustration. In this regard, OJJDP requires the approval of all documents (e.g. brochures, flyers, reports, videos, billboards PowerPoint slides) disseminated to the public—a requirement that applied in particular to numerous materials produced as part of the Safer Tomorrows community awareness campaign. The technical assistance provider, Futures Without Violence (FWV), reviewed project publications as well. Safer Tomorrows staff noted that FWV was relatively prompt in returning their comments; yet, even the FWV review process took time. Adding the 30-day time period for OJJDP to approve items (which sometimes stretched longer), the process could be quite lengthy, according to the Safer Tomorrows Coordinator. This caused delays that, at times, affected the project's ability to move forward in a timely fashion. In particular, the marketing firm and other local entities involved in the community awareness project were not used to operating in a fashion which requires a substantial amount of lead-time before publications can be produced and space reserved for print or viewing. It is noted that there was quick turn around by OJJDP for approval on a number of items and both parties worked together to try to ease the process as much as possible,

Initiatives in Rural Areas

One of Safer Tomorrows' priorities was to bridge the gap of services available to rural children and families. Rural delivery sites were located in three towns for city professionals to meet with clients to deliver therapy or supportive services. The sites were used a few times, but several barriers were faced. Some agencies in Grand Forks remarked that they have seen such an increase in clientele that they have difficulty finding enough time to meet with clients in rural communities, some of which are nearly an hour travel in one direction. One agency staffs a rural site (outside of Grand Forks County) for a certain number of hours a week in an effort to bridge the transportation gap, but is currently looking at the feasibility of maintaining this effort. The Safer Tomorrows coordinator said that it is very costly, especially when the few clients they serve in that area do not show for appointments and their staff could be seeing clients in the city. Some rural families prefer to come to the city to receive services for more privacy. In rural towns, "everybody knows everything about everybody." Agencies are looking for other ways to meet the transportation needs, such as providing gas vouchers or finding alternative transportation, such as the senior bus service that runs between some small towns and Grand Forks. Safer Tomorrows has also networked and coordinated with schools and professionals in the small towns to include them in

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the project activities, share referral resources, and access their expertise, especially surrounding issues unique to rural areas.

Turnover of Project Staff

Although there was no turnover among administrators of Safer Tomorrows, therapists from the Community Violence Intervention Center were less likely to stay for the full length of the Initiative. There was turnover once with the child therapist, and an adolescent therapist position had to be filled three times within the three years of the grant. As with most grant positions, the project coordinator stated that it is difficult to hire someone when the funding is not secure or has an end date, because the resulting lack of job security can make the positions unappealing to potentially strong candidates. Therefore, there was greater difficulty hiring and keeping therapists for Safer Tomorrows.

Oil Industry Boom

An important contextual challenge for Grand Forks was the need to manage the negative ramifications from the oil industry boom in North Dakota. In 2006, a new procedure for oil extraction and drilling[38] changed the western part of North Dakota, referred to as the Bakken fields, and transformed North Dakota into the second most oil producing state[39]. The boom has resulted in great prosperity with unemployment lower than three percent, but the wealth has not been without deleterious consequences. Revenue from the oil has resulted in skyrocketing property values for nearby cities. Areas that were once affordable for modest incomes became too expensive for many residents. Even more serious—and relevant to the work of Safer Tomorrows—is the growing crime rate since the arrival of "man camps" (sites where the male workers reside while working in the field), particularly with regard to drug use and violence against women. Prostitution[40] and rape have increased[41] along with reports of brutal attacks[42]. In 2013, the National Institute of Justice research grant to the University of North Dakota to examine the impact of the Bakken oil development on domestic violence, dating violence, sexual assault, and stalking. The researchers will use quantitative and qualitative data to determine if the oil development has had an impact, where it has had an impact, the characteristics of victims and offenders, the personal impact on the lives of the communities affected, and policies created to address interpersonal violence in the area. Since Grand Forks is on the opposite side of the state from where the oil boom has taken place, Grand Forks has not been as severely affected as locations on the western side of the state; but shelter rates, foster care placement, and chemical dependency in Grand Forks have been increasing, potentially due to the "oil violence," according to the Safer Tomorrows project coordinator.

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[38] See the New Yorker for example http://www.newyorker.com/magazine/2011/04/25/kuwait-on-the-prairie.
[39] See the Washington Post for more information http://www.washingtonpost.com/sf/national/2014/09/28/dark-side-of-the-boom/.
[40] See National Public Radio for more information http://www.npr.org/2014/02/01/265698046/booming-oil-fields-may-be-giving-sex-trafficking-a-boost.
[41] See the Star Tribune for more details http://www.startribune.com/local/236894631.html.
[42] See The Columbus Dispatch for more information http://www.dispatch.com/content/stories/insight/2014/10/05/1-bakkens-dark-side.html.

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Facilitators

State Law Requiring a School Bullying Policy

In 2011, the North Dakota Legislature passed a law requiring all North Dakota K-12 schools to implement a bullying policy by July 1, 2012[43]. The policy required school districts to establish procedures for reporting and documenting bullying incidents, to set timelines for response to the alleged incidents, to create disciplinary measures for those who engaged in bullying, to notify law enforcement if a crime occurred, and to set up services and protection for victims of bullying. Safer Tomorrows team members believed that their focus on prevention in the schools would not have been implemented so well without the law's passage. Primary prevention in the schools was originally part of the Safer Tomorrow's plan, but the new legislative mandate helped to ensure implementation with high fidelity. Administrators with the Grand Forks Public Schools, in particular, were extremely welcoming of the monetary support that Safer Tomorrows could give, as they had to fulfill the mandate but were not given additional state funds to do so.

