- Lessons from the Field -

Partners in Prevention: Engaging the Secondary School Community to Prevent Gender-Based Violence

NOVEMBER 16, 2022
3:00 - 4:15 PM ET
To access information and archived materials from previous Lessons from the Field webinars, go to:
https://safesupportivelearning.ed.gov/lessons-field-webinar-series
Logistics

Zoom Control Panel

Technical Issues

For assistance during the webinar, please contact Shoshana Rabinovsky at srabinovsky@air.org.

This webinar is being recorded and will be archived at the following location:

The content of this presentation does not necessarily represent the policy or views of the U.S. Department of Education, nor does it imply endorsement by the U.S. Department of Education.
Select the option that best describes your role.

N = 1,227
Agenda

1. Introduction and Logistics
2. Welcome
3. Overview and Context Setting
4. Panel Discussion
5. Closing Remarks
Meet our Speakers

<table>
<thead>
<tr>
<th>Name</th>
<th>Title and Organization</th>
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<tbody>
<tr>
<td>Dr. Bernadine Futrell</td>
<td>Deputy Assistant Secretary, Equity and Discretionary Grants and Support Services, Office of Elementary and Secondary Education</td>
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<tr>
<td>Suzanne Goldberg</td>
<td>Deputy Assistant Secretary for Strategic Operations and Outreach, Office for Civil Rights</td>
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<tr>
<td>Rosie Hidalgo</td>
<td>Senior Advisor, Gender-Based Violence and Special Assistant to the President, Gender Policy Council, The White House</td>
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<tr>
<td>Dr. Sarah DeGue</td>
<td>Senior Scientist, Research and Evaluation Branch, Division of Violence Prevention, Centers for Disease Control and Prevention (CDC)</td>
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<tr>
<td>Dr. Sydney McKinney</td>
<td>Executive Director, National Black Women’s Justice Institute</td>
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<td>Stacy Vaughn</td>
<td>Vice President of Programs, Monique Burr Foundation for Children</td>
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Bios for the speakers are archived at the following location: https://safesupportivelearning.ed.gov/events/webinar/lessons-field-partners-prevention-engaging-secondary-school-community-prevent-gender
Dr. Bernadine Futrell

DEPUTY ASSISTANT SECRETARY
EQUITY AND DISCRETIONARY GRANTS AND SUPPORT SERVICES
OFFICE OF ELEMENTARY AND SECONDARY EDUCATION
Dr. Sarah DeGue
SENIOR SCIENTIST
DIVISION OF VIOLENCE PREVENTION
CENTERS FOR DISEASE CONTROL AND PREVENTION
What Works?
Preventing Sexual and Dating Violence during Middle and High School

Sarah DeGue, PhD
Senior Scientist, Division of Violence Prevention
Centers for Disease Control and Prevention

The findings and conclusions in this presentation are those of the authors and do not necessarily represent the official position of the Centers for Disease Control and Prevention.
Sexual and Dating Violence Starts Early

1 in 8 physical and/or sexual dating violence

1 in 10 sexual violence by anyone

Violence victimization among US high school students in the past year

2019 Youth Risk Behavior Survey; Basile, Clayton, DeGue, et al., 2020
Helping States and Communities Take Advantage of the Best Available Evidence

https://www.cdc.gov/violenceprevention/communicationresources/pub/technical-packages
STOP SV: Strategies to Prevent Sexual Violence

Preventing Dating and Intimate Partner Violence

Teach safe and healthy relationship skills

Engage influential adults and peers

Disrupt the developmental pathways toward partner violence

Create protective environments

Strengthen economic supports for families

Support survivors to increase safety and lessen harms

A Comprehensive Dating Violence Prevention Model

- Teaches healthy relationship skills
- Multiple, coordinated prevention strategies across the social ecology
- Includes:
  - School-based programs for 6-8th graders
  - Youth communications program for high schoolers
  - Educator training
  - Programs for parents
Dating Matters reduced violence and risk behaviors by 3-11%, on average, in middle school compared to another evidence-based program.

