



**BEST PRACTICES
CLEARINGHOUSE**

- 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



NCSSLE Website

[HTTPS://SAFESUPPORTIVELEARNING.ED.GOV](https://safesupportivelearning.ed.gov)

 <p>School Climate Improvement Resource Package</p>	 <p>ED School Climate Surveys</p>	 <p>Trauma-Sensitive Schools Training Package</p>	 <p>Building Student Resilience Toolkit</p>	 <p>Human Trafficking in America's Schools</p>
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 <p>Improving Higher Education Learning Environment</p>	 <p>Supporting Trauma Recovery</p>	 <p>Promoting Mental Health</p>	 <p>Responding to Covid-19</p>
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To access information and archived materials from previous Lessons from the Field webinars, go to:

<https://safesupportivelearning.ed.gov/lessons-field-webinar-series>

National Center on Safe Supportive Learning Environments
Engagement • Safety • Environment

About

SCHOOL CLIMATE IMPROVEMENT - TOPICS - EVENTS - RESOURCES - TA SERVICES - STATE PROFILES

RESOURCE: Plan, Respond, and Recover from the Coronavirus

BLOG: Explore the Importance of Including Gender Identity in Your School's School Climate Survey

RESOURCE: Learn How to Meaningfully Engage Your Students in Decision-Making Opportunities via Youth Advisory Councils

RESOURCE: Help Students Effectively Transition from Non-traditional to Traditional School Settings

RESOURCE: Explore Resources to Support Safer Schools Through The Best Practices Clearinghouse's New Interactive Map

FEATURED EVENTS

UPCOMING: Lessons from the Field - Partners in Prevention: Engaging the Secondary School Community to Prevent Gender-Based Violence
November 16, 2022 - 3:00 PM EST

UPCOMING: Developing Comprehensive and Equitable School Safety Programs that Consider the Whole Child, Whole School, and Whole Community
November 16, 2022 - 12:30 PM EST

PAST: Human Trafficking Webinar Series - Protecting Young People from Online Exploitation
October 26, 2022 - 3:00 PM EDT

VIEW ALL EVENTS

FEATURED RESOURCES

EXTERNAL RESOURCES: Driving Toward Equity Through School Improvement Community of Practice

U.S. Surgeon General Releases Video on Bullying Prevention

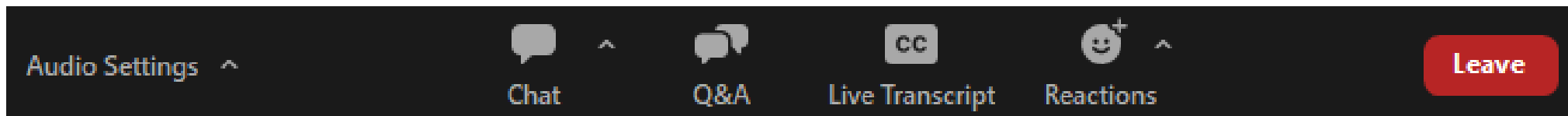
In the Driving Equity Through School Improvement Community of Practice (Equity and School Improvement)





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:

<https://safesupportivelearning.ed.gov/events/webinar/lessons-field-partners-prevention-engaging-secondary-school-community-prevent-gender>