Support from Local School Administrators and Teachers

As conveyed by project staff, support from administrators and teachers in the Grand Forks public, rural, and private parochial schools was exceptional. According to project staff, the great relationship of administrators and teachers with Safer Tomorrows and their willingness to add a comprehensive amount of prevention programming made the transition seem effortless.

Collaboration among Safer Tomorrows Stakeholders

Another important facilitator, cited by Safer Tomorrows staff and stakeholders, was their strong working relationship and the existence of no turnover among the Core Management and Governance teams. Moreover, as conveyed in research interviews, the Community Violence Intervention Center's (CVIC) strong reputation in the community, and participation by a representative from the mayor's office on the Governance team, facilitated the implementation of the Initiative and awareness of children's exposure to violence. The Mayor reportedly marched with CVIC in a Take Back the Night rally to end sexual violence, and introduced a speaker at the first Rachel's Challenge presentation.

Collaboration with Native American Partners

Technical assistance from the Native Streams Institute was instrumental in taking relationships between Safer Tomorrows staff (CVIC therapists, in particular) and local Native American community to higher level. In 2013, Ethleen Iron Cloud-Two Dogs from the institute facilitated a full-day training for local therapists and counselors on the Lakota response to trauma. Following that training, Safer Tomorrows staff met with local Native Americans to generate ideas about how they could work together to better serve Native children and families affected by violence. Ms. Iron Cloud-Two Dogs returned in 2014 for another full-day workshop, during which the 2013 training was reviewed, spiritual toolkits (consisting of sage, sweet grass, an abalone shell and

[43] See the North Dakota Department of Public Instruction for more information http://www.dpi.state.nd.us/health/factsheets/bullying.pdf.

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lighter, and other items) were created and the use and significance of the toolkits were explained. The Safer Tomorrows Coordinator believed that the attendees became more comfortable with the toolkits and relationships with Native partners deepened. With this technical assistance, the project's cultural competency is growing along with the relationships. The spiritual toolkits are now available at CVIC's domestic violence shelter, at LSSND and at the juvenile detention center. CVIC therapists have also engaged in conversations with Ms. Iron Cloud-Two Dogs and a local native who conducts ceremonies. They are discussing important issues around referring Native clients for ceremonies and there is an invitation for the CVIC staff to experience a "sweat" so they can better serve Native clients who practice these rituals.

Interagency Collaboration Resulting from a Natural Disaster in 1997

A final "facilitator" arose out of what was also a natural disaster. In April of 1997, Grand Forks experienced one of the worst floods in its history[44] and it was aptly named the "Flood of the Century." The Red River rose 26 feet above flood stage to cover nearly all of Grand Forks. It had such an impact on the residents that many refer to time in Grand Forks as before or after "the flood." Despite the damage it caused to the city, the flood reportedly created a camaraderie among residents and a willingness to help others. The recovery efforts necessitated extensive collaboration to address community needs and rebuild Grand Forks, and many stakeholders believe that is responsible for the strong network and collaborative spirit in the community, present in the work of all those involved in Safer Tomorrows.

Technical Assistance

The Safer Tomorrows team has used Futures Without Violence (FWV), the Defending Childhood Initiative technical assistance provider, to assist with a variety of issues related to the implementation of the project. Specifically, FWV staff stated that they provided input regarding prevention programs and therapeutic services and supported implementation of these programs by troubleshooting issues related to staff retention, outreach materials, and strategy. FWV also conducted the training for local coaches as part of the Coaching Boys into Men prevention initiative. (FWV had previously created the Coaching Boys into Men prevention program model.). FWV also advised on the community awareness campaign, for instance providing the script for the "Father and Son" PSA.

Project staff reported that they had a good relationship with FWV staff and benefited from their help. Their only expressed concern was that the review process for publications and community awareness items was too lengthy and extensive. Similar to their challenges with OJJDP, receiving FWV approval for community awareness materials was sometimes difficult, particularly when there was not much time before the needed release of the material or the actual event.

Sustainability

From a logistical perspective, the prevention programming in the schools was developed to be sustainable. The majority of costs (e.g., buying curricula and training teachers) for the programs

[44] See http://www.nd.gov/des/uploads%5Cresources%5C736%5Cn.d.-response-to-the-1997-disasters.pdf for more on the flood.

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were upfront, meaning that there will not be any additional costs to run the programs in subsequent years, as current teachers can train new teachers on the prevention programs and materials. Furthermore, the North Dakota anti-bullying mandate (see above) will ensure—through new legislative requirements—that the programming remains in the schools. The community, as well, has reportedly recognized the need for such programming.

Also supporting sustainability was funding from The Bush Foundation. Established in 2013 by former 3M executive Archibald Bush and his wife, Edyth, the Bush Foundation encourages innovation by awarding grants to organizations in Minnesota, North Dakota, South Dakota, and 23 Native American nations. In 2013, the Foundation awarded a half million dollar Innovation Prize to CVIC to help the agency in its efforts to solve community challenges. These funds will contribute to sustaining other initiatives, including those concerning intervention and healing that CVIC plays a central role in implementing. In addition, part of winning the Bush Foundation prize involved creation of a video by the Foundation, which tells the story of Safer Tomorrows and its accomplishments. This video has been posted on the Bush Foundation website and other media, with the reported effect of helping to revive community awareness work.

