

## Executive Office of Public Safety: Safe & Drug Free Schools Grant Application

### 2.) Current Needs Assessment

#### Massachusetts data detailing the need for bullying and cyberbullying prevention:

While always in existence, bullying behaviors have increased in frequency and in severity in the past few decades (Olweus, 1993). Abusive bullying behaviors begin in elementary school, peak during middle school, and begin to subside as children progress through high school (National Assoc. of School Psychologists, 2003). The 2005 Youth Risk Behavior Survey in Massachusetts found that 24% of Massachusetts teenagers reported being bullied at schools in the year before the survey. More than half of Massachusetts schools in a December 2006 survey indicated that bullying has become *more* of a problem “in the last few years” (Englander, 2007). During 2008-2009, fully 43% of educators assessed by MARC estimated that bullying happens *daily or more often* in their schools. Tragically, at least two adolescent suicides in Massachusetts in the past 2 years have been attributed to severe bullying and cyberbullying.

Because online life is ever-present among Massachusetts teenagers, cyberbullying may become – or may even already be – a dominant form of bullying behavior among children. A recent telephone study of 886 U.S. Internet users age 12 to 17 (conducted October to November, 2006) found that one-third (32%) of all teenagers who use the internet say they have been targeted for cyberbullying online (Pew Internet & American Life Project, 2007). Teens reported having received threatening messages, having had private emails or messages forwarded without their consent; having had an embarrassing picture of themselves posted online without their consent; or having had rumors spread about them online. A 2008-09 survey conducted by the Massachusetts Aggression Reduction Center of 18- and 19-year old college freshman in Massachusetts found that 60% reported being victims of cyberbullying (Englander, 2009). More than one-fourth (27%) of the respondents in that study also admitted being a cyberbully themselves.

Bullies have evolved to a high social status among many children in schools today (Nansel et al., 2001). They typically engage other children to help and sustain their abusive behaviors, thus both involving other children in high risk activities and effectively threatening the remainder of the school population. We now know that *all* children in a school are at risk for serious consequences when bullying is frequent or tolerated (Englander 2006). Up to 60% of bullies in one landmark study became involved in the criminal justice system by age 24 – a staggering risk factor for delinquency (Olweus, 1993). Bullies are also at higher risk of dropping out of school (Herrenkohl, 2000). Victims of bullies experience mental health problems (depression, anxiety, violent acting-out) and suppressed academic achievement, while “eggheads” or “henchmen” – those children who are recruited to help aid bullies – are rewarded for engaging in abusive and violent behaviors. Bystanders frequently expend valuable mental energy avoiding being bullied themselves or coping with the emotional aftermath of failing to help victims, thus draining their ability to succeed academically – a fact which costs the Commonwealth economically in the long run (Rigby, 2001). Finally, victims of bullying carry emotional scars into adulthood which may limit their productivity as taxpaying adults (Hoover & Stenhjem, 2003).

#### What Specific Needs Does This Proposal Address?

**First, children and youth need school-based bullying and cyberbullying prevention programs which utilize cutting-edge research and are comprehensive and high-quality.** MARC is the only agency in Massachusetts which offers high quality research-based field programs for children and youth at no cost to schools. MARC also conducts cutting edge research which informs its field programs and forms partnerships statewide. **Second, training in bullying**

**prevention needs to be offered to adults who work with children.** Groups that need training – faculty, administrators, psychological staff in schools, support staff, law enforcement, and other human services workers -- can find training opportunities both through MARC in-school services and through MARC conferences and workshops. **Third, girls are at high risk for cyberbullying.** Research is starting to demonstrate that girls are at elevated risk for involvement in cyberbullying. We know that girls use the internet differently and MARC research has found that girls are almost twice as likely as boys to be victims of cyberbullying. Because of their disproportionate risk, girls appear to have specific needs around preventing cyberbullying perpetration and victimization. **Finally, parental involvement in any bullying prevention effort is key** (Jespersen, 2000). Educational events for parents are extremely well-received and deeply needed. This is particularly true for cyberbullying, in which schools frequently have little or no jurisdiction because most cyberbullying takes place at home. Yet parents often feel themselves least able to cope with cyberbullying, which they perceive as a highly technical issue.

