

Stop the Violence Project Evaluation:
Planning and Implementation Phases

Submitted to:
The Chesterfield County Coordinating Council's
Stop the Violence Planning Subcommittee

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The Chesterfield County Coordinating Council (CCCC) was fortunate to be the recipient of a two-year grant through the U.S. Department of Health and Human Services to plan and implement a project to reduce the rates of relationship violence among young women 12 to 18 years of age. In the first phase of CCCC's Stop the Violence project, a planning committee was formed to assess the community's perceptions of the problem and the risks of violence toward young women. They then planned an intervention program, building on existing resources as well as drawing in new resources, which would efficiently and effectively reduce the likelihood of girls and young women becoming victims of relationship violence. The project was subsequently funded for a second implementation phase to pilot the evidence-based intervention selected (i.e., Safe Dates, an adolescent dating abuse prevention curriculum) and continue efforts to increase the public's awareness of and knowledge about issues of relationship and dating violence.

This report is a descriptive analysis of the planning and implementation phases of the Stop the Violence project. It traces the decision-making process, presents research findings that characterize the incidence and prevalence of relationship violence in Chesterfield County, and measures the impact of the project's awareness and prevention efforts for a period of eighteen months, from the time of the project's inception in October 2003 until the conclusion of the Safe Dates curriculum for the 2004-05 school year.

The CCCC is a broad community-based coalition with over 50 partner agencies from across Chesterfield County. Representatives of health and human service organizations came together in 1993 to address the issue of rising juvenile crime and the absence of effective systems of intervention and prevention. They discovered through this collaborate process of problem-solving that agencies—whether public, private nonprofit or faith-based—faced similar challenges and were committed to improving the delivery of services by avoiding duplication, sharing resources, and overcoming significant gaps. The work of the CCCC is conducted through six sub-committees which advise and inform the entire Council at regular monthly meetings convened by the County's elected representative to the state legislature.

The planning grant from USDHHS's Center for Mental Health Services with the Substance Abuse and Services Administration (SAMHSA) offered the CCCC, its staff and volunteers, an opportunity to systematically address an aspect of youth violence which the member agencies believed to be significant. Yet they suspected that the general public was unaware of the prevalence of intimate partner and family violence since information on the prevalence of domestic violence in the county is unavailable. Therefore, the collection of countywide data was warranted to substantiate the need and inform planning decisions. Part 1 of this report explains how data was collected and utilized in selecting an appropriate evidenced-based program to reduce dating abuse and violence against girls between the ages of 12 and 18 years, and in crafting key messages to inform youth and adults about this problem, its prevalence and what can be

done to prevent it. The second part of the report describes the project's early implementation phase which began in January 2005 with the adoption of the Safe Dates Curriculum in life skills and health classes at McBee High School, and with the launch of the public awareness to bring attention to the problem of violence in intimate relationships through a series of activities aimed at adults and youth countywide.

Part 1: Decision Making Process

Evaluation Objective #1 – Conduct an evaluation of the decision-making process to describe the manner in which decisions are made, data is collected and utilized, and the capacity of the CCCC is strengthened.

Stop the Violence Planning Committee

A subcommittee of the CCCC was formed to advise on project plans, referred to as the Stop the Violence (STV) Planning Committee. Partner agencies with a youth-focus or related mission were invited to participate. Twenty representatives from 11 member agencies served on the STV Planning Committee, along with 15 young women who represented the target population. To recruit individuals to assist with project plans, an informational flyer (see attached) was distributed at community events such as health fairs, PTO meetings, civic and church functions. Even after the planning committee was formed, persons were invited to join the committee when, after learning about the project from news articles, they expressed an interest.

Composition. Forty-eight (48) persons served on the planning committee. It consists of seven project staff and consultants (i.e., the CCCC project director and three staff members, and three faculty members at Clemson University). The demographic profile of the STV planning committee is:

- 96% female,
- 31% under 18 years of age (all female),
- 21% African-American or other race, and
- 98% residents of Chesterfield County (excluding project staff) who represent every small town and municipality within the county.

Meeting Times and Attendance. The planning committee met for the first time on March 12, 2004, followed by meetings every two weeks in an effort to complete the research phase and make decisions on the project's focus before the end of the school year. During the summer months, beginning in May of 2004, meetings were held as needed but they were typically scheduled the first Tuesday or Thursday of each month at 4:00 p.m. to permit students time to travel after the end of a school day. In the eighteen months covered in this review, fourteen meetings were conducted. Poor attendance at two additional meetings resulted in the postponement of committee business (one meeting was cancelled due to hazardous storm warnings). The average attendance among

community members (excluding project staff) was nine, including an average attendance of three youth members.

Organization. Dr. Jim McDonell, the Principle Investigator, and Margaret Plettinger Mitchell, the Project Director, suggested that the committee consider splitting into two workgroups around the primary functions of 1) reducing relationship violence by selecting the most appropriate, evidenced-based program for Chesterfield County, and 2) developing and implementing a county-wide, coordinated data system on relationship violence. Of immediate concern was for the committee to decide on research methods so that data could be collected, analyzed, and assist in the selection of a model program by August, 2004. The group chose to remain together during this planning phase. They agreed to administer anonymous student surveys in schools with the principal's permission and in classes volunteered by the teachers. The planning committee discussed the idea of forming a youth expert panel to help construct the survey questions. Although this notion was well-received, such a panel was never established. The committee was asked to appoint a chairperson, however when no one had volunteered or offered names for nomination by the second meeting, Ms. Mitchell assumed the role of meeting convener.

Decision-Making Context. As with other subcommittees of the Coordinating Council, the STV planning committee is composed of representatives of member agencies. Certain variations in the committee's makeup, however, created a unique decision-making context. Member agencies have historically joined a CCCC subcommittee for reasons that the work is compatible with their mission and may further agency goals. But, except for the Pee Dee Coalition Against Domestic and Sexual Assault, relationship violence is not a primary concern for the agencies represented on the STV planning committee. One explanation given for the willingness of persons to participate was that they were motivated by personal rather than agency interests. This may explain why a greater sense of shared commitment was apparent throughout the group's discussions. The STV committee tends to make consensus decisions after giving thoughtful regard to everyone's opinions on project plans and options for solving problems.

Other defining features of the STV planning process are:

- *Involvement of young girls in the planning was significant.* A conscious effort was made by the project staff and partner agencies to reach out to the target population of adolescent women. Wendy Bowden, the Pee Dee Coalition's representative, with assistance from the school district's prevention specialist, recruited most of the girls while attending the District's alternative school, which draws students from public schools across the County yet is located in the town of Chesterfield (6 blocks from the CCCC office). Several of the girls on the planning committee brought in friends and family members. For example, two parents eventually joined the STV committee and assisted in the planning process.

- *Criteria were developed for selecting an evidence-based approach to reduce dating and relationship violence that is tailored to assess conditions within Chesterfield County.* The STV planning committee agreed on a selection criteria after reviewing research findings provided by the project staff including: summaries of related research, survey findings from a convenience sample of 273 middle and high school students, and highlights of two focus groups (involving 14 young adult men and women) and key informant interviews with 23 individuals.
- *The committee applied its selection criteria to four program models and decided to implement Safe Dates, an adolescent dating abuse prevention curriculum, at McBee High School beginning in January 2005.* Safe Dates was developed through the School of Public Health at the University of North Carolina. The curriculum was field tested and evaluated with treatment and control groups of 8th and 9th graders at fourteen schools in a rural county of North Carolina. McBee High School serves students from rural areas in the southern half of the County even though it is located in the town of McBee, in the far southwest corner. Because the school combines grades 7 to 12, the curriculum was taught to middle and high school students.
- *A public information and awareness campaign was organized by the planning committee to bring attention to the problems of dating violence against girls and young women.* Publicity related to the Stop the Violence Project was released in November 2003, followed by articles in two local newspapers (Cheraw Chronicle and Chesterfield Advertiser) and a SC-ETV radio broadcast during the first quarter implementation of the Safe Dates curriculum and school-based activities. The committee prepared a comprehensive public awareness plan which began with Valentine's Day kick-off on February 14, 2005. The kickoff also served as a press conference, which resulted in the publication of front-page articles in local papers and a Home page article on the Chesterfield County School District's Web site (see attachments).

Evaluation Findings on the Decision-Making Process

Semi-structured interviews were conducted with adults engaged in the first phase of project planning from mid-January through May, 2005. This consisted of five members of the STV planning committee and two project staff with the Coordinating Council. The Lead Evaluator used a 9-item Implementation Survey (see attached) to record each person's perception on the planning process, its effectiveness relative to the project's goals and suggestions for improvements. The following remarks were made regarding approaches taken in planning and in overcoming the challenges met.

- (1) *Youth-led decisions improved the student survey and helped to define the project's focus.* Every committee member interviewed spoke about the advantage of having young women participate in the planning process. They felt that the girls' strong commitment to the project demonstrated, in

and of itself, the importance of bringing attention to the problem of dating abuse. They were impressed by the active role taken by the young women in editing the survey questions to reflect local concerns and relate more closely to their own experiences and that of their classmates. Several committee members credited the decision to narrow the project's focus and target younger girls, ages 12 to 18, to comments made by the girls when discussing patterns of early dating experiences and their knowledge of the prevalence of abuse towards their friends and classmates (see later discussion on the change in project focus).

- (2) *The few available resources have been accessed and no duplications exist in the STV activities proposed.* In response to the question of what resources exist to help girls and young women learn to stay safe in relationships, the Pee Dee Coalition was mentioned by four respondents. But only two of these respondents knew that the agency offers school-based prevention programs (e.g., Talk about Touch curriculum) in neighboring counties. Most assumed that services by the Pee Dee Coalition are directed at adult victims of domestic violence and their families. Since the Pee Dee Coalition is a CCCC partner, at least one staff person and often two served on the STV planning committee. Moreover, Anne Gainey, the Community Victim Services Coordinator, assumed responsibility for organizing STV public awareness activities in collaboration with Coalition-sponsored events. In interview discussions with project staff and planning committee members, the Pee Dee Coalition was viewed as a crucial partner, offering valuable insights and planning ideas. They believed the services provided by the Pee Dee Coalition helped to complement, not duplicate, the resources of the STV project.

No one was aware of other related programming in the schools, two members expressed the hope (although unsubstantiated) that churches and out-of-school programs, such as the Boys and Girls Club in Cheraw, were a source of information and support for young girls at risk of violence.

- (3) *Perceptions varied on the strengthen of community support for the project.* Those interviewed agreed that the success and longevity of the project will depend on the receptiveness of the larger community. When asked to assess the early responses from the community, they differed in their interpretations. Some were cautiously optimistic and expressed a desire to reach out to more parents, churches, and community groups. For this reason, they felt the public awareness component was essential in convincing parents and adults (who influence youth) that relationship and dating violence is a serious problem. And, then as a result of their heightened awareness, accept responsibility to help resolve it.

In contrast, other members were enthused by the cross-section of youth, their parents, school officials, and service providers that actively helped with the project plans. The common refrain to the question of what is an example of a highly effective approach in planning was the commitment shown by the

young women (STV planning members) to speak out on this issue and promote the campaign's message in their schools. Another example mentioned was that a majority of school principals and teachers were supportive of the project when first contacted by the project coordinator to assist in administering the student surveys. Two members referred to the willingness of the McBee High principal and school staff, as well as local service providers, to pilot the STV curriculum and activities at McBee High School. They viewed this buy-in as an extraordinary indication of community support since the McBee area is void of many services and isolated from the county (e.g., no local newspaper and limited media coverage).