Safer Tomorrows staff reports that the project will continue to search for other funding sources when the grant ends. CVIC will create "investment menus" for their own donors, linking donors to their areas of greatest interest within CVIC. CVIC also hopes that through "Break the Silence Tours" that take members of the community "behind the scenes" of CVIC for one-hour tours, they will be able to continue to show community members how CVIC responds to violence in the community. This makes it easier to later ask for financial support from those who took a tour in order to continue services. The tours are free and occur all year long.

Conclusion

Safer Tomorrows had the primary goal of implementing prevention programming in Grand Forks County schools, and they were largely successful in doing so. As a result of Safer Tomorrows, prevention programming now extends to children ages 0-17 with programs addressing multiple forms of violence (bullying, dating violence, etc.); ways of preventing violence; fostering healthy positive relationships with others; and improving personal social-emotional health. The extensive focus on prevention programming can serve as an ideal model for other communities of similar size that also have the support of their school district. In an interview, a Safer Tomorrows team member said, "We can throw a stone and have a big ripple here," in reference to an initiative like Safer Tomorrows having a large effect on a community like Grand Forks, because of its relatively small size. A member of the Governance Team also noted that universal school-based prevention programs can affect the knowledge and views of adults in the community, commenting, "If I didn't know anything about this initiative in my professional life, my three kids are in different grades in school and they come home talking about it. At parent-teacher conferences, they talked about it. I see the buses, posters, ads, etc." Devoting a great deal of attention to prevention programming was also a logical choice for Grand Forks because of the sustainability of primary prevention efforts. Specifically, school materials do not have to be purchased every year and once teachers are trained, they can train others who are new to the school. Overall, for other similar jurisdictions, the Grand Forks Safer Tomorrows experiment demonstrates that school-based prevention programming has great potential as a smart investment with a potentially broad community-wide impact.

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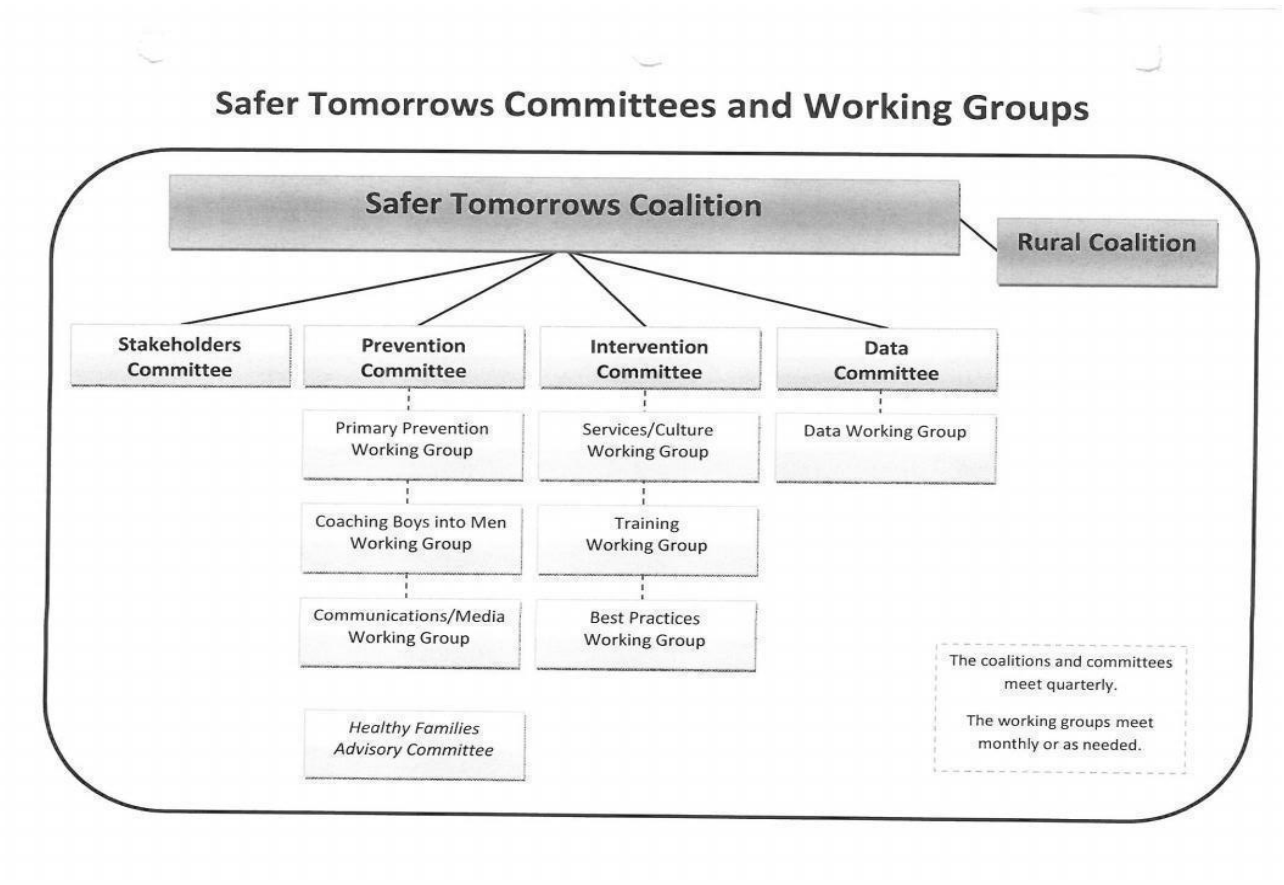
Appendix A
Safer Tomorrows Working Groups and Committees



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Appendix B
Safer Tomorrows Prevention Programming in the Schools