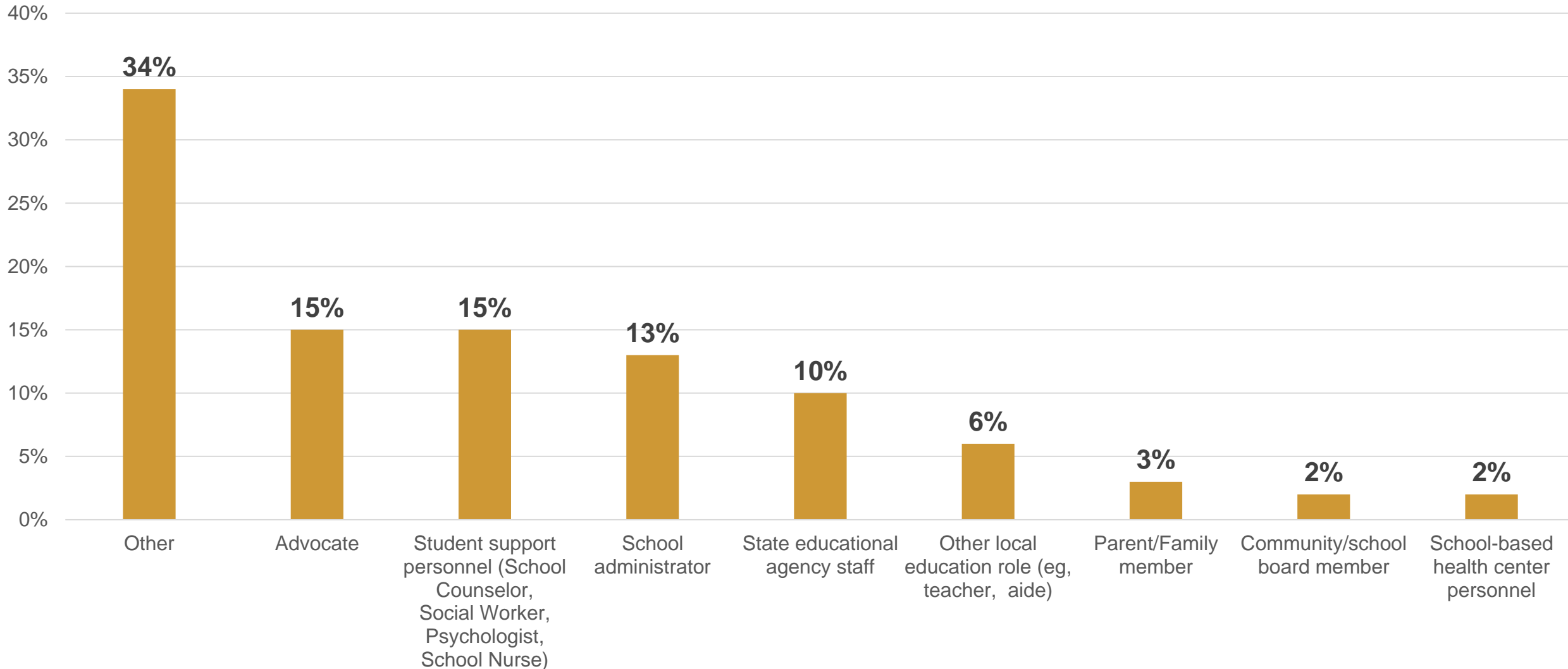


The content of this presentation does not necessarily represent the policy or views of the U.S. Department of Education, nor does it imply endorsement by the U.S. Department of Education.



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

Dr. Bernadine Futrell

Deputy Assistant Secretary, Equity and Discretionary Grants and Support Services, Office of Elementary and Secondary Education

Suzanne Goldberg

Deputy Assistant Secretary for Strategic Operations and Outreach, Office for Civil Rights

Rosie Hidalgo

Senior Advisor, Gender-Based Violence and Special Assistant to the President, Gender Policy Council, The White House

Dr. Sarah DeGue

Senior Scientist, Research and Evaluation Branch, Division of Violence Prevention, Centers for Disease Control and Prevention (CDC)

Dr. Sydney McKinney

Executive Director, National Black Women's Justice Institute

Nicole Borghard

Leadership and History Teacher, West Potomac High School, (VA)

Danielle Tuft

Interpersonal and Sexual Violence Prevention Unit Manager, Colorado Department of Public Health and Environment, (CO)

Jennifer Wagner

At-Risk Interventionist, Cedar Rapids Kennedy High School, (IA)

Stacy Vaughn

Vice President of Programs, Monique Burr Foundation for Children

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>



BEST PRACTICES CLEARINGHOUSE



Dr. Bernadine Futrell

DEPUTY ASSISTANT SECRETARY
EQUITY AND DISCRETIONARY GRANTS AND
SUPPORT SERVICES
OFFICE OF ELEMENTARY AND SECONDARY
EDUCATION



BEST PRACTICES CLEARINGHOUSE



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

Preventing Child Abuse and Neglect:
A Technical Package for Policy, Norm, and Programmatic Activities

National Center for Injury Prevention and Control
Division of Violence Prevention

STOP SV:
A Technical Package to Prevent Sexual Violence

National Center for Injury Prevention and Control
Division of Violence Prevention

Preventing Intimate Partner Violence Across the Lifespan:
A Technical Package of Programs, Policies, and Practices

National Center for Injury Prevention and Control
Division of Violence Prevention

Preventing Suicide:
A Technical Package of Policy, Programs, and Practices

National Center for Injury Prevention and Control
Division of Violence Prevention