Implications of Planning Process on Project Outcomes

- 1) *Strengthened the Planning Capacity of the Coordinating Council.* The planning approach of the STV project succeeded in attracting community and youth members to assist in designing plans and products for this major CCCC initiative. This was a first attempt by the Coordinating Council to invite individuals to participate on a planning subcommittee, and recruit young adolescent women to represent the target audience. Another project sponsored by the Coordinating Council recruited youth and community members for three Youth Development Coalitions, which advise staff on needed prevention activities. These coalitions focus on addressing the needs in three separate jurisdictions, in contrast to the STV Planning Committee which advises the Coordinating Council on county-wide activities. Consequently, its role is to serve as a highly visible voice for effecting change. As a subcommittee of the Coordinating Council, the STV Planning Committee recommends strategies to change community attitudes and norms that fail to safeguard young women from dating and relationship violence.
- 2) *Concerns with Staffing and Transportation Problems.* The volunteer nature and unique composition of the STV planning committee required greater support from the project staff to guide the process, synthesize findings, and offer recommendations for the committee's approval. Two members commented that the planning was well-conceived and input by IFNL faculty ensured that the committee had a good understanding of the problem by drawing on first-hand information from interviews, focus groups and student surveys.

Transportation problems and the loss of the CCCC's project coordinator made it difficult to sustain the broad-based involvement of community members, particularly the youth.¹ Adult members of the committee attempted to remain in contact with the youth members. For example, two agency representatives arranged to meet with youth members outside of the committee meetings to get their feedback on the wording of the student

¹ Midway into the project, the coordinator hired by the Coordinating Council accepted employment with a state agency. The position was not filled; responsibilities were assumed by existing CCCC staff.

surveys. Regrettably, participation by the youth dropped significantly at the end of the 2003-04 school year. An average of two youth attended the last ten committee meetings held since May of 2004. A core group of five young women continue to share invaluable insights, and remain fully engaged in project activities and the STV planning committee. They took the lead in choosing the campaign theme, helped coordinate STV promotional activities at their schools, and articulated the project goals and Campaign message at public events such as the Campaign kick-off, distribution of prom bags, and the McBee High poster contest. They were largely able to attend committee meetings and after-school functions (i.e., committee meetings and public events) because travel was provided by their parents or relatives.

Part II: Program Implementation and Outcomes

Evaluation Objective #2—Assess the implementation of the Safe Dates Curriculum, the STV public awareness campaign, and the preliminary outcomes.

In addition to interviews with members of the STV planning committee, semi-structured interviews were held with the six project staff who administered the Safe Dates Curriculum and related school-based activities at McBee High School. Those interviewed consisted of: the project director, three members of the McBee High School staff (i.e. Donna Howle, Charlotte Alford, and Paulette Humphries), and two members with partner agencies responsible for augmenting the Safe Dates curriculum with prevention and intervention offerings (namely, Amy Rushing with the Pee Dee Coalition and Pat Nelson with Sandhills Medical Foundation).

Safe Dates Model

Safe Dates is a research-based program that is recognized as an effective or best practice model by the National Registry of Effective Programs (NREP) and numerous federal and national organizations, including the U.S. Department of Health and Human Services' Substance Abuse and Mental Health Services Administration (SAMHSA). It has been found to effectively prevent and reduce the perpetration of dating violence among teens.

The program has primary and secondary prevention goals. Related to primary prevention, the program strives to prevent dating violence perpetration by:

- Changing norms associated with partner violence,
- Decreasing gender stereotyping, and
- Improving conflict management skills.

Secondary prevention measures seek to change beliefs and help-seeking skills by:

- Increasing awareness about services for victims and perpetrators of partner violence, and
- Changing beliefs to increase help-seeking behaviors.

The program consists of three school-based components:

- 1) classroom curriculum with nine 45-minute sessions proposed yet may be adapted to shorter time frames;
- 2) theatre production performed by students; and
- 3) poster contest to raise awareness about dating violence within the school and larger community.

Additional program activities are recommended to supplement the Safe Dates curriculum by informing and mobilizing community service providers through training workshops, and by organizing special services for adolescents in abusive relationships which may include: a crisis line, support groups, materials for parents, and weekly support group for victims.

Safe Dates Pilot at McBee High School

In advance of implementing the Safe Dates Curriculum at McBee High School, preliminary meetings and individual interviews were conducted with the school principal and guidance counselor, the Safe Dates instructors, parents of the school children, and community leaders to introduce the Safe Dates curriculum, and related STV activities proposed in the remaining half of the 2004-2005 school year.

This also gave the project director and staff an opportunity to clarify school practices and create a community network of formal and informal support to augment the school-based activities. Byproducts of these efforts were:

- Clarification of McBee High School's protocol for responding to student disclosures of abuse—With input and the approval of Skip Gering, the school principal, a written protocol was developed to clarify how teachers and school staff should respond to student disclosures of abuse. Whether the perpetrator is a peer, family member or stranger, students that report a possible incidence or threat of abuse will be asked to meet with Paulette Humphries, the guidance counselor. Ms. Humphries will determine the appropriate recourse, in consultation with the principal, on a case-by-case basis. For reportable incidences, state and local authorities will be notified. The school may also refer the student and his or her parent(s) to a behavioral health care provider.
- Arrangements made for counseling referrals at healthcare clinics in the pilot area. The partnering agencies of Sandhills Medical Foundation, Inc. and CareSouth Carolina, Inc. offer behavioral healthcare to families within McBee High School's jurisdiction. Both agencies agreed to support the project by accepting student referrals from eligible families. The health clinic located in McBee is a satellite office of Sandhills Medical Foundation that is staffed by medical personnel. To assist in the treatment of abuse victims and their

families, special arrangements were made for a therapist from a nearby clinic to work out of the McBee office every Thursday afternoon.²

- McBee High School staff became acquainted with the Pee Dee Coalition's prevention and intervention services. Although the school counselor was familiar with the services available through the Pee Dee Coalition, the Safe Dates instructors were not aware of local resources that help girls and young women to learn how to stay safe in relationships. Amy Rushing had recently become the full-time coordinator in Chesterfield County for the Pee Dee Coalition following a shift in staff assignments. She attended the Safe Dates Curriculum Orientation with the teachers on November 2, 2004, and served as a critical support and resource advisor to the teachers and students at McBee High school for the duration of the pilot. She attended the Wonderful Wednesday program on February 16, 2005 organized by Mr. Gering, in an effort to brief the teachers on Safe Dates and STV activities, and acquaint them with her services and the resources of the Dee Coalition.
- The Pee Dee Coalition extended its visibility and services in collaboration with the Sandhills Medical Foundation. The STV planning committee explored ways to augment the Safe Dates program by organizing special services for adolescents drawing on existing resources of community service providers. The Pee Dee Coalition volunteered to staff weekly after-school discussions with students led by Ms. Rushing. In realizing that this presented an opportunity to extend needed services to the larger McBee community, Pat Nelson (with Sandhills Medical Foundation) offered free space at the McBee Office in the mornings, thereby enabling Ms. Rushing to schedule appointments with victims of domestic violence one half-day each week.

Safe Dates Program Components

The Safe Dates Program at McBee High consists of the following three components:

- 1) Classroom Curriculum. Two instructors agreed to pilot the 9-session Safe Dates Curriculum at McBee High School in their existing classes: Charlotte Alford teaches high school health and wellness classes, and Donna Howle teaches life skills classes in middle school. The curriculum was taught to 62 students in four class periods during the third quarter (or 3rd Nine Week Period) of which 45 or 73% of the students agreed to participate in the project's research with the permission of their parents. In the final quarter of the school year, the curriculum was expanded into Ms. Alford's 5th period art class. It was taught in five class periods to 105 students of which 76 or 72% of the students participated in the research. For this pilot year,

² Ms. Beth Branham is the therapist providing this support and was subsequently identified as the agency representative on the STV planning committee who replaced Pat Nelson MSW, formerly a member of the McBee clinic staff and delegate to the CCCC.

a total of 167 students received all or part of the Safe Dates curriculum and of these 121 (72%) were research participants.

- 2) *School-wide Poster Contest*. In the final quarter of the school year near the completion of the Safe Dates curriculum, Ms. Alford's 5th period art class agreed to help organize a *Violence Hurts Everyone* Poster Contest. The contest was advertised and open to all students, grades 7 to 12. Jennifer Boyles, the region's Clemson University Extension Agent, recruited three community volunteers to judge the posters for two grade levels: division 1, grades 7- 9, and division 2, grades 10-12. There were approximately 25 entries. Cash awards were given to first, second and third place winners in both divisions for the most creative and appealing posters that best conveyed the message that everyone is hurt when we don't prevent dating violence (see attached poster contest and rules).
- 3) *Discussion Group*. An estimated twenty-five students attended the informal discussion groups facilitated by Ms. Rushing, with the Pee Dee Coalition. The discussion group was formed shortly after the beginning of the Safe Dates classes. Twelve sessions were held starting in mid-February 2005 and continuing through mid-May (coinciding with the end of the regular class schedule). These were informal open-ended group sessions; therefore attendance was voluntary, and newcomers were always welcome. Confidentiality was emphasized at every session. A majority of the time the students initiated the discussion around topics of concern and problems in communication. Among the related issues discussed were: sexual assault, domestic violence warning signs, homosexuality, values and personal convictions, teen pregnancy, and issues of trust in relationships.

Safe Dates Evaluation Design

The scope of Safe Dates Program evaluation is to (1) ensure integrity in the adoption of the Safe Dates curriculum, (2) study its applicability to the students, school, and community, (3) track what's encountered in its implementation to identify the need for further local adaptations and assess any unintended consequences, and (4) measure the impact and outcomes derived from involvement in Safe Dates and other STV activities.

A baseline survey was administered to the research participants in the Safe Dates classes before the curriculum was introduced, shortly after completing the 9-sessions (within 2 weeks), and again at a follow-up period of two months or longer. The following charts show the demographic characteristics and key traits of the 121 research participants that piloted the Safe Dates Curriculum at McBee High School from January to May 2005. A detailed description of the baseline findings can be found as an attachment to this report.

Chart I. Proportion of Safe Dates Research Participants By Gender, Race & Ethnicity

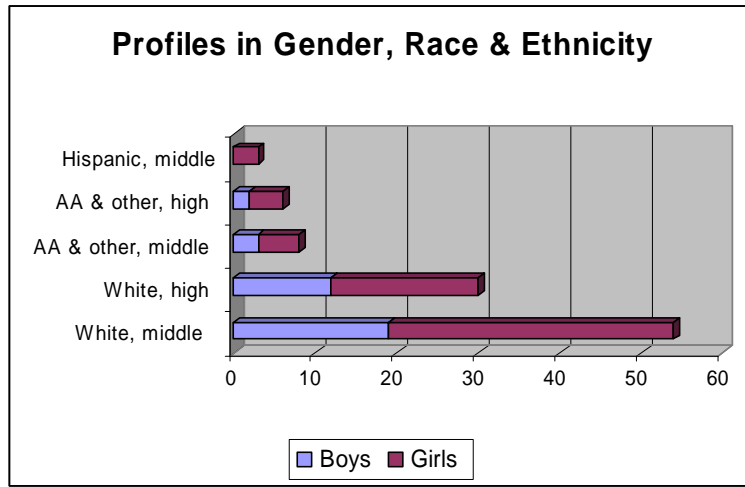


Chart II. Percentage of Safe Dates Students who are Dating or Have Dated By gender and age groups at pretest survey