Prevention[45]	Children Served	Schools	Grades	Description
Al's Pals** and Al's Caring Pals**	569	18 Head Start Classrooms, 15 Childcare Providers	Ages 3-8	Al's Pals and Al's Caring Pals are resilience-based curriculums that develop the social, emotional, multi-cultural, and behavioral skills of children. See http://wingspanworks.com/als-pals/, and http://wingspanworks.com/als/ for more information.
Olweus Bullying Prevention Program*	6,844	12 GFPS[46] elementary and middle schools, 6 rural elementary and middle schools, and 2 rural high schools	K-12	Olweus Bullying Prevention Program is a curriculum with the goal of reducing bullying through individual actions, school environment, and community members. See http://www.violencepreventionworks.org/public/index.page for more information.
The Fourth R**	568 in schools, 24 in DIVERT program	3 GFPS high schools, 4 rural schools, Day Report program (DIVERT) for at-risk youth	9 & 10	The Fourth R is a comprehensive, school-based program designed to reduce violence and associated risk behaviors by focusing on relationship goals and challenges that influence decision-making. See https://youthrelationships.org/ for more information.
Lessons from Literature	305	Larimore High School Only (rural)	9-12	Lesson from Literature is a curriculum that uses existing literature and additional books and stories to increase awareness about the damaging effects of physical, sexual and verbal abuse, and how to recognize abusive uses of power and control and alternatives to violence. See http://www.lessonsfromliterature.org/ for more information.
Friendships that Work: A Positive Friendship Curriculum	607	4 GFPS middle schools	6, 7, & 8	Friendships that Work is a curriculum increases healthy relationship skills among early adolescents and decrease characteristics commonly thought of as precursors to intimate partner violence.
Project Northland*	5,647	GFPS middle schools only	6, 8, 10	Project Northland is a program with the goal of delaying the age at which young people begin drinking, reduce alcohol use among young people that have already tried drinking, and limit the number of alcohol-related problems. See http://www.hazelden.org/web/go/projectnorthland for more information.
Digital Citizenship	Unknown	GFPS Only	K-12	Digital Citizenship is a program that teaches students responsible behavior in regard to technology use, including personal safety. See http://www.digitalcitizenship.net/Home_Page.html for more information.
NetSmartz	1,151	All rural and parochial schools	K-12	NetSmartz is a program that teaches children to make safe decisions, both online and offline. It addresses issues such as cyber-bullying, inappropriate content, predators, revealing too much information, sexting, and scams. See http://www.netsmartz.org/Parents for more information.

[45] *Promising program; **Evidence-based
[46] GFPS = Grand Forks Public Schools

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Prevention	Children Served	Schools	Grades	Description
Coaching Boys into Men*	579	2 GFPS high schools and 3 rural high schools	9-12	Coaching Boys Into Men is a program that provides athletic coaches with the strategies and resources needed to educate young males in relationship abuse, harassment, and sexual assault. See http://www.coachescorner.org/index.asp?page=1 for more information.
Rachel's Challenge	Over 6,000	GFPS and Two Rural Schools	Middle school (GFPS), K-12 (rural)	Rachel's Challenge is a series of motivating presentations that provide students and staff with the skills to create a supportive learning environment. See http://www.rachelschallenge.org/big-picture/about-rachels-challenge/ for more information about Rachel's Challenge.

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Appendix C
Messaging Matrix

Core Message:

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

Target Audience #1 Target Audience #2 Target Audience #3

TEENS	EDUCATORS	GENERAL PUBLIC
Message 1: **You deserve to feel safe and be treated with respect. And so does everyone else.** *Proof Points* • Abuse in any form, from anybody, is never okay. • We don't have to tolerate it in our school or our community.	**Message 1:** **Kids deserve to be in an environment where they feel safe and respected.** *Proof Points* • They deserve to be respected by their peers. • They deserve to be respected by their teachers and administrators.	**Message 1:** **Violence is a serious problem in the U.S. and *here in Greater Grand Forks.*** *Proof Points* • This is what our community looks like today. • A coalition has been formed to change perceptions and eliminate violence in our community and create Safer Tomorrows.

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Message 2: **You deserve a healthy relationship and it's not always easy to know what that is. Is this happening to you?** *Proof Points* • If someone is controlling you, not respecting you, or pressuring you in person or online, that's not okay. • This is what a healthy relationship looks like; these are the warning signs of abuse.	**Message 2:** **Violence and abuse is a serious problem and it's happening in North Dakota and here in Greater Grand Forks.** *Proof Points* • This is what it looks like in our schools/community today. • Kids spend a lot of time in school so as educators, you have more access to students than other professionals.	**Message 2:** **You can help us get there. Preventing violence is everybody's business.** *Proof Points* • There are many types of violence and this is what they are. • Be a role model and spread the word about the Safer Tomorrows coalition.
Message 3: **You are not alone.** *Proof Points* • If you're wondering if what you are experiencing is "normal" or right, there are people and resources to help you figure it out. • If you feel like someone you know is in an abusive situation or relationship, trust your feelings and get help.	**Message 3:** **Recognize and report. You have a role to play in preventing and responding to child abuse and neglect.** *Proof Points* • These are the signs of child abuse and neglect. • This is how to know when to act, what to do, and what people and resources available to help you.	**Message 3:** **If you feel like you or someone you know is in an abusive or violent situation, trust your instincts and get help.** *Proof Points* • This is what to do and when to take action. • This is where to go for help—people and resources here in Grand Forks.
Audience #4 **COMMUNITY LEADERS**	Audience #5 **DIRECT SERVICE PROVIDERS**	Audience #6 **MEN AND BOYS**
Message 1: **This is what a Safer Tomorrow looks like, and we're not there yet.**	**Message 1:** **The Safer Tomorrows coalition exists to change the way our community perceives and responds to children's exposure to violence.**	**Message 1:** **Any form of gender-based violence—physical, verbal, psychological or sexual—is never okay.**