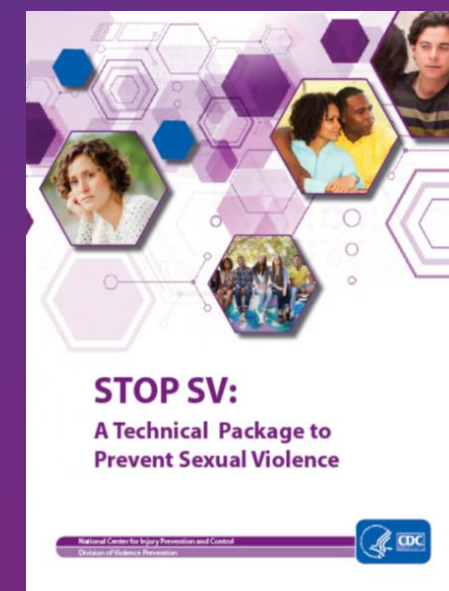
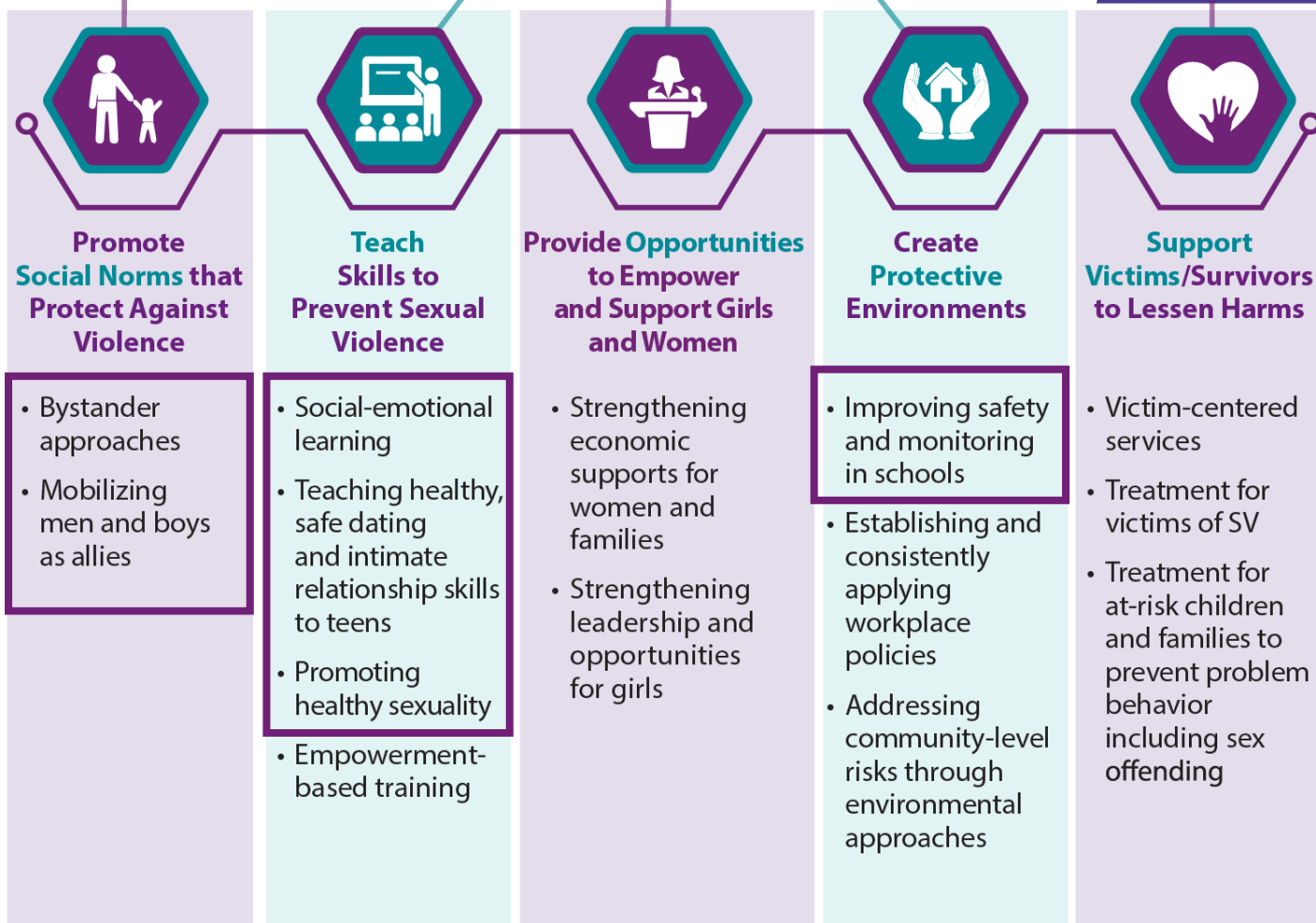
A Comprehensive Technical Package for the Prevention of Youth Violence and Associated Risk Behaviors