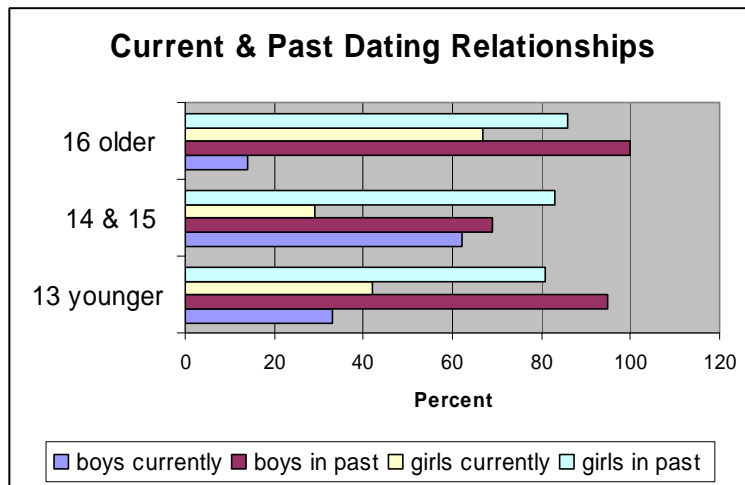
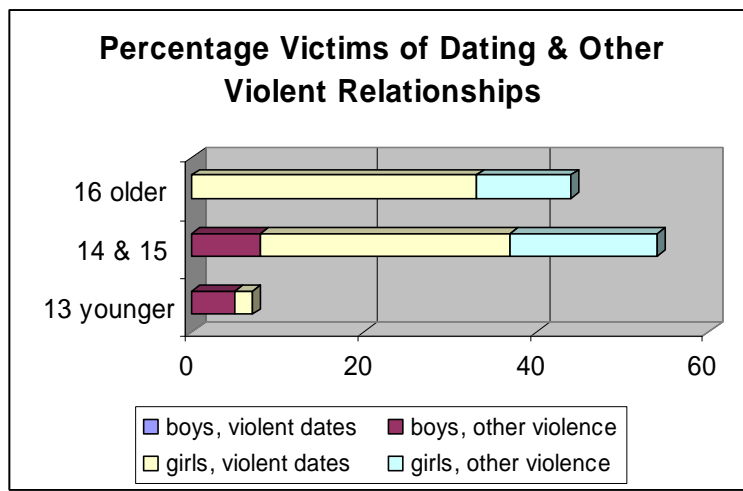


Chart III. Percentage of Safe Dates Students who have been Victims of Violence in Dating or Other Close Relationships



Sequence, timing and attendance. The Safe Dates Curriculum was taught in sequence and was introduced three to four weeks into the 9-week grading period. The instructors kept daily attendance records to account for classes missed by the research participants. It took two periods to cover a Safe Dates session in middle school due to the shorter 45-minute class time. To determine dosage levels, if a middle school student attended one day of a session, their attendance was counted since they had some exposure to the course content. The 90-minute class periods in high school permitted several sessions to be covered in a single class period. Consequently, the absence of a single class period could result in two or three missed sessions.

Dosage Information. A majority of the research participants (61%) attended all nine Safe Dates sessions. One-third of the participants missed one or two sessions (21 and 20 respectively). Five students (4%) missed six or more sessions, and a high school student that was absent one week missed the entire curriculum. The Lead Evaluator interviewed the Safe Dates instructors after completing the Safe Dates curriculum for the first wave of 3rd quarter classes and, again, after the second wave of 4th quarter classes. When questions arose, the project director and evaluator could be reached by phone and email. Ms. Boyles administered many of the surveys and attended classes when invited to inform the students of other STV activities planned or assist with curriculum instruction.

Evaluation Findings on Program Implementation and Outcomes

I. Interviews with project staff and Safe Dates Staff

- *Promising reactions by project staff and instructors.* The Safe Dates curriculum and discussion group were seen to be highly successful in raising awareness among students of all ages on relationship violence. The teachers believed

that the Safe Dates content was relevant, each session was vital to the curriculum, and the students enjoyed the interactive exercises which encouraged an exchange of views on the implications of gender stereotypes. The teachers expressed a concern that sexually derogatory language is so common it is considered a normative part of the students' language. While we cannot determine to what extent student attitudes were changed, the project staff felt that the students gained a first-time understanding of emotional abuse and what constitutes sexual assault.

- Noticeable improvements in student reactions. The students responded well to the curriculum and small group discussions. They were particularly surprised to learn how prevalent abuse is among teenage dating partners. Over the course of the Safe Dates instructions, student perceptions toward abuse changed positively insofar as the students became less tolerant of verbal and emotional abuse. The classes were seen to specifically help girls gain a stronger sense of self.

The information shared in the classrooms and the discussion group was believed to be appropriate for both middle and high school students. The discussion group targeted high school students yet did not exclude middle school students. When the discussion group was held after school in the 3rd quarter, two middle school students attended. Ms. Rushing did not find this to be problematic, noting that maturity levels vary within any age group. Besides if questions are asked that are personal or sensitive in nature (such as birth control), the student was referred to their parents.

- Difficulties with components of the curriculum. The high school students were less receptive to the initial exercises that define caring relationships and dating abuse (i.e., thought to be repetitive) along with several role playing exercises. A large class of high school students became overly engaged in heated discussions across gender lines. As a result the class was divided into same-gender groups, which facilitated greater participation among the classmates and more candid discussions about sexist attitudes and role expectations. To avoid a reoccurrence of this dynamic, it was suggested that class sizes be reduced and, if possible, involve less disparity in the student grade levels (e.g. classes with 9th through 12th graders).

II. Safe Dates Student Survey Results

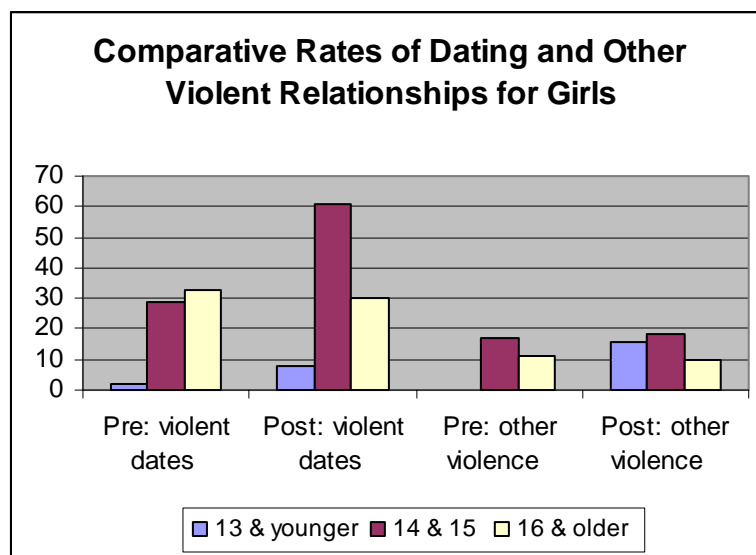
- Students define dating and relationship violence more broadly after attending Safe Dates classes. The Safe Dates survey does not explicitly define dating abuse. Rather the students are asked to rate fourteen statements on a scale of 1 to 4, to identify how strongly they agree or disagree that behaviors are harmful or represent common myths and gender stereotypes. In the pretest, the survey taken before the Safe Dates instructions, the mean scores were lowest for statements involving nonphysical forms of abuse, such as controlling and threatening behaviors (e.g., questions 1, 2 and 13). The post-test scores improved somewhat with slightly higher means after the

curriculum was taught, but the scores remained lower in comparison to the other scores.

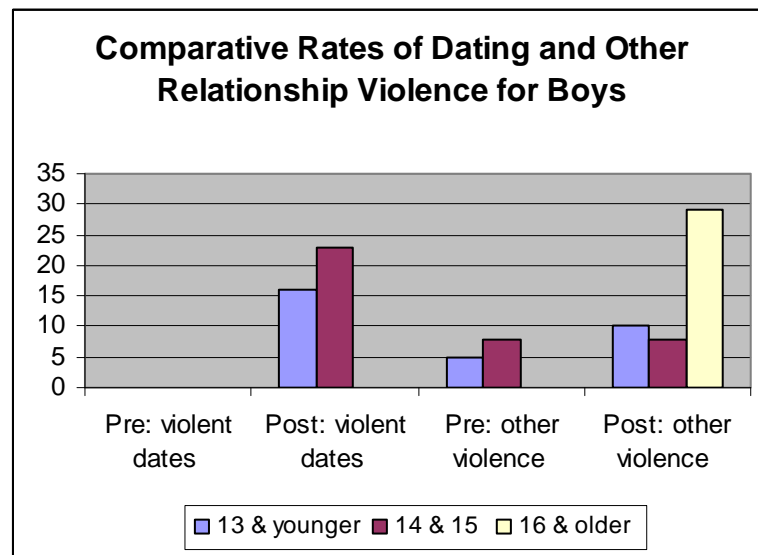
The perception that emotional abuse is not as serious and harmful as physical abuse in a dating relationship was borne out in focus group discussions with young men and women (July, 2004 planning interviews). Everyone agreed that physical abuse in a relationship was unacceptable even in circumstances when the attack may have been provoked. On the other hand, nonphysical forms of intimidation, name-calling, and ridicule were said to be everyday occurrences. Both focus groups admitted the effects of verbal ridicule can be equally harmful (especially to young girls) even though they did not readily identify nonphysical actions as forms of abuse.

An indication that the curriculum heightened the students' awareness of emotional abuse can be seen in the pre/post-test survey responses to the question, *Has anyone you ever dated behaved towards you in a way you would consider violent?* In the pretest, eleven girls said they had experienced abuse in a dating relationship, and consistently reported this abuse in the post-test. This represents about 14% of all female research participants (cohorts 1 & 2 combined). At the post-test, twelve additional participants indicated that they had been abused by a dating partner of which five were boys (42%). We suspect that the rate doubled principally because the students applied the broader definition outlined in the Safe Dates curriculum, which involves emotional as well as physical abuse.³

Chart IV. Comparison of Pre/Post-test Survey Responses for Rates of Victimization in Dating and Other Relationships



³ Six students in the pretest marked “don’t know” to the question of whether a dating partner behaved in a way they would consider violent, which could account for half of the increase in reported dating abuse.



This interpretation may also help explain the corresponding rise of victimization in “any other close relationships” from the time of the pretest to the post-test. Seven students (6%) in the pretest reported abuse in other relationships, however, the rate more than doubled (15%) at the post-test when another seventeen students admitted to having experienced abuse in other relationships.⁴

- *Normative views of gender stereotyping.* Most of the initial fourteen statements relating to dating relationships on the Safe Dates survey tested the students’ knowledge about the various causes and forms of abuse. On the pretest, the students demonstrated a fair degree of knowledge. The mean scores are correct for 10 out of the 11 statements of fact, ranging from 2.78 to 3.5. The exception is question no. 4, *Most rape occurs as a spur-of-the-moment act by a stranger*. Students tended to agree with this false statement (mean of 2.73, SD=.8). For the knowledge-based questions, little differences are evident by gender (between male and female respondents). The pattern of responses is the same, although the mean scores for boys are slightly lower (ranging from 2.71 to 3.3).

Three statements included in the survey reflect stereotypical attitudes. Comparing the pretest mean scores for boys and girls, the boys clearly accept these viewpoints and with some uniformity. As shown in the following chart, the mean scores for females are not as decisive. For questions no. 6 and no. 7, they are near the 2.0 average on a scale of 1 to 4 (neither agree nor disagree). Moreover variations in the responses of the young women (i.e.,

⁴ Note: Although individual student responses were confidential, the pre/post test surveys were tracked by identification codes, which may have biased the responses of students uncertain of the consequences in reporting abuse by a dating partner or family member.

standard deviations) are greater, except for question no. 6 which implies a willingness to tolerate physical abuse.

<i>Gender Stereotype Statements</i>	<i>Pretest Scores</i>	<i>Male</i>	<i>Female</i>
<i>A girl might cry rape to get back at a boy when he makes her mad (Question no. 4).</i>	2.91 SD=.953	3.17 SD=.794	2.75 SD=1.0
<i>People who don't leave abusive partners want to be hit (Question no. 6).</i>	1.94 SD=.897	2.08 SD=.971	1.86 SD=.865
<i>Once a girl decides to end an abusive relationship, it is usually easy for her to do so (Question no. 7).</i>	2.23 SD=1.05	2.36 SD=1.01	2.14 SD=1.08

- *Improvements in post-test knowledge and problem-solving.* Student scores improved overall for questions that tested their knowledge of dating relationships and abuse. Since this involves content taught in the Safe Dates curriculum, the results indicate that the coursework effectively conveyed information on what constitutes a caring relationship versus an abusive one, why people abuse, who are the victims, how to identify abuse, and ways to help friends who may be in abusive relationships.