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Proof Points • A coalition has been formed to change perceptions and eliminate violence in our community. • You can help create awareness of the problem of violence in our community.	*Proof Points* • They deserve to be respected by their peers. • They deserve to be respected by their teachers and administrators.	*Proof Points* • It hurts people you love: wives, girlfriends, sisters, daughters, mothers • It hurts you, too.
Message 2: **Violence is a serious problem in the U.S. and *here in Greater Grand Forks.*** *Proof Points* • This is what a Safer Tomorrow looks like and we're not there yet. • You can help create awareness of the problem of violence in our community. .	**Message 2:** **This coalition will help you do the job you are already doing.** *Proof Points* • We are making it easier for you to connect with other professionals • We will provide you with new resources and help you identify and access existing resources.	**Message 2:** **How can you tell if you are over the line?** *Proof Points* • Think about how you treat people. Examine your behavior. • Are you controlling or abusive? Do you laugh at sexist jokes? .
Message 3: **You have a leadership role in creating a Safer Tomorrow.** *Proof Points* • You can help change perceptions and the culture of our community. • Be a role model. • Spread the word about the coalition.	**Message 3:** **Each of you has a responsibility to make this coalition work.** *Proof Points* • Look at the big picture and be aware of what others are doing and how you can work together for the greater good. • Get actively involved in the coalition and spread the word about it.	**Message 3:** **Be a role model.** *Proof Points* • Speak out against violence. • Take action as a bystander if you witness violence or abuse. Are you controlling or abusive?

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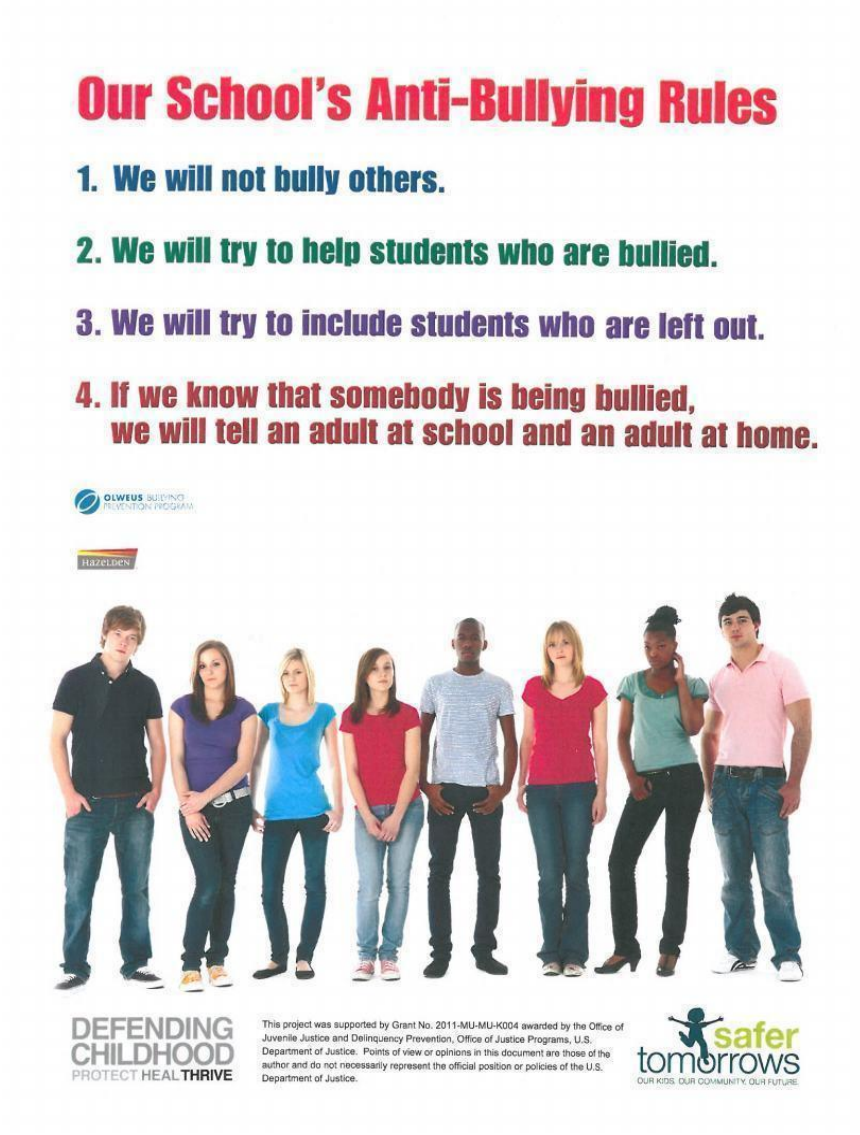
Appendix D
Sample Publications



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Safer Tomorrows Bus Wrap

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safer tomorrows

OUR KIDS. OUR COMMUNITY. OUR FUTURE.

Safer Tomorrows is one of eight projects in the nation chosen as a demonstration site for the U.S. Department of Justice Defending Childhood Initiative to address child exposure to all forms of violence in Grand Forks County. More than 40 organizations, public and private, urban and rural, secular and faith based, are collaborating to make children's lives safer. The project focuses on the three key areas below. To find out more, contact our website at www.safertomorrows.com or Julie C. at the Community Violence Intervention Center at 746-0405.