### **Identifying Risk and Protective Factors for Bullying Behavior**

On an individual level, bullies are likely to have high levels of anger and hostility and empathy deficits. They are also likely to be involved in delinquent behavior and to have positive attitudes toward violence. Peers, and their reaction to bullying, can also be a strong factor in perpetuating bullying behaviors. In addition, the reactions of adults in the school environment are a very important factor as well. Overall, a school climate which supports and tolerates bullying, without concrete intervention and consequences, is often described as being at the heart of bullying. In addition, family factors such as parental difficulty with discipline may be relevant. Parents may also fail to recognize that the bullying and abusiveness between their children is an indication of a problem (versus being simply normal sibling rivalry).

Some experts have postulated that risks for cyberbullying include lack of education about electronic communications, risks, and values; being less able to rely on parents for guidance about the Internet; and being less attentive to – or not receiving – internet safety information. Being a female clearly increases the risk for cyberbullying victimization. Only 8% of schools have any education for children about internet safety or bullying, and virtually none target girls specifically, even though experts agree that education in this area is the key to safety.

### **The Target Populations for this project**

Bullies – children who engage in abusive behaviors towards targeted victims – are children who are at profound risk of criminal behavior and psychological disorders. It is reasonable to assume that cyberbullies are also at risk, as they are pursuing antisocial and possibly illegal behaviors that are likely to get them into trouble if pursued into adulthood. Psychologists agree that education and changing the child's climate to teach socially appropriate behaviors is vital.

Equally critical target populations are the children who are victimized, the children who assist bullies, and the children who witness bullying. Victims suffer academically and emotionally, and females report being victimized at higher rates than males. Research has also confirmed that bullying affects *all* children in a school, not just the victims. Parents frequently feel helpless in the face of their children's involvement in bullying and need to learn strategies to cope; in the case of cyberbullying, parents are often the critical lynchpin upon which the child's experience – negative or positive, reinforced or discouraged – rests. While many of the services we provide educate and raise awareness in adults (e.g., parents, teachers, administrators), the beneficiary of all these efforts is ultimately the children who attend school in Massachusetts. It is their life experience which we seek to change.

### 3.) Program Description

The Massachusetts Aggression Reduction Center at Bridgewater State College is an Educational Training project that offers a comprehensive, individualized bullying and cyberbullying prevention programs to K-12 schools and educators. MARC is a program based on important experimental principles promoted by researcher Dan Olweus and his concept of the “whole-school” approach to bullying prevention (Olweus, 1993). When MARC visits a school, we train faculty in cyberbullying and concrete, bullying prevention skills; we train students; we help administrative develop policy; and we educate parents and community members. The goal is to change the school climate that promotes bullying into one that discourages it – the only effective method uncovered by decades of research (Lumsden, 2002). “Climate” is defined as behaviors, beliefs and attitudes which promote or discourage bullying. It is common for individuals (both children and adults) to hold stereotypical beliefs that promote bullying (Oliver et al., 1994) and thus MARC works hard to educate and raise awareness.

MARC’s whole-school program is based on the body of research showing that bullying is a systemic problem (Atlas & Pepler, 1998), so the most successful programs involve *all school personnel, the entire student body and their parents, and the community* (Hazler, 1998; Cromwell, 1999; Pepler, Connolly & Craig, 1997). Other research supports MARC’s emphasis on the role that students themselves must play to reduce bullying in their own schools (Garrity et al., 1997); peers either participate, watch, or intervene in 85 percent of all bullying episodes (Atlas & Pepler, 1998). For faculty, MARC emphasizes training in quick on-the-spot interventions, as research shows that a rapid response “deflates” a bullying episode.

In addition to the in-school multi-target program, MARC offers educational conferences and workshops for study of more specific topics or to reach educators and law enforcement whose schools we cannot visit. All our programs adhere to best practices (see “Principles of Effectiveness,” below) and we have been providing these services to the education community in Massachusetts for five years. Since 2004, MARC has visited hundreds of schools in Massachusetts and has impacted tens of thousands of Massachusetts schoolchildren. At present the requests for our services far outstrip our capacity and many schools who ask for services cannot receive them. If this proposal is funded, MARC’s capacity will increase and we would be able to work more intensively and more successfully in more schools.