Interestingly, the boys who participated in the Safe Dates classes experienced greater gains in post-test scores. For 10 out of the 11 knowledge-based questions, the mean scores for boys exceeded those for the girls. Except as shown above, little or no improvement was seen for boys and girls responding to the gender stereotype statements. The gender gap between the mean scores narrowed slightly, yet it remained above a 2.0 average which indicates an overall acceptance of these stereotypical statements.

There were a few notable changes in the scales measuring attitudes and beliefs when comparing pre-test and post-test scores by gender and grade level. Problem-solving indicators, as measured by the Family Assessment Device, showed marked improvements for boys and girls in high school. The likelihood that boys would talk over relationship problems with others, improved slightly for those in middle and high school following the completion of Safe Dates classes.

III. Discussion Group Observations

- *The Discussion Group met its desired intent and attracted male and female students.* The Discussion Group was offered by the Pee Dee Coalition in partnership with McBee High School. It was intended to complement the Stop the Violence project by offering students an opportunity to informally discuss related topics under the guidance of Amy Rushing, Chesterfield County's coordinator for crisis and domestic violence intervention. To

reinforce the confidential nature of the discussion sessions, attendance was not taken and the participants were not included in the Safe Dates Research. From observations by Ms. Rushing and the Safe Dates instructors, the profile of the group was estimated to be:

- 90% high school students,
- 95% female (2 high school boys attended several sessions),
- 20% African-American or other racial group, and
- 60% were 15- and 16-years-old.

Actual rates cannot be confirmed. From a cursory review of the Safe Dates research participants who attended the discussion group, over half of the discussion group members were presently dating. Among the girls in the group, more than a third reported having been a victim of dating or other relationship abuse.

- *Scheduling Conflicts with Discussion Group*. Sufficient notices were posted on bulletin boards in school hallways a week in advance of the discussion group startup. Safe Dates instructors announced the group was forming as an activity of the STV pilot, but the group was open to interested students (all grades and classes). Attendance at the first meeting would have been minimal if it had not been for the girls' soccer coach agreeing to cancel practice due to rain which permitted the team members to attend. Participation dropped to an average of five students when the group was held after-school in the final weeks of the 3rd Quarter. The low participation was attributed to conflicts with sports programs and jobs. The project staff expected to arrange alternative transportation for students, but none was requested.

In the 4th Nine Week Period, the discussion group was moved to the high school 5th period class time. Attendance doubled with between ten and twelve students attending every group meeting. Students had to ask their Safe Dates instructor or the school guidance counselor for permission to skip their 5th period class to attend the discussion group. (One student requested to attend the discussion group who was not enrolled in Safe Dates classes.)

Implications of Findings for Program Revisions

(1) Integrity in the administration of the Safe Date curriculum: The Safe Dates curriculum satisfies the learning objectives of health education, family life, or general life skills curriculum. In conformity with general course offerings by Chesterfield County District Schools, we recommend considering the inclusion of Safe Dates as part of:

- health education classes at the middle and high school level (satisfies national academic standards for 6th-8th grades and 9th-12th grades), and

- life skills classes in middle school (such as Life Skills 101, and high school preparatory classes) which target 8th and 9th graders (satisfies national academic standards in thinking and reasoning for 6th-8th grades and 9th-12th grades).

The pilot at McBee High permitted teachers to apply the nine sessions of Safe Dates within the 45-minute class schedule in middle school and the 90-minute class periods in high school. Ms. Howle, the middle school instructor, adapted the curriculum by devoting two class periods to each session. In most instances, the content was covered in the first class, which allowed an entire period for class discussion and role-playing. This helped to accommodate the larger class sizes (30 or more students) and address the greater number of questions raised by this younger age group.

Ms. Alford, the high school instructor, condensed two and, at times, three sessions into a single class period, which enabled her to cover the Safe Dates curriculum within a single week (5 class periods). She found the content of sessions 1, 2 and 3 to be less relevant for high school students (i.e., defining care relationships and dating abuse, and understanding why people abuse). While condensing the content and shortening the discussion time was optimum for these early sessions, it was felt that sessions involving skill-building and the discussion of sensitive issues required a full 50-minutes of class time. Extending the time of the Safe Dates curriculum (over several weeks), does serve to provide students with more opportunities to reflect on the lessons and apply the new skills. For longer high school class periods, it is recommended that no more than two sessions be covered within a class period. If an instructor wishes to condense portions of the curriculum, the opportune sessions to combine and possibly reduce are sessions 1 and 2, and sessions 4 and 5.

Results from the McBee High pilot suggests that in replicating the Safe Dates curriculum at other schools, the school staff should consider the following observations to avoid potential problems.

- a. Optimum classroom size and composition of Safe Dates classes: Safe Dates integrates lessons into a series of group activities and discussions that can best be facilitated with smaller groups. If it is not possible to limit the number of students enrolled in a class, accommodations may be needed for a class size that exceeds 25 students (perhaps use peer leaders in high school classes).

The composition of the class may also deter the participation of younger students. This was not found to be problematic in middle school classes since they were close in age, consisting of 8th and 9th graders. But in high school classes with students from grades 9 through 12, the instructors may need to assess whether younger

(and principally female) students will be less likely to engage in cross-gender discussions.

- b. Safe Dates lessons require time for personal and group reflection: The curriculum suggests that students keep journals to record their perceptions during or after the classroom discussions (e.g., values, personal goals, ways to be treated by a dating partner etc.). To allow sufficient time to reflect on one's personal insights and the Safe Dates content, the sessions should not be consolidated beyond what the curriculum suggests (see page 2 of the Safe Dates Curriculum) and should, if possible, extend over the course of several weeks.

- (2) Tailor Safe Dates to include local caregivers and domestic violence statistics: Students were shocked by the survey findings of self-reported abuse collected by the Stop the Violence Survey. Perhaps if they are presented with additional facts for South Carolina and Chesterfield County, they may more easily recognize how serious the problem of violence is between intimate partners. Because the Safe Dates students did not appear to be familiar with South Carolina laws relating to sexual assault and statutory rape, the instructors suggested that an overview of these statutes be added to the content materials.

To enforce the message that community resources exist to protect and assist students, the teachers also asked that staff from the Pee Dee Coalition, along with other relevant counselors and caregivers, be introduced to students in the classroom when covering *Part 4: Community Resources* within *Session 4: How to Help Friends*. Students may be more inclined to seek help from people they have met and who have demonstrated an understanding of dating violence. Ms. Rushing was asked to be on-hand in McBee High's Safe Dates classes to respond to questions about the early warning signs of abuse (Session 4) and ways to prevent sexual assault (Session 9).

- (3) Augmenting the Safe Dates curriculum to cover related topics: The project staff mentioned instances in which students asked related questions that were not covered in the Safe Dates curriculum. One class brought up the issue of homosexuality. Safe Dates was chosen because of its interactive approach in discussing skill-building and problem-solving methods relating to dating relationships. It is understandable that other issues may surface in the free exchange of opinions and ideas. In teaching the Safe Dates curriculum, instructors should use cautious discretion in facilitating these discussions. When a student diverts the class off the topic, remind him or her that matters of personal interest and concern can be taken up in the discussion group, and/or privately outside of class. Class discussions need to be restricted to the content outlined in Safe Dates. This also applies to the selection of supplemental materials (e.g. Red Flags videotape). If a topic is pertinent to Safe Dates, the IFNL

faculty (principle investigator and evaluator with Clemson University) have offered to provide the Safe Dates instructors with additional resource materials.

- (4) Discussion Group schedule and composition: After the discussion group was shifted from after-school to the 5th period class (final 9-week grading period), middle school students were excluded due to conflicts in class schedules. Ms. Howle (middle school instructor) expressed the desire that somehow interested 7th and 8th graders would be permitted to attend these informal group sessions. School officials at McBee High are exploring options to hold the group discussions on pre-arranged days in the same location when most interested students could participate (e.g., club days).

Attachments

- A. Stop the Violence Project Fact Sheet (Year 1).

- B. Findings from the Student Survey.

- C. Chesterfield County Stop the Violence Project, Baseline Findings from the Safe Dates survey.

- D. Implementation Survey (semi-structured questions) of STV Planning Committee members and project staff members.

- E. Outline of McBee High's Stop the Violence Poster Contest.

- F. Additional information on public awareness campaign, including local publicity, the initial plan of activities, and a description of products.



Stop the Violence

What is the Stop the Violence project?

Stop the Violence is a comprehensive, community-wide prevention and intervention program to reduce dating and other forms of relationship violence against girls and young women ages 12 to 18 living in Chesterfield County. There are three parts to the project:

- Safe Dates, a dating violence curriculum, is being taught in health-related classes at McBee & Central High Schools. This will be expanded to other schools in the near future.
- After-school and community programs for young people, providing a chance to take part in specialized creative arts activities that will help get out the message that **violence hurts everyone**.
- A public awareness campaign to help educate the community about violence and how it affects all of our lives.

Why is the project needed?

Dating violence is a serious problem. By age 20, 1/3 of young women will be the victims of dating violence. Nationally, there are 250,000 emergency room visits by young people who have been abused in a dating relationship.

Surveys of middle- and high-school students for the past three years in Chesterfield County found that a majority knew a girl who had been the victim of dating or family violence. Between 2/3 and 3/4 of students age 15 and older knew such a victim or perpetrator. Among students age 14 or younger slightly over 1/2 had some knowledge of violence.

More significant was the finding that each year about 20% of all students reported being victims of relationship violence. This is true for about 25% of all girls and from 8% to 15% of all boys.

What can I do?

Violence hurts everyone! Young people who are victimized wind up with physical and emotional scars. Knowing that their children are being hurt or are unhappy hurts parents. Perpetrators won't stop hurting people just because a relationship ends. We all pay the costs of helping people recover from the trauma of violence.

Get involved! Learn the warning signs of violence. Talk to your kids or other young people about violence and what steps they can take if they or someone they know becomes a victim of violence. Help your community create programs to help young people learn what it takes to have strong and healthy relationships. Finally, don't sit silently by while young people are being hurt. Speak out and together we can stop the violence.

Partners:

Students & Parents



CHESTERFIELD
COUNTY
Coordinating Council

Headstart



Chesterfield County School District

Institute on Family and Neighborhood Life
A Public Service Activity of Clemson
University

OneStop



The project is funded by a grant from the Substance Abuse & Mental Health Services Administration, US Dept. of Health & Human Services.

Chesterfield County Coordinating Council

Stop the Violence Project

Findings from the Student Survey

2003-2006

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**Chesterfield County Coordinating Council
Stop the Violence Project**

Findings from the Student Survey

Introduction

The Student Survey gauges middle and high school students' attitudes toward family and dating violence; experience of violence in theirs' and their friends' lives; views of the acceptability of violent behaviors in dating and family relationships; views on more general aspects of dating relationships; involvement in risky behaviors; and perceptions of the extent of and community response to relationship violence in the community.

The survey is one part of a broader effort to determine the incidence and prevalence of dating and family violence toward girls ages 12 to 18 in Chesterfield County, current and needed resources to respond to dating and family violence, and general perceptions of prevailing norms, values, and attitudes related to the victimization of girls and young women.

Method

The survey was administered to a convenience sample of middle and high school students in the late spring of the 2003-2004 (year 1) and 2004-2005 (year 2), and in the fall 2005-2006 (year 3) school years. Data were to be collected from at least one classroom at each grade level in the middle and high schools in the County, with some exceptions.⁵ An introductory letter that included the date and time for survey administration, and consent forms were sent home with all of the students in the classrooms selected. A signed consent form was used as a "ticket" to gain admission to the survey administration session and various incentives (e.g., pizza party, door prize drawing) were used to assure an adequate response. The survey was administered in a group setting by a member of the Chesterfield County Coordinating Council (CCCC) Stop the Violence (STV) planning committee. There were 273 students who participated in year 1, 173 participating in year 2, and 327 participating in year 3.