ENDING CHILDHOOD EXPOSURE TO VIOLENCE

Bullying • Dating Violence • Sexual Assault • Stalking • Exposure to Domestic Violence • Child Maltreatment

PREVENTION

Raise awareness among all citizens
of violence, develop social norms promoting healthy relationships, and offer services that encourage healing

Educate every child in K-12 schools in county
and children ages 3-5 in pre-school and childcare programs about how to prevent violence and engage in positive and healthy relationships

Coach boys into men
by teaching boys in sports programs that violence never equals strength

Expand home visiting
that prevents child maltreatment to rural and other areas

INTERVENTION

Enhance specialized therapy for children
impacted by sexual assault, dating violence, bullying, violence at home, and other abuse to help them overcome the trauma

Expand restorative justice at schools
to reduce bullying and repair the harm caused by hurtful behavior

Improve responses
of professionals by initiating cross-agency education/screening and referrals, an interdisciplinary coalition to coordinate services, training on best practices, an interpreter resource list and other efforts

DATA

Increase our understanding
of the ways local children are impacted by exposure to violence by establishing a system to collect and analyze data on all forms of childhood exposure to violence

Enhance and evaluate our response
by using data to inform our efforts, to improve our systemic response to child victims, and to increase awareness of local violence

DEFENDING CHILDHOOD
PROTECT HEAL THRIVE

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www.safertomorrows.com

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January - March 2013

Our Kids. Our Community. OUR FUTURE

Greetings From the Communications Coordinator

Rachel's Challenge

Coaching Boys Into Men

safer tomorrows

Greetings Safer Tomorrows Team

Safer Tomorrows Kick-O Week ended as quickly as it began, and I think it is safe to say it was a success. Over 40 Grand Forks County agencies have formed a partnership to bring the vision of a Safer Tomorrow to our Grand Forks County residents. By working closely together, the Safer Tomorrows Kick-O Week launched September 10th and ran through September 14th. It began with the unveiling of the Safer Tomorrows bus wrap featured on our Area transit bus and continued with our Safer Tomorrows website going live!

Sponsored by the Red River Children's Advocacy Center and the Safer Tomorrows Coalition, a Lunch-n-Learn covering child abuse with Dr. Arne Gra was made available to the community. Over 50 local professionals came together to show their commitment in creating a Safer Tomorrow for our children.

Safer Tomorrows partners, Lutheran Social Services of ND, and all parochial and public schools throughout Grand Forks County implemented violence prevention programs to educate our students. Topics covered ranged from bullying and cyber-bullying to healthy relationships.

WDAZ and the Grand Forks Herald ran stories covering Safer Tomorrows initiatives within Grand Forks County, along with programs reducing bullying in our schools. One initiative that drew a lot of media attention was the Coaching Boys into Men program, led by the Community Violence Intervention Center (CVIC) and Coach Mike Berg. Coach Berg believes that coaches are a great in uence in our young athletes' lives, and they have an opportunity to teach boys how to be role models for other kids and to know what a healthy relationship looks like.

Kick-o week is just the beginning, and we are excited to continue to inform you of our success stories.

Tom Ford
Communications Coordinator
tford@grandforksgov.com

www.safertomorrows.com

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Rachel's Challenge Comes to Grand Forks County

Safer Tomorrows brought Rachel's Challenge to Grand Forks County for a three-day event, which provided opportunities for students and adults to participate in and hear Rachel's message of love, kindness, and respect. Rachel's Challenge is a series of student enabling programs and tactics that equip students and adults to stand up to bullying and combat feelings of isolation and hopelessness by creating a culture of kindness and compassion. Rachel's Challenge is based on the writings and life of 17-year old Rachel Scott, the rst shooting victim of the tragic Columbine High School shootings which took place April, 1999. Rachel left a legacy of reaching out to those who were di erent, who were picked on by others, or who were new at her school. By doing so, Rachel hoped to inspire others to take up the same attitudes of helping others and showing kindness, and that we all have a role to play in doing so.

Rachel's Challenge came to Grand Forks County schools reaching over 5,000 children on October 9th, 10th, and 11th. Along with the school seminars, three community events were held with one event in Thompson, and two separate events in Grand Forks, reaching 467 people.

Mayor Michael Brown gives Rachel's Challenge presenter, Todd Lauderdale, the key to the city.

Safer Tomorrows and Rachel's Challenge share a common vision that we all have a role to play in creating a world where children and adults are respected, and feel safe, and non-violence is the norm. By bringing Rachel's Challenge to Grand Forks County, we hope that others will stand up and say no to violence, and inspire our community members to speak out against bullying and other forms of violence.

Students embraced Rachel Scott's message by creating kindness chains, signing pledges, compiling a list of books related to acts of kindness, writing thank you notes and promoting random acts of kindness. The Grand Forks Youth Commission's banner addressing cyber-bullying ("Think Twice") was an added layer of support for the Rachel's Challenge pledge e orts.

Task Force on Children Exposed to Violence Final Recommendations Announced

The Attorney General's Task Force on Children Exposed to Violence has released its nal recommendations for a national response to address children's exposure to violence. The report emphasizes prevention and intervention and underscores the importance of trauma-informed care and victim-tailored services. The task force calls on the federal government, states, tribes, and communities to ensure that all children exposed to violence are identi ed, screened, and assessed; to create multidisciplinary councils to facilitate system-wide collaboration; to involve men and boys as critical partners in preventing violence; and to help, not punish, child victims of sex tra cking.
The task force presented its nal recommendations to Attorney General Holder at the December 12, 2012, meeting of the Coordinating Council on Juvenile Justice and Delinquency Prevention.