National Center for Injury Prevention and Control
Division of Violence Prevention

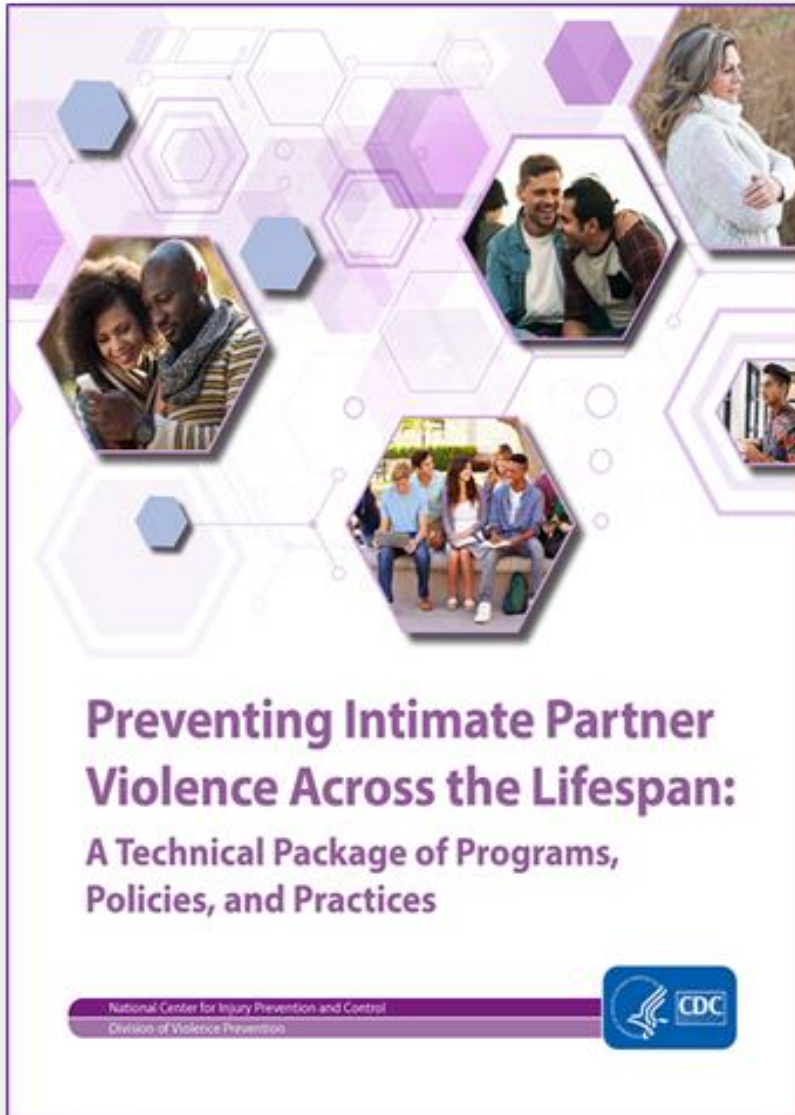
Helping States and Communities Take Advantage of the Best Available Evidence