Results

Characteristics of the Students

In year 1, the students completing the survey ranged in age from 10 to 18 and were 14.3 years old on average. Nearly three-quarters (72.7%) of the students were female. Slightly more than half (59.5%) were white, 35.3% were African-American, and 5.3% were other races or ethnicities. Forty-five percent (45%) of the students were in middle school and 55% were in high school. About ¼ (25.3%) of students said they earned mostly A's in school, while 37.5% earned mostly B's, 22.2% earned mostly C's, and 8.1% of students indicated earning mostly D's

⁵ In the 2003-2004 school year, one high school opted out of the survey due to other demands on teacher's and student's time.

and F's. More than ¼ (27.5%) of students said they had had an in-school suspension in the past 6 months and 19.3% had had an out-of-school suspension in the same time period.

In the second year, students completing the survey ranged in age from 11 to 19 with an average age of 14.7 years. Just under two-thirds (61.9%) of the students were female. Slightly more than half (53%) were white, 37.3% were African-American, and 9.6% were other races or ethnicities. Slightly more than half (57.4%) of the students were in high school, while 42.6% were in middle school. Nearly a third (32.9%) said they earned mostly A's in school, 41.9% said they earned mostly B's, 15.6% said they earned mostly C's, and 4.8% earned mostly D's. Eighteen percent (18%) of students said they had had an in-school suspension and 12.6% had had an out of school suspension.

In the third year, students were 14.3 years old on average with ages ranging from 9 to 18. Just under two-thirds (64.6%) were female. About 60% of students were white, 34% were African-American, and 5.9% were Hispanic or other racial/ethnic minority. More than ¾ (70.2%) were in high school while 29.8% were in middle school. Just over ¼ (25.8%) said they earned mostly A's in school, 42.8% said they earned mostly B's, 20.3% earned mostly C's, 4.2% earned mostly D's or F's, and 6.9% were not sure or had another grading system. About one in eight students (12.3%) said they had had an in-school suspension in the past six months, while 6.6% had had an out-of-school suspension in the same time period.

Risk Behavior

The risk behavior of students in each year of the survey is shown in Figure 1. As may be seen, students in year 2 had the highest rates of use for alcohol, tobacco, and illicit drugs, and the highest rate for use of alcohol to excess. Rates were lowest for tobacco and alcohol for students in year 3, while students in year 1 had the lowest rates of illicit drug use. Students in years 1 and 2 had comparable rates of forced sex while the rate for students in year 2 was about half that of year 1 students. Arrest rates were slightly higher for students in year 2.

The difference in illicit drug use rates was significant across all three years ($X^2 = 6.8[2]$, $p < .05$). The comparability of rates between years 2 and 3 suggests that the increase that occurred between years 1 and 2 has continued. The other differences were all non-significant.

Figure 2 shows students' risk behaviors by gender across all three years of the survey. In year one, females had higher rates of use than did males for tobacco; alcohol; alcohol to excess; and illicit drugs. In year 2, females continued to use alcohol at higher rates than males, but males had higher rates for tobacco and illicit drug use. This pattern continued in year 3. None of these differences were significant.

Consistent with other research, females were significantly more likely than males to have been forced to have sex in the past six months across all three years ($X^2 = 6.7[2]$, $p < .05$). Males were more likely to have been arrested by the police in the past six months in years 1 and 3 while females had higher rates of arrest in year 2, although this difference was not significant.

Figure 1: Risk behavior for all students, three year sample

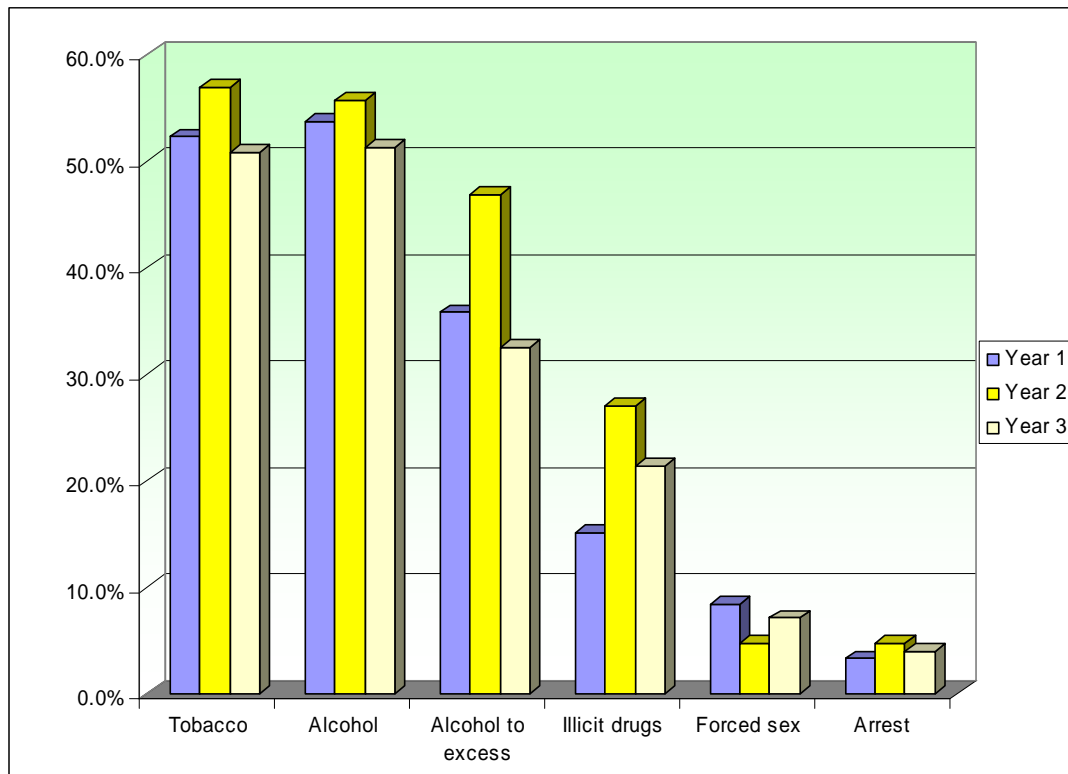
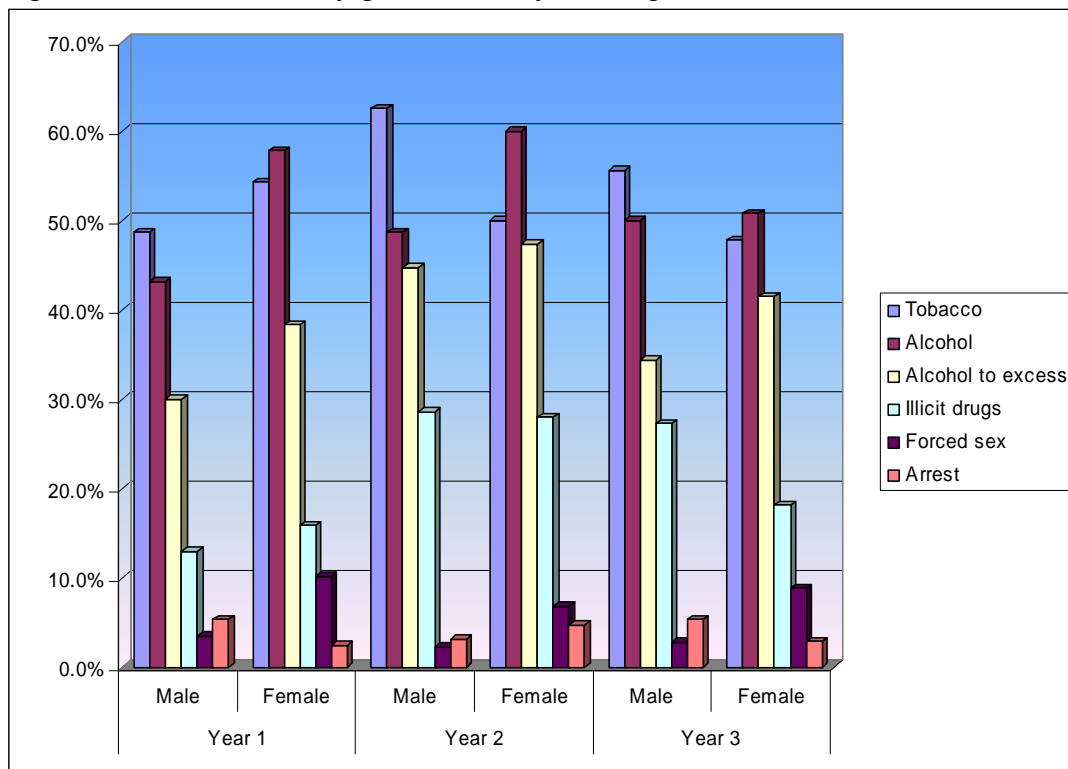
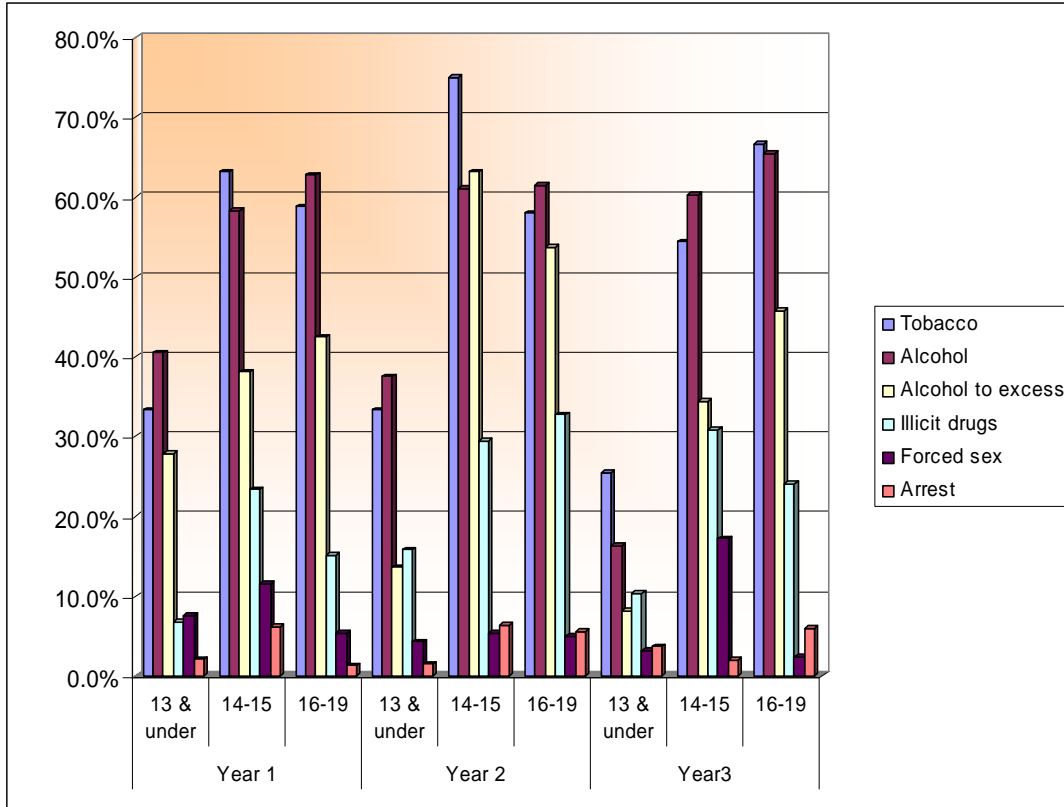


Figure 2: Risk behavior by gender, three year sample



Risk behavior by age across all three years is shown in Figure 3. In years 1 and 2, students ages 14 to 15 were the most likely to have used tobacco in the previous six months, while in year 3 students ages 16 and older were more likely to have used tobacco. This age difference was significant for year 1 ($X^2 [2] = 8.9, p < .05$), year 2 ($X^2 [2] = 6.2, p < .05$), and year 3 ($X^2 [2] = 16.8, p < .001$).