Read the executive summary or full report.
The report, commissioned by the Attorney General as part of the Defending Childhood Initiative, was informed in part by public hearings conducted nationwide.

www.safertomorrows.com

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Coaching Boys into Men

Coaching Boys into Men (CBIM) helps coaches shape the attitudes and behaviors of young male athletes. Athletic coaches play an extremely in uential and unique role in the lives of young men, often serving as a parent or mentor to the boys they coach.

The program equips coaches with tools to help their young athletes build respectful, non-violent and healthy relationships. Coach Berg taught his athletes about respect for young girls and women, and that violence does not equal strength. Knowing the impact Coach Berg could have on his young athletes, he wanted to teach all of his young players the importance of respect, and non-violent communication.

Read what Former Central High School quarterback and student, Matt Fischer had to say about playing for Mike Berg:

"Playing for Coach Berg was a true blessing. I learned much more about life than the game itself. Football fundamentals and strategy were skills that I was able to use as a player for a short amount of time, but the life lessons he imparted are still being used today. Consistency, loyalty, trust, honor, tradition, teamwork, fair play, - these are some of the values I learned from Coach Berg. Now as a coach myself, I look to impress those principles into my athletes much more than the X's and O's."

Coach Berg knows the impact that a young man's coach can have on his life and he believes (along with Safer Tomorrows) that all men, not just coaches, but as fathers, brothers, teachers, and mentors have a role to play in coaching boys into men, and he is both proud, and excited to share this program with our community.

CBIM materials guide coaches in leading their players through brief weekly activities that address themes such as personal responsibility, respectful behavior, and relationship abuse. Coaches and teams are encouraged to involve fans, parents, faculty, other students and administrators in support of the program's message of respect.

Coaches are poised to positively in uence how young men think and behave

Coalition Spotlight

In this edition of the Safer Tomorrows Newsletter, we highlight Tracey Johnson of Grand Forks Public School's Head Start program. Tracey has been the Mental Health Coordinator for the Head Start program for 12 years now and loves her job. Prior to her role with Head Start, Tracey worked at Grand Forks County Social Services as a Child Protection Worker.

Tracey began her involvement with Safer Tomorrows as a member of the Data, Education and Outreach Comittee, and is currently involved with the Primary Prevention working group.

"Head Start is very fortunate, through the Safer Tomorrows grant, to have received the tools to teach our children the value of healthy relationship building at a young age, thanks to the Al's Pals initiative," says Tracey. Tracey is passionate about developing personal, social, and emotional skills in our pre-school age children. Tracey feels that a child's early years are crucial in developing the skills necessary to build positive friendships and healthy relationships when they reach their teen years and beyond.

Tracey is grateful for Safer Tomorrows as Head Start would not have been able to bring the Al's Pals cirriculum to the classroom or for the parenting series that Al's Pals incorporates. The grant has allowed Head Start to innertwine children's curriculum and parenting education so that the children can hear the same message at school and at home.

www.safertomorrows.com

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Al's Pals

Al's Pals: Kids Making Healthy Choices is a nationally recognized, resilience-based early childhood curriculum and teacher training program that develops social, emotional, multi-cultural and behavioral skills in children ages 3 to 8 years old. Al's Pals interactive lessons and teaching approaches help young children to express feelings appropriatly, use kind words, care about others, accept di er-ences, and make friends.

How does this program work? There are 46 lessons lasting 10-15 minutes each. The Al's Pals trained teacher conducts two lessons a week over a 23-week period. The program is designed speci caly for young children with lessons using creative play, brainstorming, puppetry, music, and role playing, along with movement to stimulate young minds and engage them in social and emotional development.

A hand puppet named Al serves as a positive role model for the young students. Along with puppet pals Ty and Keisha, Al engages children in developmentally appropriate activities that build positive social skills and healthy-decision making. Lessons include narratives, puppet scripts, and songs that use early childhood experiences.

Al's Pals is the most basic, evidence-based program used to teach our young children that bullying is not tolerated, and that we must show respect for others. Our pre-school age children are taught the basic lessons of building healthy friendships, acceptance, and to care about others. Al's Pals equips our children to make life-long, healthy relationships.

For more information visit us at
www.safertomorrows.com or
contact us at 701-746-0405

DEFENDING CHILDHOOD
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"School was hard because I couldn't concentrate."

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

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

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

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

safer tomorrows

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

COMMUNITY CRISIS LINES

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

Community Violence Intervention Center

24 Hours:	(701) 746-8900
Toll Free:	(866) 746-8900
TTY:	(800) 366-6888

Northeast Human Service Center

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

SAFER TOMORROWS

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

www.safertomorrows.com

DEFENDING CHILDHOOD
PROTECT HEAL THRIVE

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Who we help

We help children and teenagers of all ages who have been affected by any type of violence. Some examples include:

BULLYING & CYBER-BULLYING

Being threatened, attacked or called degrading names, or receiving insulting or threatening e-mails or texts.

EXPOSURE TO VIOLENCE AT HOME

Seeing or hearing one parent threaten or harm the other or use degrading names.

DATING VIOLENCE

Having your actions controlled by your partner, being threatened, pushed, hit, followed or called hurtful names.

SEXUAL ASSAULT

Being forced to engage in any sexual contact that you do not want to do by anyone, including partners and friends.

Free help for children and teens impacted by violence

RESTORATIVE JUSTICE

If someone has bullied, teased or harmed you, Restorative Justice Services can work with both sides to address concerns and help each person to better understand each other.