#### Principles of Effectiveness

1. The need for Educational Training Projects such as MARC’s program is based on the objective data which demonstrates (a) the high incidence of bullying and cyberbullying in Massachusetts; and (b) the serious consequences of such abusive and violent behavior among the schoolchildren in our Commonwealth. These behaviors are at epidemic levels and result in stunted academic achievement, a “feeder” system into our Criminal Justice system, and permanent psychological scars carried into adulthood.
2. The MARC program is based on scientific, well-researched principles in bullying prevention. It brings together several different veins of research in the behavioral sciences, including research from Psychology, Biology, and Criminal Justice. Partnerships with community groups and Criminal Justice agencies underscores the multidisciplinary nature of the program, and it is the **collaboration** of these different approaches which renders the program unique.
3. The MARC program is based on achievable, concrete performance measures. The faculty training is measured through the acquisition of concrete areas of knowledge and skill-building

which ensures that faculty respond appropriately and effectively in bullying situations. Current outcome data for the 2008-09 AY indicates a high success rate in achieving these measures.

4. Research has shown that schools who are active partners – rather than passive recipients – of prevention programs enjoy more effective outcomes. Thus, this program will begin each partnership with a school by establishing a **partnership**, the goal of which initially is to exchange information and to explore needs and resources.
5. Every school's programs will then begin standardizing the input process with a Needs Assessment, which will include both objective and subjective elements: a standardized Needs Assessment Survey, consultation/interview, and discussion with stakeholders and contact persons (counselors, administrators, and/or parents).
6. Best practices dictate that outcomes assessment is a critical element in building successful programs and shaping the program for succeeding years. The MARC program conducts outcome surveys on the effectiveness and reception of the program, including the impact of the program on all elements of the community: children, educators, *and* parents.

**Critical empirical research findings:**

1. Children who engage in bullying behaviors do so for different reasons. Some have cognitive dysfunctions, generally biases towards hostile interpretations of ambiguous social events, and others bully because of poor self-esteem and poor social skills. Ringleaders are called "bullies" in MARC and they generally have high self-esteem but a tendency to not recognize the impact of their own behaviors on what happens to them. "Bullies" are supported by "followers" who participate in bullying behaviors but aren't ringleaders. (References: Crick, N., and Dodge, K.A. (1994). A review and reformulation of social information-processing mechanisms in children's social adjustment. *Psychological Bulletin*, 115, 74-101. Olweus, D. (1978). *Aggression in the Schools: Bullies and Whipping Boys*. Washington, DC: Hemisphere (Wiley).)
2. Most bullying is verbal or psychological in nature (not physical). While many lay people believe that bullying is primarily a form of mild physical assault, in fact, most bullying is verbal and psychological in nature. This type of bullying includes the use of hurtful verbal statements and non-verbal actions such as excessive exclusion. Despite its nonphysical nature, psychological bullying is a deliberate form of abuse and it is very damaging over the long term. All cyberbullying is psychological. (References: Garbarino, James & deLara, Ellen (2002). *And Words Can Hurt Forever*. New York: The Free Press. Simons, Rachel (2002). *Odd Girl Out: The Hidden Culture of Aggression in Girls*. San Diego, CA: Harcourt Trade Publishing.)
3. Consistent and firm limit-setting is the only thing that works with bullying. In fact, this is largely consistent with an enormous body of literature finding that discipline which is clear and consistent is most effective. Because bullies may believe erroneously that their environment actually supports their behavior, only clear messages to the contrary may convince them that abusive behaviors are unacceptable. (References: Olweus, D., Limber, S., & Mihalic, S. (1999). *Blueprints for Violence Prevention, Book Nine: Bullying Prevention Program*. Boulder, CO: Center for the Study and Prevention of Violence.)
4. Bullies count on adults to ignore bullying behaviors. Bullying and cyberbullying do not continue under the watchful eye of adults; these are behaviors that largely occur outside of adult supervision. One exception is when adults witness bullying but are stymied by the victim's reaction into non-responsiveness. For example, a bullying victim, fearing retaliation, may side

with a bully in asking the adult to ignore the behavior; confused by the victim's apparent wishes, the adult decides to comply. What the adult fails to realize is that the victim does not truly wish adults to ignore bullying; they are only speaking from a fear or retaliation (similar to domestic abuse victims). (References: Steiner, A. (2002). Bullies: ignore them and they won't go away. *The Link*, 18(2), retrieved from <http://education.umn.edu/alum/link/2002/bullies.html>. Cohn, A. & Kanter, A. (2003). *Bullying: Facts for Schools and Parents*. National Association for School Psychologists, retrieved from [http://www.naspcenter.org/factsheets/bullying\\_fs.html](http://www.naspcenter.org/factsheets/bullying_fs.html).)