Figure 3: Risk behavior by age, three year sample



Across all three years, students ages 16 and above were more likely to have used alcohol although year 2 students age 14 to 15 were more likely than other students to have used alcohol to excess.

Y3 alc ($X^2 [1] = 25.7, p < .01$)

In addition, students in the same age range were the most likely to drink alcohol to excess in year 2 and this difference was significant ($X^2 [2] = 12.8, p < .01$). There was also a significant age difference for students using illicit drugs in year 1 ($X^2 [2] = 10.0, p < .01$) with 14 to 15 year olds again being the age group at highest risk.

Victimization

In both years of the survey, many students said they knew girls who had been victims of violence in dating and family relationships; knew boys who had perpetrated violence; and knew girls who had witnessed violence. The findings for students as a whole and by gender are shown in Table 1 while Table 2 shows these results by age categories.

Table 1: Knowledge of victimization among all students and by gender, three year sample

Know Victims, Perpetrators, or Witnesses	Percent reporting yes								
	Year 1			Year 2			Year 3		
	All	Males	Fem.	All	Males	Fem.	All	Males	Fem.
Girl victimized in dating relationship	69.8	51.9	75.5	64.3	45.5	74.4	65.7	47.6	75.2
Girl victimized in family relationship	50.0	38.9	53.7	56.0	37.2	67.1	51.0	30.0	61.0
Male perpetrator	68.8	60.7	71.4	66.0	53.1	72.7	61.3	47.3	68.4
Girl who witnessed violence	68.9	45.5	73.4	70.4	58.5	77.1	60.7	43.5	67.6

Table 2: Knowledge of victimization by age, three year sample

Know Victims, Perpetrators, or Witnesses	Percent reporting yes								
	Year 1 % Yes			Year 2 % Yes			Year 3 % Yes		
	13 and Under	14- 15	16 and older	13 and Under	14- 15	16 and older	13 and Under	14- 15	16 and older
Girl victimized in dating relationship	59.1	71.8	78.6	55.0	52.6	73.0	51.4	72.4	70.4
Girl victimized in family relationship	33.3	51.9	66.7	42.9	45.5	67.9	30.7	62.3	58.2
Male perpetrator	61.0	67.1	79.4	50.0	54.0	84.8	47.6	67.5	68.0
Girl who witnessed violence	55.4	75.6	74.5	54.3	68.4	80.7	46.8	69.8	63.8

While there were no significant differences between years 1 and 2, some gender and age differences emerged, although the gender differences are tempered by a sizable inequity in the number of male and female survey participants. Females were far more likely to know a girl who had been the victim of dating violence in year 1 ($X^2 [1] = 10.4, p < .01$) and year 2 ($X^2 [1] = 10.2, p < .01$); to know a girl who was a victim of family violence in year 2 ($X^2 [1] = 9.7, p < .01$); to know a male who had perpetrated violence in year 2 ($X^2 [1] = 5.4, p < .05$); and to know a girl who had witnessed violence in year 1 ($X^2 [1] = 5.5, p < .05$) and year 2 ($X^2 [1] = 4.3, p < .05$).

Older students were more likely to know a girl who had been victimized in year 1 ($X^2 [2] = 6.3, p < .05$); to know a girl who had been a victim of family violence in year 1 ($X^2 [2] = 15.4, p < .001$) and year 2 ($X^2 [2] = 6.6, p < .05$); to know a male perpetrator in year 2 ($X^2 [2] = 21.0, p < .001$); and to know a girl who had witnessed violence in year 1 ($X^2 [2] = 6.7, p < .05$) and year 2 ($X^2 [2] = 7.3, p < .05$).

As shown in Table 3, among all students in year 1, 21.4% said they had been a victim of violence in an intimate relationship and a comparable percentage in year 2 indicated having been victimized (21.3%). A breakdown by gender, however, shows an increase in the percent of females who reported being victimized in a dating relationship only or in another relationship only, and a decrease in the number of females reporting having been victimized in both a dating and another relationship. For males, there was an increase in those reporting being victimized in a dating relationship only or in a dating and another relationship, and a decrease in those reporting having been victimized in an other relationship only.

Table 3: Relationship context of victimization for all students and by gender, three year sample

Relationship	Percent Victimized								
	Year 1			Year 2			Year 3		
	All	Males	Fem.	All	Males	Fem.	All	Males	Fem.
Dating relationship only	8.5	3.0	10.5	10.3	7.5	12.5	8.4	4.9	10.5
Other relationship only	5.2	7.5	4.4	5.5	3.8	6.8	4.4	1.0	6.3
Dating relationship and other relationship	7.7	3.0	9.4	5.5	3.8	6.8	6.7	2.0	8.9

An analysis of age differences in rates of victimization is shown in Table 4. This analysis was limited to females since the number of males was too small to reliably examine age differences. The year 2 data is highly skewed so caution is needed in interpreting the findings.

Table 4: Relationship context of victimization for female students by age, three year sample

Relationship	Percent Victimized								
	Year 1			Year 2			Year 3		
	13 and Under	14-15	16 and older	13 and Under	14-15	16 and older	13 and Under	14-15	16 and older
Dating relationship only	2.3	10.8	16.1	6.3	28.6	11.9	6.7	10.1	13.2
Other relationship only	6.8	4.1	3.2	0	0	14.3	6.7	4.3	7.9
Dating relationship and other relationship	9.1	10.8	8.1	0	0	14.3	2.2	13.0	9.2

The relationship context for those students who said they had been the victim of violence, with a breakdown by gender for all students and by age for female students, is shown in Tables 5 and 6. As may be seen, a slightly higher percent of female students report dating violence in year 2 than in year 1, with a decrease in reports of victimization in other relationships or in multiple relationships. Males also show an increase in reports of dating violence and show an increase in reports of victimization in other relationships. There is a slight decrease in males reporting victimization in multiple relationships. Again, however, these findings must be interpreted cautiously due to skewed results in year 2. For this reason, findings with respect to age differences for female students cannot be reliably interpreted.

Table 5: Relationship context of for those students reporting victimization, all students and by gender, three year sample

Relationship	Percent Victimized								
	Year 1			Year 2			Year 3		
	All	Males	Fem.	All	Males	Fem.	All	Males	Fem.
Dating relationship only	39.6	22.2	43.2	48.4	50.0	47.8	43.1	62.5	40.8
Other relationship only	24.5	55.6	18.2	25.8	25.0	26.1	22.4	12.5	24.5
Dating relationship and other relationship	39.6	22.2	38.6	25.8	25.0	26.1	34.5	25.0	34.7

Table 6: Relationship context for female students reporting victimization by age, three year sample

Relationship	Percent Victimized								
	Year 1			Year 2			Year 3		
	13 and Under	14-15	16 and older	13 and Under	14-15	16 and older	13 and Under	14-15	16 and older
Dating relationship only	12.5	42.1	58.8	100	100	29.4	42.9	36.8	43.5
Other relationship only	37.5	15.8	11.8	0	0	35.3	42.9	15.8	26.1
Dating relationship and other relationship	50.0	42.1	29.4	0	0	35.3	14.3	47.4	30.4

The second year survey contained an additional set of items asking students to indicate whether or not they had been victimized in a dating relationship, whether or not they had been a perpetrator in a dating relationship, and if so for each, whether this had occurred in the past three months. These results are shown in Table 7.

Table 7: Students' experience of victimization in dating relationships, years 2 and 3

Item	Percent Yes	
	Year 2	Year 3
Have you ever felt threatened, humiliated, or controlled by a dating partner?	18.1	25.2
If yes, has this happened in the last three months?	46.7	33.3
Have you ever been hit, slapped, kicked, or otherwise physically hurt by a dating partner?	11.8	16.7
If yes, has this happened in the last three months?	30.0	29.6
Have you ever yelled at, humiliated, or threatened your boyfriend or girlfriend in order to get him or her to do what you want?	14.9	12.1
If yes, has this happened in the last three months?	21.1	21.6
Have you ever hit, slapped, kicked, or otherwise physically hurt a dating partner?	13.1	10.2
If yes, has this happened in the last three months?	45.5	37.5

As shown in Figure 4, students generally perceived violence against girls and young women to be a widespread community problem, with about 1/3 indicating violence to be a minor problem, 1/3 indicating violence to be a significant but not a major problem, and just under 15% indicating violence was a major problem. These figures were comparable in each year of the survey.

Figure 5 shows the extent to which students think that the community’s response to violence against girls is adequate. As may be seen, there was a notable decrease in the percent of students indicating that the community’s response was adequate and an increase in the percent of students who said that they did not know. This difference was significant ($X^2 [2] = 10.3, p < .01$).