### Violence Perpetration

<table>
<thead>
<tr>
<th>Category</th>
<th>Before</th>
<th>After</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teen Dating Violence</td>
<td>8</td>
<td>5</td>
</tr>
<tr>
<td>Bullying</td>
<td>11</td>
<td>6</td>
</tr>
<tr>
<td>Cyberbullying</td>
<td>8</td>
<td>4</td>
</tr>
<tr>
<td>Physical Violence</td>
<td>6</td>
<td>3</td>
</tr>
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</table>

### Violence Victimization

<table>
<thead>
<tr>
<th>Category</th>
<th>Before</th>
<th>After</th>
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</thead>
<tbody>
<tr>
<td>Teen Dating Violence</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>Cyberbullying</td>
<td>8</td>
<td>3</td>
</tr>
<tr>
<td>Sexual Violence</td>
<td>8</td>
<td>10</td>
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### Other Risk Behaviors

<table>
<thead>
<tr>
<th>Category</th>
<th>Before</th>
<th>After</th>
</tr>
</thead>
<tbody>
<tr>
<td>Negative Conflict Behaviors</td>
<td>6</td>
<td>9</td>
</tr>
<tr>
<td>Weapon Carrying</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>Alcohol and Substance Use</td>
<td>9</td>
<td>8</td>
</tr>
<tr>
<td>Delinquent Behaviors</td>
<td>8</td>
<td>8</td>
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* Effects found for females only.

Learn More about Dating Matters: https://www.cdc.gov/violenceprevention/datingmatters

About Dating Matters
Overview and components

The Science
Development and building evidence

Success Stories
Dating Matters at work in communities

Get Started
Dating Matters Toolkit

Publications and Resources
Links to research articles and resources

Contact us: datingmatters@cdc.gov
Meet Our Panelists

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National Black Women’s Justice Institute

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Vice President of Programs
Monique Burr Foundation for Children

Bios for the speakers are archived at the following location:
MENTORS IN VIOLENCE PREVENTION

Jennifer Wagner - Kennedy High School - jwagner@crschools.us
Cedar Rapids, Iowa
MVP THE MODEL

01 PEER LEADERSHIP

02 BYSTANDER INTERVENTION

03 INCREASE AWARENESS OF THE VARIOUS TYPES OF ABUSE

04 CHALLENGE STEREOTYPES ESPECIALLY WHEN IT REINFORCES VIOLENCE

05 INSPIRE LEADERSHIP AND EMPOWER PEERS TO DISRUPT VIOLENCE, ABUSE, BULLYING, HARASSMENT
Introductory Activities & Scenarios
HOW THE SCENARIOS WORK & AN EXAMPLE

1. Agree/Disagree/Unsure
2. Media
3. Scenario
4. Train of Thought
5. 10 Questions to Unpack
6. 5 Ways to Respond
   a. Direct (Respond directly with words or deed to the aggressor or victim --- or both.)
   b. Protocol (Report, inform or advise to person in charge, authority figure, supervisor, etc.)
   c. Indirect/Distraction (“Shift the focus,” use humor, tell a story, current events, weekend plans, etc.)
   d. After the Fact/Next Day (Return later when things calm down. Check in. Let the person know you care about them.)
   e. With An Ally or Friend (Recognize another peer’s disapproval of the situation, act together.)

“In any decision, the best thing we can do is the right thing, the next best thing we can do is the wrong thing, the worst thing we can do is nothing.” Theodore Roosevelt
## WHAT WE DO + WHERE TO BEGIN

<table>
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<tr>
<th>Work in pairs, assigned to a freshman homeroom</th>
<th>Team meetings &amp; homeroom sessions each month</th>
<th>School + community outreach</th>
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<tbody>
<tr>
<td>Need to establish a delivery structure / time</td>
<td>Identify a staff or team to oversee program</td>
<td>Decide how materials/content will be organized</td>
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<tr>
<td>Assess technology needs</td>
<td>Schedule training</td>
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*for teachers/admin to consider*
This year and the year prior I have felt extremely lucky to be a part of MVP!! I think that MVP has positively impacted our students and school culture by making students aware of how to be a good bystander, and how to identify and get involved in school situations when something that shouldn’t be going on is happening. Sometimes, students will close their ears to what teachers have to say. MVP gives the opportunity for students to learn from other students, and hopefully emphasize the severity of some of the situations they may encounter in high school. It truly makes a difference hearing from your peers, and I am so so lucky to have the opportunity to speak about these important issues to others in my school!!