5. Males and females bully differently. While violence among females has increased, males are still more likely to either threaten or perform acts of physical violence. Bullying between females tends to focus on social inequities or sexualized put-downs, and disproportionately involves cyberbullying. (References: Englander, E. (2009). *Massachusetts Statistics on Bullying & Cyberbullying: 2008-09*. Research Brief: Massachusetts Aggression Reduction Center, Bridgewater State College, Bridgewater, MA. Nansel et al. (2001). *Bullying Behaviors Among US Youth: Prevalence and Association With Psychosocial Adjustment*. *Journal of the American Medical Association*, 285(16), 2094-2100.)
6. Unlike younger children, whose teachers are trained through MARC to cope with bullying in the classroom, teens learn about social life best from their peers. MARC's program trains college students (high-status peers) to coach the younger teens in starting their own student-initiated and student-led programs in their schools. Peer training programs are highly successful models and students are motivated by them. MARC's program also benefits greatly the college students who often go on to careers in education, law enforcement or human services. (References: Alcaraz, R. (2004). *Bullying In Schools*. Southern California Center Of Excellence On Youth Violence Prevention, University Of California, Riverside. Coalition for Asian Pacific American Youth (Boston, Massachusetts): *Youth Leadership for Development Initiative Case Studies*. Retrieved 2005 from: <http://www.theinnovationcenter.org/pressroom.html>.)
7. Intervene immediately and separate bully and victim – do not use mediation or attempt to force them to confront one another. While mediation is an excellent approach in cases of conflict, bullying in an unequal power situation is often exploited and can lead to more abuse. Educators need to be taught to differentiate between conflict and bullying situations, and then to rightly apply separation in the case of bullying. (References: *Steps for Intervening in Bullying Situations*. Centre for Children and Families in the Justice System of the London Family Court Clinic. Retrieved November 2005 from: <http://www.lfcc.on.ca>. Englander, E. (2005). *When should you hesitate to mediate? Models of Respecting Everyone*, 1(1), 2-5.)

### **Collaborators and Partners of the Massachusetts Aggression Reduction Center**

During the years we have been in operation, the Massachusetts Aggression Reduction Center has accumulated valuable community and government partners. We benefit enormously from the Bridgewater State College students, faculty and resources. We work closely with the District Attorneys in every county to bring workshops to Massachusetts educators, law enforcement, and human services workers. In addition, we have formed partnerships with Harvard Medical School (Children's Hospital Boston), the Anti-Defamation League of New England, the Katie Brown Program, and the Freedman Center. We have also worked very closely with the Attorney General's Office in Boston and with several legislators to help provide leadership on the issue of school violence and bullying and cyberbullying prevention.

#### **4.) Goals & Objectives Summary**

##### **Goal 1: To deliver K-12, bullying and cyberbullying prevention programs to children and youth in ten to fifteen schools in Massachusetts.**

- Objective 1: Have more trained personnel available for delivering programs to K-12 children and youth
  - Activity: Hire part time Program Coordinator to deliver programs and to help supervise graduate assistants in delivering programs
  - Activity: Train Program Coordinator in the MARC program as needed
- Objective 2: Make adequate time free during the academic year but completing work during the summer:
  - Activity: Conduct research analyses on outcomes;
  - Activity: begin plan for next year's outcome survey;
  - Activity: Develop new programs during the summer 2010 months, so they can commence in the fall.
  - Activity: Based on feedback from previous conference & workshop programs, develop improved techniques and materials.
- Objective 3: Improve quality of the trainings offered during AY 10-11 by utilizing outcomes research done on previous MARC trainings
  - Activity: Conduct research analyses on outcomes;
  - Activity: begin plan for next year's outcome survey;
  - Activity: hire Graduate Research Assistant for data analysis and program adjustments as needed

##### **Goal 2: Increase professional training opportunities for bullying and cyberbullying prevention in Massachusetts**