Figure 4: Students’ perception of violence against girls as a community problem

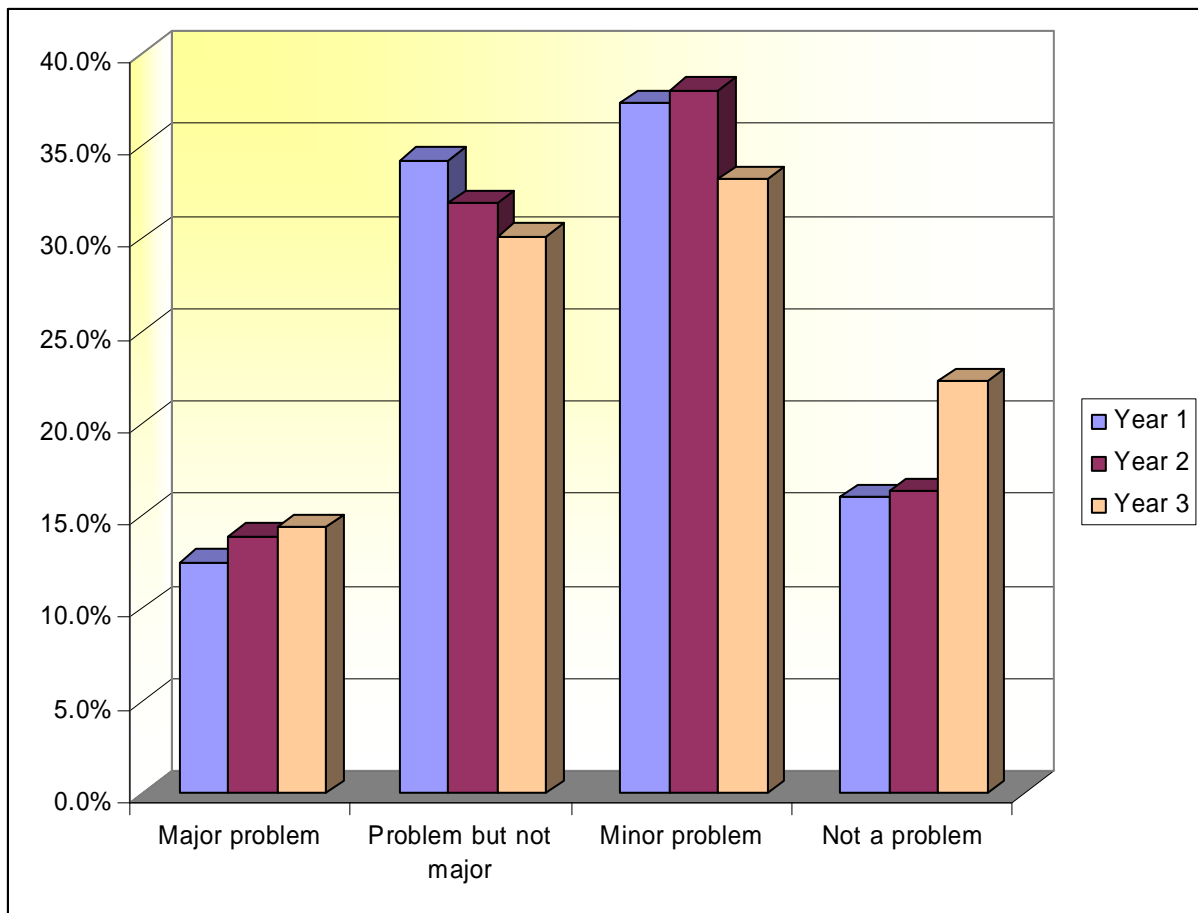
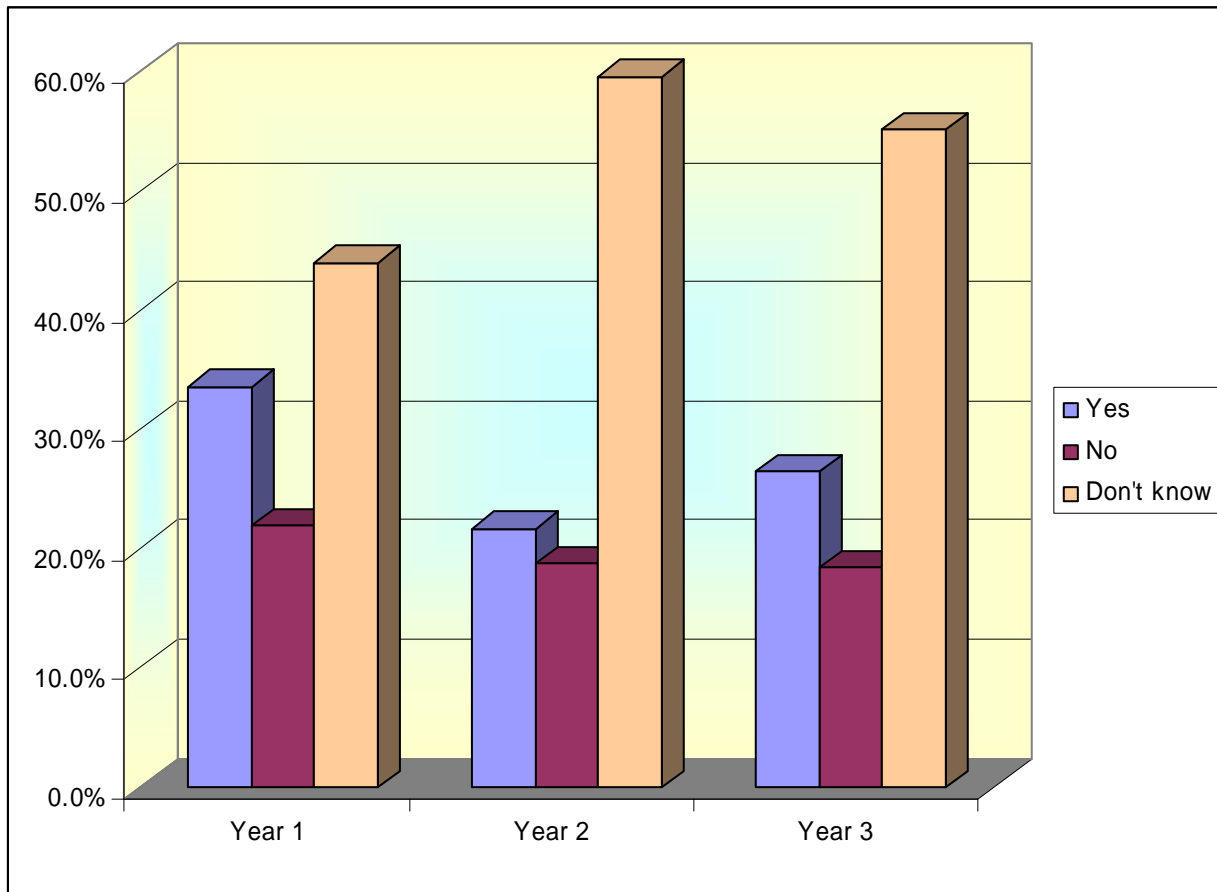


Figure 5: Students' perception of the adequacy of the community's response to violence against girls



Attitudes and Beliefs

Attitudes toward violence

Students were asked about their general attitudes toward violence in a series of 13 items. These items were not reliable when taken as a whole, so are examined individually. Response choices for the items ranged from “strongly disagree” to “strongly agree” and each item produced a score from 1 to 4 with higher scores showing greater agreement with the items.

Though the items do not form scales, they still may be logically grouped into two broad categories of causal factors and justification for violence, with one item on feeling safe in one's neighborhood standing on its own. Table 8 shows the scores and standard deviations for the causally related items while Table 9 shows the justification items.

Overall, care must be taken to interpret responses in light of the directionality of the item. That is, in some cases a higher score, or greater agreement, reflects the “positive” or more valued direction while for other items a lower score, or greater disagreement, is the “positive” or more valued direction.

There were very little differences for these items in years 1 and 2. For both years, students strongly agreed that they felt safe in their neighborhoods. On the items concerning the “causes” of violence, students showed moderately strong agreement that drugs and alcohol; sexist

Table 8: Attitude toward violence: Causal factors

Item	Year 1		Year 2		Year 3	
	Mean	SD	Mean	SD	Mean	SD
Most violence is caused by drugs or alcohol.	2.9	.8	2.8	.8	2.9	.8
Violence is learned.	2.8	.9	2.8	.9	2.7	.9
A lot of violence against girls and young women comes from boy’s sexist attitudes and beliefs.	3.0	.8	3.0	.9	3.0	.7
Most acts of violence are committed by people who are mentally ill.	1.9	.8	1.9	.8	2.0	.8
Racist attitudes and beliefs are a major cause of violence in our society.	2.9	.8	3.0	.9	2.9	.8
Violence is usually caused by people watching too many violent movies, music videos, or T.V. shows, or playing violent video games.	2.6	1.0	2.6	1.0	2.6	1.0

attitudes and beliefs; racist attitudes and beliefs, and exposure to violence in the media as contributing factors. They also showed moderately strong agreement on violence as a learned response. On average, students showed moderately strong disagreement on mental illness as a causal factor.

Students strongly disagreed that violence was the only way for people to get what they want. Interestingly, they showed moderately strong agreement that violence against another person is never justified but also showed moderately strong agreement that violence is acceptable to defend oneself from attack. They also showed moderate agreement that gang members have to behave violently in order to survive. There was also moderately strong agreement that some people invite violence by being different. Finally, students showed moderate disagreement on using violence to get even with someone who has shown disrespect.

Table 9: Attitudes toward violence: Justification factors

Item	Year 1		Year 2		Year 3	
	Mean	SD	Mean	SD	Mean	SD
Violence may be the only way for people to get what they want in life.	1.7	.8	1.7	.8	1.6	.8
It's okay to use violence to defend yourself from attack.	3.2	.9	3.2	.8	3.2	.8
Gang members have to act violently in order to survive.	2.3	1.7	2.3	1.1	2.2	1.0
Using violence may be necessary in order to get back at someone who disrespects you.	1.9	.9	2.0	.9	1.9	.9
Using violence against another person is never justified.	2.6	.9	2.5	.9	2.6	.8
Some people invite violence by showing off their differences.	2.8	.8	2.9	.7	2.8	.7

Violence in dating and family relationships.

Students were given a set of 13 items asking about the acceptability of violence-related behaviors. The same items were presented twice and students were asked, in the first instance, to respond to the items as applied to a dating relationship and, in the second instance, as applied to a family relationship. The response choices ranged from “always okay” to “never okay” and the items could be reliably scaled to produce a single score for each relationship area. The mean scores for the scales ranged from one to five with higher scores indicating lesser acceptability of the behaviors in either a dating or a family relationship. The items are shown in Table 10.

Average scores were 4.6 on the dating behavior scale for each year and 4.5 on the family behavior scale in each year, showing that students generally believe it is never okay to behave in the manner indicated by the items in either a dating or a family relationship. Looking at the items individually, there were but a few behaviors students thought were “rarely okay.” These were the same in both dating and family relationships, and consisted of limiting who one may spend time with; telling someone what to do; ignoring or refusing to talk to someone; and yelling at someone in private.

Table 10: Items for the acceptability of dating and family relationship behavior scales

Calling someone names or putting them down.	Ignoring someone or refusing to talk to them.
Making fun of how someone dresses or looks.	Yelling at someone in private.
Telling someone who they can and cannot spend time with.	Yelling at someone in public.
Damaging someone's belongings.	Deliberately and repeatedly following and harassing someone.
Telling someone what to do	Pressuring someone to perform a sexual act.
Shoving, grabbing, or pushing someone.	Forcing someone to perform a sexual act.
Slapping or hitting someone.	

Qualities of dating relationships

Students were given a series of seven items on the qualities of a dating relationship and were asked to indicate how much importance they placed on each. The response choices ranged from “not at all important” to “very important.” The items did not reliably form a scale, so the individual item scores are presented. Scores ranged from 1 to 3 with higher scores showing greater importance. The direction of the items was mixed; that is, for some items a higher score is the more “positive” direction while for others a lower score is more positive. The items and average scores are shown in Table 11.

As may be seen, students in each year placed a good deal of importance on listening, honesty, and feeling free to be oneself. Interestingly, students thought it moderately important to spend all free time together. Students placed moderately low importance on getting one's partner to do one's bidding and on having sex. Possessiveness was given low importance.

Table 11: Average scores and standard deviations for quality of dating relationship items

Item	Year 1		Year 2		Year 3	
	Mean	SD	Mean	SD	Mean	SD
Listening to one another.	2.9	.4	2.8	.5	2.9	.4
Getting your partner to do what you want.	1.6	.6	1.6	.6	1.5	.6
Spending all your free time together.	2.2	.7	2.1	.7	2.2	.6
Having sex.	1.5	.7	1.6	.7	1.4	.6
Being honest with one another.	2.9	.3	2.8	.6	2.9	.4
Being possessive or jealous of one another.	1.2	.5	1.4	.7	1.3	.5
Feeling free to be yourself.	2.9	.3	2.8	.5	2.8	.4

Individual action to reduce or stop violence

Students were given nine items showing individual actions that might be taken in order to reduce or stop violence. Students were asked to show how likely they would be to engage in each of the behaviors shown with response choices ranging from “not at all likely” to “very likely.” These items could be reliably scaled, producing a single score showing the degree of likelihood of taking action across all of the items as a whole. Scores, then, ranged from one to four with higher scores indicating a greater likelihood of taking action. The items forming the scale are shown in Table 12.

The average score of 2.9 in year 1 and 2.7 in year 2 shows that students are fairly likely to take individual action to reduce or stop violence, on average. Looking at the individual items, students said that they are only a little likely to write a letter to a public official or urge their friends to stop buying music and other items in which women are exploited.

Table 12: Items measuring the likelihood of taking individual action to reduce or stop violence

Ask male friends to stop calling girls names that put them down.
Take part in an after school meeting to talk about dating violence.
Stop a male friend from verbally abusing his girlfriend.
Write a letter to the editor of the local newspaper to protest sexist advertising.
Take part in a rally against violence in your community.
Urge your friends to stop buying CD's or videos that show women being exploited.
Ask friends or family for help if someone you were dating became violent.
Help find support for a friend who had been abused.
Do something to stop a group of boys from harassing girls who walked by.

Community response to violence

Finally, students were presented with a series of eight items showing the kinds of things their community could do to reduce the incidence and prevalence of violence against girls and young women. These items could be reliably scaled and students were asked how much importance they placed on each. Response choices ranged from “not at all important” to “very important” with higher scores showing greater value for the item. The items included in the measure are shown in Table 13. The overall score of 2.6 in each year shows that, on average, students place moderately high importance on the responses contained in the items.

Table 13: Community response items

Make sure that victims of violence have a safe place to go.
Increase the services available to victims of violence.
Make sure that girls who have been victims of violence have a say in planning programs.
Make sure that services are relevant to girls of different racial, ethnic, and cultural backgrounds.
Develop leadership among girls who have been victims of violence.
Educate people who make laws and policies so they are better informed about violence against girls.
See that community groups and organizations work together to help end violence against girls.
Make sure that domestic violence and sexual assault programs get the funding they need.

There were few differences when the items were examined individually although students generally placed the least importance on increasing services and assuring that victims are involved in planning programs. The greatest importance was given to assuring that victims have a safe place to go and collaboration among community groups and organizations.