STOP SV

STOP SV: Strategies to Prevent Sexual Violence



Preventing Dating and Intimate Partner Violence



Teach safe and healthy relationship skills

Create protective environments

Engage influential adults and peers

Strengthen economic supports for families

Disrupt the developmental pathways toward partner violence

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

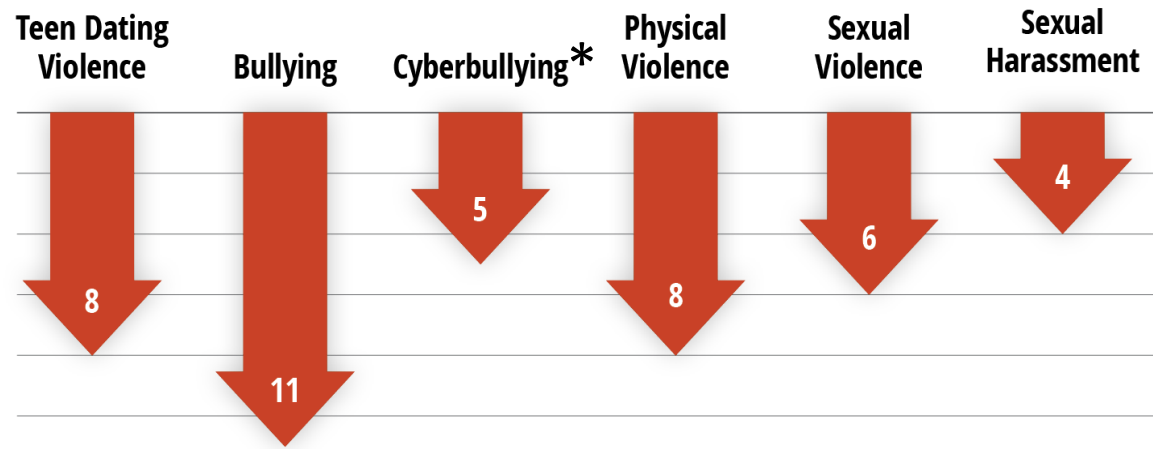
DATINGMATTERS®

STRATEGIES TO PROMOTE HEALTHY TEEN RELATIONSHIPS

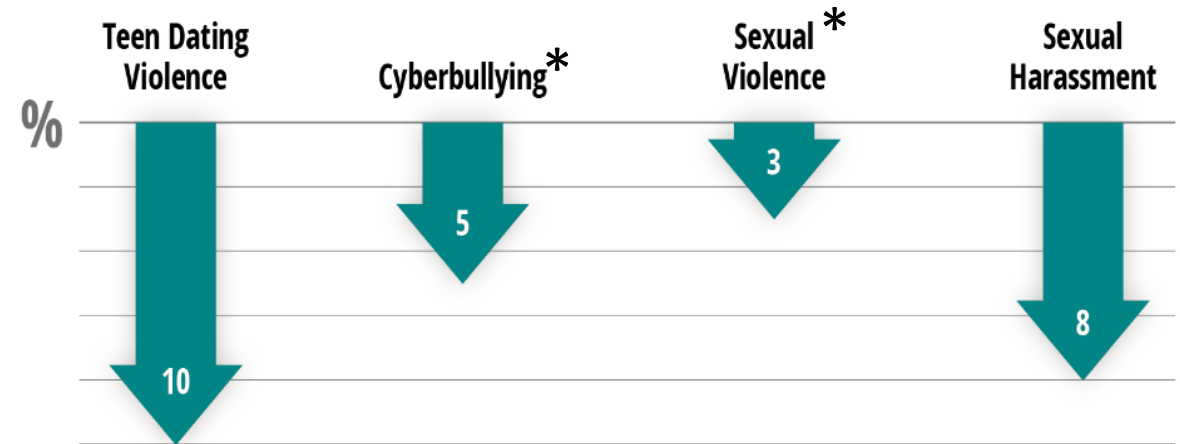


Dating Matters reduced violence and risk behaviors by 3-11%, on average, in middle school compared to another evidence-based program.