- Objective 1: Create more time for Director to spend on trainings by hiring a part-time clerical assistant & part-time Program Coordinator.
  - Activity: Hire / retain part-time clerical assistant
  - Activity: Hire part-time Program Coordinator
- Objective 2: To increase attendance at MARC conferences & workshops
  - Activity: Improve promotional materials & activities
  - Activity: Develop targeted promotional materials (e.g., materials for educators, law enforcement, etc)
  - Activity: Offer discounted registration fees
- Objective 3: Offer Train-the-Trainer Events, based on extreme popularity of the Programs offered AY 09-10
  - Activity: Based on feedback, improve Train-the-Trainer events and materials
  - Activity: Improve promotional materials & activities
  - Activity: Develop targeted promotional materials (e.g., materials for educators, law enforcement, etc)
  - Activity: Offer discounted registration fees
- Objective 4: Improve sustainability of professional training offered
  - Activity: Improve/ develop written and electronic materials
  - Activity: Improve / develop online materials

**Goal 3: To develop and offer a specialized program on “Girls & Cyberbullying” to students in Massachusetts schools.**

- Objective 1: Develop new Girls & Cyberbullying Train-the-Trainer Program
  - Activity: Develop new program during the Summer 2010 months, so it can commence in the fall
  - Activity: Based on feedback from previous Train-the-Trainer programs, use improved Train-the-Trainer techniques and materials
  - Activity: Improve promotional materials & activities
  - Activity: Develop targeted promotional materials (e.g., materials for educators, law enforcement, etc)
  - Activity: Offer discounted registration fees
- Objective 2: Offer in-school Girls & Cyberbullying Program for schools in Massachusetts
  - Activity: Based on feedback from pilot program (Spring 2010), develop student assembly program
  - Activity: Based on feedback from pilot program (Fall-Spring 2010), develop parent education program on Girls & Cyberbullying
  - Activity: Evaluation Girls & Cyberbullying Program for Schools

**Goal 4: Train parents in Massachusetts to work more effectively with schools to prevent bullying and cyberbullying**

- Objective 1: Increase parent education around bullying and cyberbullying and how parents can play an effective role in prevention
  - Activity: Prior to beginning the program in a school, consult and confer with school officials to ascertain individual needs, events, resources, and challenges.
  - Activity: Form partnership with local PTO and/or local community groups
  - Activity: Survey to assess outcome efficacy data
  - Activity: Offer multiple parent programs and innovative parent programs at every school MARC services

## **5.) Evaluation Methods & Tools**

In keeping with the **Principles of Effectiveness**, objective outcome data collection will be a key component for every Goal in this program. All aspects of this program will be evaluated using objective measures based on experimental research findings.

### **Goal 1: To deliver K-12, bullying and cyberbullying prevention programs to children and youth in ten to fifteen schools in Massachusetts.**

#### **What data will be collected?**

- The number of trainings conducted by the Director & personnel of MARC
- Demographic data on schools serviced by MARC
- Characteristics of the respondent (age; gender; job title; etc.)
- Outcome surveys for K-12 Schools serviced by MARC
  - Target Respondents: Adjustment counselors; School psychologists; School social workers; Principals; Assistant Principals; 10 randomly-selected classroom teachers in each school serviced with a Faculty Training
  - Sample Variables: pre-program degree & seriousness of bullying and cyberbullying; effectiveness & usefulness of Faculty training; perceived impact on Student interest and motivation in bullying prevention; Student, Parent & Faculty reporting of bullying situations

#### **How frequently will data be collected?**

Once-yearly data collection, while necessary because of limited manpower and resources, has reduced reliability and internal validity (as these factors degrade if outcomes measures are not administered close in time to the event in question). Therefore, MARC will utilize an **electronic data collection system**. This will enable us to collect & enter data more efficiently & automatically; tailor data collection; collect data within a few days to a few weeks after the service has been rendered; and utilize electronic reminders to ensure that *all* data is collected in a timely fashion.

#### **How will the data be used?**

The data collected will be utilized to measure the overall effectiveness of the program and compare the effectiveness of the program between schools with different characteristics. *For example –*

- Is the program most effective for smaller, larger, rural, suburban schools?