Jenny,

Good morning. Thank you for collaborating with our staff last Friday. It was great seeing some former Franklin students as part of your group. Over the years I’m hoping this can continue to be a collaborative effort between our schools. Our kids enjoy learning from others and I heard a lot of positive comments from our students as well as yours.

Here’s a link to photos from the day.

Take care and have a great day!

Lucas

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Mr. Wagner - May 5, 2022

Thank you for the positive impact you have had on my son, . I’m not sure how he was chosen to be invited to join MVP, but I’m so grateful he was! Not only has MVP given him something to be passionate about, it has also boosted his confidence in making presentations and speaking in front of others. It has made an impact on his future. He had been thinking about becoming a teacher, but wasn’t sure he could do it. After MVP, he decided he liked being in front of a class. He will attend Cornell College in the fall, majoring in History with a secondary education certification. MVP gave him the confidence to pursue that.

Thank you for what you do each day and for leading the MVP program.

Sincerely,
THE IMPACT

I’ve noticed the impact it’s made on not only myself, but on the student body. By getting into the minds of these freshman, we’re setting the stage for how they approach situations throughout their high school lives. In the halls shortly after our lessons, I hear their own opinions in conversations about the lesson topics. Whether they enjoyed the homeroom or not, it gets them thinking, and sometimes that’s all it takes. I’ll even catch myself overhearing a situation in the hallways, and jump in to call them out on harmful behavior. It almost always either gets them to stop, or leave the person alone. It puts them in that light of being held accountable even when they think no one’s watching. But it’s not just the negative things I notice, I’ve also learned to appreciate my freshman. I love being able to grow close with them, and be that guide or helpful voice they may need. Those brief conversations in the hallways I hear about how much a freshman loves their mentors really makes the program feel like it has purpose. It gives me purpose, I feel like I’m giving back to the school, helping to build a stronger student body for generations to come.

“...I think MVP reminds kids that it is important to talk about hard things. MVP helps positively impact students by diminishing ignorance and bringing people together while they are experience difficult things. Talking about sensitive topics together in a safe space helps us understand and empathize with each other helping us coexist and understand each other more.
CONTINUING THE WORK
CRSCD trained, 2016
KHS established first team, 2017
UNI Student Summit
Amani Community Services - adopted a family for Christmas
Waypoint - toiletry drive
Facilitated lessons at Harrison Elementary School
Received Drake University’s Student/School Organization of Character award, 2018
Chosen by CRCSD for a special highlight video
Received CR Rough Rider’s Hometown Heroes award, 2019
CR Gazette featured article on front page, 2019
In 2021-22, facilitated lessons at several middle schools
Content collaboration with Black Student Union + Riverview Center
Iowa BEST Summit, 2022
Thank You!

Should you have any questions, please contact us at NCSSLE@air.org or 800-258-8413. We are happy to help!

NCSSLE Website
https://safesupportivelearning.ed.gov

Best Practices Clearinghouse
https://bestpracticesclearinghouse.ed.gov/

Next Lessons from the Field Webinars
- **November 30, 2022**: Supporting the unique needs of students who are homeless and/or have runaway.
- **December 14, 2022**: Preventing and intervening in student vaping.
Thank you for attending the webinar, "Lessons from the Field - Partners in Prevention: Engaging the Secondary School Community to Prevent Gender-Based Violence," on November 16, 2022. To best serve you, we would greatly appreciate receiving your feedback on the webinar.

1. Prior to the webinar, how knowledgeable were you about the webinar’s topic?
   - Not at all knowledgeable
   - Somewhat knowledgeable
   - Very knowledgeable

2. Overall this webinar was a good use of my time.
   - Strongly Disagree
   - Somewhat Disagree
   - Somewhat Agree
   - Strongly Agree

3. This webinar improved my understanding of the covered topic.
   - Strongly Disagree
   - Somewhat Disagree
   - Somewhat Agree
   - Strongly Agree

4. Overall, how would you rate the quality of this webinar, such as the communication style of the presenters and the clarity of the webinar content?

[Feedback Form]

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