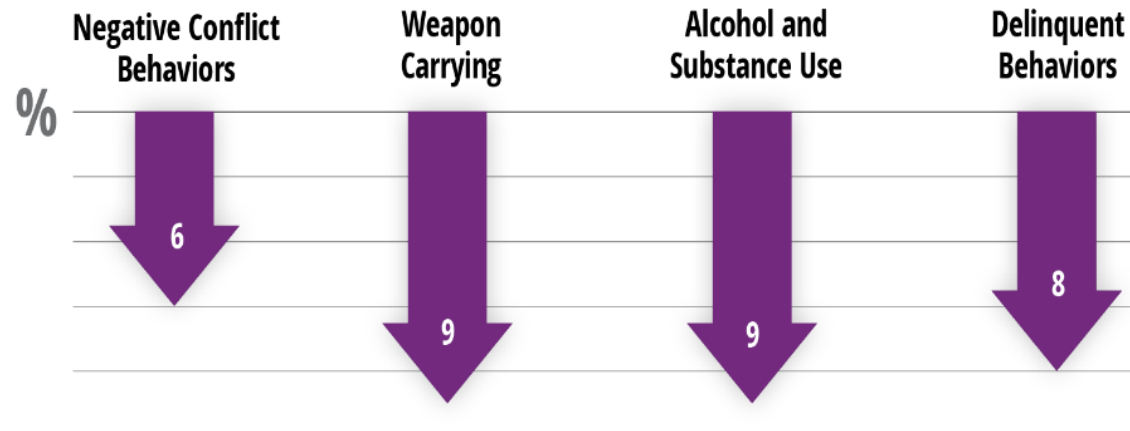
Violence Perpetration



Violence Victimization



Other Risk Behaviors



Learn More:
www.cdc.gov/violenceprevention/datingmatters/science.html

* 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

The screenshot shows the Dating Matters website. On the left is a navigation menu with categories like 'Our Approach', 'Child Abuse & Neglect', 'Elder Abuse', 'Intimate Partner Violence', 'Dating Matters®', 'About', 'Get Started', 'Science', 'Success Stories', 'Publications and Resources', 'Definitions', 'Data Sources', 'Risk and Protective Factors', 'Consequences', 'Prevention Strategies', 'Additional Resources', 'Featured Topic: Teen Dating Violence', 'Publications', 'Sexual Violence', 'Suicide', 'Youth Violence', 'Funded Programs and Initiatives', and 'Social Media'. The main content area features the 'Dating Matters®' logo, a banner with the text 'STRATEGIES TO PROMOTE HEALTHY TEEN RELATIONSHIPS', and an illustration of diverse people. Below the banner is a 'What is Dating Matters?' section with a paragraph of text and an illustration of a doctor and a student. At the bottom, there are four boxes for 'ABOUT DATING MATTERS', 'GET STARTED', 'THE SCIENCE', and 'PUBLICATIONS AND RESOURCES', along with a 'Promotional Brochure' section that says 'Coming soon!' and 'Information about how Dating Matters works in communities'.

Contact us: datingmatters@cdc.gov



Dr. Sydney McKinney
Executive Director
National Black Women's Justice Institute



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Vice President of Programs
Monique Burr Foundation for Children

Meet Our Panelists

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**

MVP CURRICULUM


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


■ 
Work in pairs, assigned to a
freshman homeroom


■ 
Team meetings &
homeroom sessions
each month

■ 
School + community
outreach

for teachers/admin to consider

■ 
Need to establish a delivery
structure / time

■ 
Identify a staff or team to
oversee program

■ 
Decide how materials/content
will be organized

■ 
Assess technology needs

■ 
Schedule training

THE IMPACT

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

Ms. Wagner -

May 5, 2022

Thank you for the positive impact you have had on my son, ~~Lucas~~. 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





NEWS YOU FIRST ALERT WEATHER 5:30P
TODAY 50/33
 Wednesday
 5/1/22

HAWKS EARN NO. 2 SEED
 Sports 1B

Puppy mill case
 Licensed applicant 4
 Hawks' status 5/1
 More food 5/1
 Top stories 3A

The Gazette
 Eastern Iowa's independent, employee-owned newspaper
 www.thegazette.com

Friday, March 25, 2022

In C.R., Cedar River expected to recede today
 Local volunteers head west to help region
 Other organizations also aiding western Iowa, eastern Nebraska

Students take the lead on violence prevention
 Report: FAA delegated key tasks to get maker back

U.S. probe of Boeing predates latest crash

At C.R. Kennedy, older students teach freshmen how to intervene

INSIDE
 The Gazette's inside look at the newsroom and the people who make it happen.

STUDENT'S PAGE 3B

MAIL LIST NO. 50
 CIRCULATION: 128
 SUBSCRIPTION: 128
 ADVERTISING: 128
 SALES: 128
 POSTAGE: 128
 BUSINESS: 128
 CARRIER: 128
 MAILING: 128
 ADDRESS: 128

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

KHS MVP HIGHLIGHTS

RESOURCES

[EMAIL](#)

[GOOGLE CLASSROOM](#)

[REMIND](#)

[MANUAL](#)

[2020 VIRTUAL SUMMIT](#)



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.



Feedback Form



[NCSSE] 2022 - Lessons from the Field - Partners in Prevention: Engaging the Secondary School Community to Prevent Gender-Based Violence

Thank you for attending the webinar, *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?

[HTTPS://WWW.SURVEYMONKEY.
COM/R/LFTF_SESSION33](https://www.surveymonkey.com/r/LFTF_SESSION33)