### **Goal 2: Increase professional training opportunities for bullying and cyberbullying prevention in Massachusetts**

#### **What data will be collected?**

- The number of respondents attending MARC conferences and workshops
  - The demographic characteristics of attendees.
  - Outcomes survey for each conference and workshop. Effectiveness and usefulness of the program; how will the attendee utilize the knowledge they have learned?

#### **How frequently will data be collected?**

- At the conclusion of every day of each conference and workshop

#### **How will the data be used?**

- Improvements in event promotion and marketing
- Improvements in content and speaker quality

**Goal 3: To develop and offer a specialized program on “Girls & Cyberbullying” to students in Massachusetts schools.**

**What data will be collected?**

- Objective outcome surveys of schools in which the Girls & Cyberbullying Student Assembly program and Parent Education event were presented
- Demographic characteristics of attendees at new Girls & Cyberbullying Train the Trainer sessions
- Follow-up surveys of attendees to measure utilization and efficacy of new Train the Trainer technique
- Qualitative data collected from previous attendees on their perceptions of the effectiveness of the program

**How frequently will the data be collected?** Immediately at the conclusion of the training program and following the in-school programs (see evaluation data collected for Goal #1).

**How will the data be used?**

- The data will be used to evaluate the effectiveness of the Girls & Cyberbullying Train the Trainer, School Assembly, and Parent Education programs
- Different types of attendees will be compared for effectiveness - *For example* – is the program effective with attendees in different educational positions (health teachers versus administrators)?

**Goal 4: Train parents in Massachusetts to work more effectively with schools to prevent bullying and cyberbullying**

**What data will be collected?**

- Conferring with parents, parent groups, and representatives during the Needs Assessment prior to the beginning of the MARC program will encourage buy-in through airing of parental concerns and questions
- Post-event feedback for Parents Program

**How frequently will the data be collected?**

- Prior to the beginning of the MARC program at each school
- At the conclusion of the Parent Presentation program(s)
- Parents will be asked to provide follow-up data six months post-event via confidential electronic data collection

**How will the data be used?**

- Data will be used to identify school characteristics that help predict the quality of the relationship between parents and school administrators around bullying issues
- Data will be used to identify characteristics of the MARC Parent Presentation that are most helpful in educating parents to partner effectively with schools; for example:
  - Type of parent presentation (evening PTO event; morning coffee; etc.)
  - Efficacy of content

## **6.) Past Progress**

During the previous two years of SDFS funding, this program successfully achieved its goals of delivering high quality programming to schools, communities, and parents, in the areas of bullying and cyberbullying prevention. The data reported below supports this conclusion. It was collected during 2008-09 (the program was funded by the Safe and Drug Free Schools Grant through the Executive Office of Public Safety and Security, Boston, MA, for the academic years 2007-2008 and 2008-2009).

### **Data supporting the success of the program with educators and students:**

123 educators responded and completed the outcome measure. The sample of schools which received the programs was composed of:

- 23% high schools;
- 27% middle schools;
- The remainder (50%) was K-12 or elementary schools.

**Types of programs delivered:** Of the programs delivered to schools, 60% were faculty trainings; 28% were student programs; and 12% were parent presentations delivered by MARC Parent Presenters. Of the schools that received student programs, 23 schools hosted MARC student assemblies; 11 received student facilitations (peer leadership trainings), which are presented by BSC graduate and undergraduate students.

**Types of educators studied during outcome measures:** Of the survey respondents, 73% were female; 27% were male. About half were classroom teachers; 20% were administrators; 19% were counseling or psychological staff; and the remainder were nursing staff and other faculty/staff.

**Respondents strongly indicated the need for such programs.** Two-thirds characterize bullying in their school as “moderate,” although fully 43% estimated that bullying happens daily or more often. The reasons most often cited for bullying include: physical appearance; popularity/social status; special needs; clothes; athletic ability; and sexual orientation. Educators are somewhat aware of the impact of online bullying; 71% estimate that 25-50% of in-school bullying has an online component.

### **General satisfaction with the programs**

General satisfaction with the program is high. Only 2% of schools indicated that they would not be interested in receiving more MARC services and the vast majority (77%) definitely wanted more. (Most schools do have a basis of comparison; 70% had used other bullying prevention programs.) About two-thirds of schools rated their interaction with MARC as “very positive” and most of the remainder rated it as “mostly positive.” Almost all of the schools rated the general impression of the MARC programs as positive (92%), with 70% rating them as “very positive.”