We can help you with:

- ACCOUNTABILITY CONFERENCING, using trained facilitators that work one-on-one with students in a safe, structured format.
- PEACEMAKING CIRCLES, using group activities to teach students skills on how to get along better.
- EMPATHY SEMINARS, which help to develop a person's understanding of harmful actions.

Lutheran Social Services of North Dakota
(701) 772-7577
412 Demers Ave., Grand Forks, ND

TRAUMA-FOCUSED THERAPY

If anyone has been violent to you, know that you are not alone. Our therapy and advocacy can provide ideas on how to be safe and to feel better again.

Trained, trusted adults can help you with:

- ADVOCACY, helping with safety, protection orders, and connecting you to other help, if needed.
- INDIVIDUAL COUNSELING, one-on-one meetings with a counselor to help you heal from what has happened.
- GROUP COUNSELING, meet with other kids and counselors to learn ways to heal while developing supportive friendships.

Community Violence Intervention Center
(701) 746-0405 - Office Line
(866) 746-8900 - Toll Free
(800) 366-6888 - TTY
211 South Fourth St., Grand Forks, ND

HEALTHY FAMILIES

If you or someone you know is a teenager who is pregnant, Healthy Families offers free services to help you get off to a healthy start with your baby. For more information, contact:

Lutheran Social Services of North Dakota
(701) 746-2064
412 Demers Ave., Grand Forks, ND

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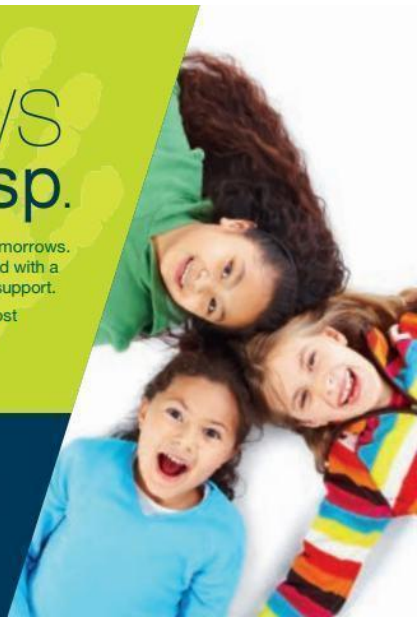
Safer tomorrows are within our grasp.

People throughout Grand Forks County are working toward the reality of safer tomorrows. We are ending childhood exposure to violence, and it's within our grasp. Every child with a worry-free smile, every relationship full of **love** and **respect**, with an entire county of support.

There are many existing resources to help us provide safer tomorrows, but the most important contribution is your vote of confidence. We need your agreement, your reinforcement and your assurance that safer tomorrows are in our future.



DEFENDING CHILDHOOD PROTECT HEAL THRIVE

Lend A Hand. Show your support.

safer tomorrows

Visit our website, safertomorrows.com and like us on **Facebook**.

Safer Tomorrows is more than a vision; it's becoming a reality. It's an attitude, and a way of life here in Grand Forks County.

Grand Forks County is doing great work to end childhood exposure to violence:

- 82% of 4th-5th graders said they had ***not bullied*** someone else.*
- 78% of 7th-12th graders said they had ***not been part of a group of students that bullied*** or hurt other students.*
- 82% to 84% of 4th-12th graders said they had ***not been physically harmed by someone in their family, or living in their family.****

We are not yet 100% violence free, but it's within our grasp! Your promise of support and encouragement will make the difference.

**2010 Grand Forks Public Schools Risk and Protective Factor Survey*

Lend A Hand. Show your support.
Visit our website, safertomorrows.com
and like us on **Facebook**.

DEFENDING CHILDHOOD PROTECT HEAL THRIVE

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SPARCS

Structured Psychotherapy for Adolescents Responding to Chronic Stress

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

Now you are...

CVIC
Community Violence Intervention Center

Overwhelmed? Stressed Avoiding friends?

Tired all the time? Feeling like no

Making poor choices? Out? One understands?

Often on edge? Having trouble concentrating?

You can get your spark back!!

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

To join or for more information contact Jenna or Heidi,
Adolescent Counselors at 701.746.0405
jenna@cviconline.org heidi@cviconline.org

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A special invitation to join us as we learn...

Lakota Cultural Response to Trauma

Wednesday, May 8, 2013

9:00 a.m. – 4:00 p.m.

(With a break for lunch)

Location to be determined

Address Line

Participants of this information sharing session will gain an understanding of the impact of trauma and violence on the spirit of those from a Lakota cultural perspective and will learn how Lakota cultural beliefs and practices can lessen the risk of a long lasting impact when done appropriately and sensitively.

Who should attend: Human service providers, therapists, advocates and counselors.

This session is free of charge.
North Dakota Social Work CEUs are pending.

*Space is limited, so **register early** by contacting Sarah P. or Julie C. at 746-0405 or email at sarahp@cviconline.org or juliec@cviconline.org.*

Presenter: Ethleen Iron Cloud-Two Dogs, Native Streams Initiative

Sina Ikikcu Win (Takes the Robe Woman), Ethleen Iron Cloud-Two Dogs, lives in Porcupine, SD on the Pine Ridge Indian Reservation, home of the Oglala Lakota, a band of the Oceti Sakowin (Seven Council Fires). Ethleen is a Technical Assistance Specialist with Native Streams Initiative, Education Development Center, Inc. She has over 25 years of experience in developing, implementing and evaluating culturally based strategies and programs for organizations and communities in the area of healing, substance abuse, mental health, education and juvenile justice.

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