### **EFFECTIVENESS OF THE PROGRAM:**

Almost half (40%) of the schools saw an impact, with the vast majority reporting an increase in awareness and reporting of bullying behaviors as the indicator of that impact.

**Impact of the faculty training program:**

*Every single respondent (100%)* felt that the training improved the ability of the faculty to react effectively to bullying. 81% felt that most faculty members would, after the training, know what to do with a bully and victim if incident is reported, observed, or implied. Again, almost all (97%) felt the faculty training was interesting and engaging (with 66% marking “definitely” interesting and engaging). Almost 100% saw the training as useful and practical (66% definitely) and well-received (76% definitely). About half (54%) rated the training as excellent; a further 32% saw it as “very good.”

**Impact of the student training program:**

*Every single respondent (100%)* felt the student training rendered students more sensitized and educated about bullying, and 72% said students were now more enthusiastic about pursuing anti-bullying goals or programs. When comparing the student facilitations (leadership training program) with assembly programs, every school that received student facilitations felt that the program encouraged better student enthusiasm and buy-in for anti-bullying programs, when compared to an assembly; and 100% said the program is more likely to produce long-term results.

All the schools liked the facilitation (leadership training program); 45% said the facilitation was excellent; and 55% said it was very good. Most (82%) said the college students were “very good” at connecting with their younger peers.

Of the schools that received assemblies, most (89%) felt it was interesting and engaging; 92% felt it successfully raised awareness.

**Impact of the Parent Presentations program:**

The parent presentations faced the common problems of encouraging attendance and coping with an overwhelming demand. One impact of cyberbullying has been to increase the need for parental education and awareness. The MARC Parent presentation program focused on both bullying and cyberbullying prevention and specifically on how parents can help reduce these behaviors. This approach was successful: of the respondents, 80% characterized feedback from parents as “very positive” and 100% characterized the presentation as “very useful,” in that the topics were helpful in the school’s quest to reduce bullying.

**Impact of the Conferences and Workshops:**

The conferences were well-attended but the Train the Trainer Workshops have been an outstanding success. We have begun offering them in conjunction with our District Attorney partners and they have regularly sold out, with no seats remaining open.

**Minor Modifications Requested:**

As cyberbullying has become more of a central issue, and data indicate increasingly high participation by girls, we are requesting an additional sub-focus on *girls and cyberbullying* for the upcoming year. This is not a major alteration but rather an application of the existing program and data specifically focusing on female adolescents.

## **7.) Budget Narrative**

### **1. Personnel/Salary Costs Requested**

- a. Summer costs for Dr. Englander (Director). This project will require that Dr. Englander work during the K-12 academic year, with summer preparation. Because of the demands of the program during the academic year, Dr. Englander will need to complete a great deal of summer preparation, which will include the preparation of programs and trainings, the preparation of take-home materials for those events, the writing of outcomes surveys and the analysis of outcome data, and consultation and collaboration with partnerships and the Parent Education Coordinator. Funding is thus requested for one summer month for Dr. Englander.
- b. 5 months of service from a Graduate Research Assistant. This graduate Assistant will work on assisting in outcomes research, evaluating and delivering school services, assisting in the application of previous outcome research to current program projects, and some supervision of undergraduates.
- c. A part-time position of Program Coordinator. This part time Master's level position will assist with training graduate assistants, training undergraduates, training students in K-12 schools, training faculty in K-12 schools, and assisting in the development and implementation of all school-based programs (particularly the Girls & Cyberbullying programs).
- d. Retaining current level of part-time clerical support, which will reduce the amount of clerical work that otherwise, must be done by Dr. Englander and the graduate assistants, freeing their time for more direct services.
- e. Parent Educators are trained personnel who are experienced presenters in the MARC Parent Education Program. Those with excellent outcomes in outcome interviews have been retained and they offer a high-quality, cost-effective method for providing parent education on improving the ability of parents to cope effectively with bullying and cyberbullying behaviors and victimization.
- f. Retain the Parent Education Coordinator, a part-time hourly employee who supervises the Parent Educators; conducts part of the Needs Assessment with school communities and parent groups through interviews and consultation with key stakeholders in the school community parent population; trains Parent Educators, and coordinates all scheduling of Parent Educators and school communities.