Discussion

Students taking part in the survey show relatively high rates of violent victimizations, with older teens having been victimized about 1.7 times more than younger teens. Logically, this is accounted for by dating violence, a much more likely activity for teens ages 15 to 18 than for younger teens. This suggests, however, a need for education and prevention programs specifically targeted at violence occurring in dating relationships.

Young people generally show positive attitudes regarding violence. Of concern in this regard, however, is that students have a moderately high belief that people invite their own victimization by being different. This is relatively minor, however, against the beliefs about violence items as a whole.

Students generally find violence-related behaviors to be unacceptable in both family and dating relationships and have an understanding of the qualities that make for a good relationship. Too, students generally indicated that they would be likely to take direct action to stop violence, with the exception of writing public officials or urging their friend to stop buying music that exploits women. Finally, students recognize the limited availability of local programs and services intended to protect young people from harm and showed a moderately strong preference for the availability of such services.

Conclusions

The relatively high rate of lifetime relationship violence among students completing the survey is concerning, although it is not significantly different from rates found in other studies. Concerning as well is the considerable jump in rates of violence as students reach dating age. Clearly, there is a fair amount of violence taking place in the context of intimate relationships. Young people appear to have an understanding of and desire for the qualities that make for a positive relationship. Yet, a fairly significant number of students do not have such positive relationships and are the victims of relationships abuse.

These young people are well aware of the limited resources available to support young people who have been victimized by violence and express a desire to see such supportive services in the county. This is certainly an area of need that has been given scant attention. Given the extent of apparent need, developing and sustaining preventive and supportive services should be a high local priority.

Chesterfield County Stop the Violence Project

Preliminary baseline findings from the Safe Dates survey

A baseline survey was administered to 121 students at a combined middle and high school in a rural community in Chesterfield County, South Carolina who participated in two classes in which the Safe Dates curriculum was taught. The survey consisted of single items and scales for the following constructs:

Measure	Description	Alpha	Source
Dating relationships scale	A 14-item measure of attitudes and beliefs regarding dating relationships. Scores range from 1 to 4 with higher scores denoting more positive attitudes and beliefs.	.62	Adapted from Foshee & Langwick, 2004
Family assessment device.	Two sub-scales from the Family Assessment Device. The communication subscale is 7 items and the problem solving subscale is 6 items. Each produces a score between 1 and 4 with higher scores indicating positive communication and problem solving.	Com = .53; PS = .79	Miller, Epstein, Bishop, & Keitner, 1985
Conflict style questionnaire	A 23-item measure of personal style in managing conflict situations. Scores range from 1 to 4 with higher scores indicating a positive problem solving style.	.70	
Relationship Conflict Resource Use	A 10-item measure of the likelihood of using various sources of support for young people involved in conflict in personal relationships. Scores range from 1 to 4 with higher scores indicating a greater likelihood of resource use.	.73	Constructed for the survey.
Self-efficacy scale	A 23-item measure of the extent of beliefs that one's behavior is instrumental in determining outcomes. Scores range from 1 to 4 with higher scores indicating greater self-efficacy beliefs	.85	Sherer, et. al, 1982
Dating and dating relationships	Six single items measuring current and past dating and selected behaviors in dating relationships.	n/a	Constructed for the survey.

Measure	Description	Alpha	Source
Substance use	Ten single items measuring lifetime and past 30 day use of alcohol, tobacco, and other drugs.	n/a	GPRA
Demographic characteristics	Six single items for age, gender, race/ethnicity, grades in school, and in-school and out-of-school suspension	na	Constructed for the survey.

Characteristics of the sample

On average, the students completing the survey were 13.7 years of age (SD = 1.6). Of these, 71.8% were between 11 and 14 years of age, 27.3% were between 15 and 18 years of age, and about 1% were over 18. Just over a third (35.6%) of the students were male while 64.4% were female. The majority of students (83.1%) were white, while 10.2% were African-American, 1.7% were Hispanic, and 5.1% were some other race or ethnicity. A majority of students (61.9%) reported earning As and Bs in school, 21.2% said their grades were mostly C's, and 17% earned other grades or were not sure what grades they earned. More than one-quarter (27.1%) of students had been in in-school suspension in the last six months and 11.9% had had an out-of-school suspension in the same time period.

Substance Use

Just over two-fifths of students (44.9%) indicated life time use of cigarettes and 25.6% indicated life time use of smokeless tobacco. Another quarter of students (26.3%) said that they had used tobacco in some form in the last 30 days. Over half of the students (51.7%) reported life time use of alcohol while 24.8% indicated having used alcohol in the past 30 days and 10.3% said they had consumed four or more drinks at a time in the past 30 days.

With respect to other drug use, 25.4% indicated having used marijuana at least once in their life and 8.3% said they had smoked marijuana in the past 30 days. Just 5.9% of students indicated a life time use of other illicit drugs and 2.5% indicated having used other illicit drugs in the last 30 days.

Dating and dating relationships

Nearly half of the students (44.1%) said they were currently dating someone and 83.9% indicated that they had dated in the past. Just under one-tenth (9.3%) of students said that a dating partner had behaved toward them in a manner the student would consider violent and 6.0% said they had been victimized in another close relationship. Interestingly, just over 5% of students said they did not know if a dating partner had behaved violently toward them and about 5% said they did not know if they had been the victim of violence in another close relationship. Just over one-third of students (34.7%) said that a friend had made them feel that they could not

do anything right and 17.9% said that a boyfriend or girlfriend had made them feel as if they could not make decisions on their own.

Attitudes and beliefs

Dating Relationships: Generally, students report moderately positive attitudes toward dating relationships, with a mean score of 2.9 (SD = .3) on a 1 to 4 scale. The views of females were slightly more positive with a mean score of 3.0, than males with a mean score of 2.8. These scores did not appreciatively change from middle school to high school for the boys, but attitudes were less positive among middle school girls (mean of 2.9, SD=.38) in comparison with high school girls (mean of 3.1, SD=.27).

Family Assessment Device, problem-solving and communication scales: Students also report that their families engage in problem solving at a moderately high level, with a mean score of 2.8 (SD = .5) on a 1 to 4 scale. Family communication is slightly lower but is moderately high with a mean of 2.7 (SD = .4) on a 1 to 4 scale.

Conflict Style: The students engage in problem solving in conflict situations at moderate levels, with a mean of 2.2 (SD = .3) on a 1 to 4 scale. Conflict styles do not seem to vary by gender in that the mean scores were the same for boys and girls.

Help-Seeking and Resource Use: Students are only moderately likely to take positive action if they feel threatened in a personal relationship, with a mean of 2.1 (SD = .6) on a 1 to 4 scale. Girls were more likely to discuss relationship problems with a friend, their mother and other caregivers (i.e., teacher, guidance counselor, and minister) except for their father. Although there was a high degree of variation (SD=1.2 for males, SD=1.1 for females), boys were more likely to talk problems over with their father (mean of 2.24) than are girls (mean of 2.0).

Self-Efficacy: Yet, students indicate that they believe they have moderately high control over the things that happen to them (mean = 2.9, SD = .4, 1 to 4 scale). These attitudes did not differ by gender.

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Sherer, M., Maddox, J. E., Mercandante, B., Prentice-Dunn, S., Jacobs, B., & Rogers, R. W. (1982). The Self-Efficacy Scale: Construction and validation. *Psychological Reports*, 51, 663-671.

Status of STV Key Informant Interviews

We interviewed most of the key informants in one-on-one discussions. The exception was a focus group with four (4) staff at Sandhills Medical in McBee.

Sector	# of interviews	Agency represented
Law Enforcement	5	Solicitor's Office, Sheriff's Office, McBee Police Chief & School Resource Officer
Human/Social Service Agencies <i>Health-related (6)</i>	10	Dept of Juvenile Justice, ALPHA Center, Pee Dee Coalition, Health Dept, Sandhills Medical, CareSouth, Chesterfield General
Youth Serving Organizations	4	Recreation Centers, Boys & Girls Club, 4-H extension
Ministers	2	
Education	2	Dist & McBee High School staff
Total	23	

Q1: How common is dating & other relationship violence?

- Persons not directly involved in providing services or working with youth often admitted to "not knowing" or "guessing"
- Direct service staff across all agencies (human service, education & youth-serving orgs) felt the problem is "very common" and much greater than what county residents would expect
- Several health-related persons believed the problem of dating violence is serious for young girls
- Law enforcement staff do not think the problem of dating violence is common, although several felt it's underreported or may not be serious enough to report

Q2: What groups of girls are most vulnerable & why?

- Young girls beginning to date, who are uncertain of themselves and/or unknowing about positive relationships
- Girls from poor home environments, with abusive or neglectful parents (particularly absent the father), were seen to be at greater risk
- Girls with low self-esteem who seek affection from boys and may be easy targets for older men (8-10 years older)

Q3: What factors contribute to dating & relationship violence?

- Individual traits and circumstances were mentioned (similar to Q2) such as girls with low self-esteem, absent father, poor parenting, single parent homes & lack of supervision
- Cultural factors were noted: gender stereotypes & male dominance in which boys are given more freedom/less consequences; girls less likely to set personal goals or aspire to independent careers; and poverty leads to hopelessness & despair with little expectation for a promising future
- Violent homes and upbringings

- Drug and alcohol use was suggested, yet there was uncertainty as to its frequency among youth or its link to violence; this contrasted sharply with remarks of certainty by focus groups of young men & women; nor was the influence of media mentioned as often

Q4: How knowledgeable are people about the problem?

- General public – consensus that most residents are unaware
- Parents of girls in this age range – thought to be nearly the same of “public” but also involves denial about one’s child & early dating experiences
- Service providers & teachers were thought to be more knowledgeable since they work directly with families and youth
- Law enforcement officers, judges, and judicial system personnel – mixed opinions, as many thought they were knowledgeable as those who felt they are least aware of any group
- Ministers – seen to be the same as “public” with some mixed reactions: several felt they are less aware and others expected greater awareness especially issues of domestic violence within their congregations

Q5: To whom are young people most likely to turn to for help and/or advice?

- First and foremost are other girlfriends and peers, sometimes older siblings
- A trusting adult (teachers cited most as examples)
- Many mentioned they would like to think that one’s parents would be the first-to-know but suspected otherwise

Q6/7: What resources are available or needed?

- Social service agencies & professionals listed as resources are: Pee Dee Coalition, Dept of Social Services, school personnel, ALPHA Center, counselors (school & mental health), Health Dept, medical personnel (nurses & physicians), and law enforcement (police officers)
- Most believed few (if any) resources exist for girls
- A surprising number of persons did not know of any resources, or none that came readily to mind; this was true across sectors although less so for agency staff (excluding law enforcement)

Q8: What are best strategies for reducing this kind of violence?

- More education in schools and/or prevention for young girls as early as pre-teen or before dating occurs
- Greater public awareness and information-sharing on available resources and best strategies for protecting girls
- More open conversations with young people by adults to understand the problem, and help for parents in talking about dating abuse with their children

Violence Hurts Everyone

POSTER CONTEST

Rules and Information

The Violence Hurts Everyone poster contest in collaboration with McBee High School is being sponsored by the *Stop the Violence* project of the Chesterfield County Coordinating Council and the Institute on Family and Neighborhood Life at Clemson University.

The contest's goal is to provide a creative forum for raising awareness on the dangers and consequences of relationship violence among young people.

There will be three levels of cash awards for the following divisions:

Division 1

7th-9th grades

1st place- 100.00

2nd place- 50.00

3rd place- 25.00

Division 2

10th-12th grades

1st place-100.00

2nd place-50.00

3rd place- 25.00

Rules

1. Posters should be 22" x 28" white or colored poster board.
2. Media may be cut paper, poster paints, ink, string, spatter work, charcoal drawings or any suitable art materials.
3. The theme "Violence Hurts Everyone" must be on the poster.
4. Name of Student, name of school, mailing address of student, division which poster is entered, grade level of student, parent's name and address should be typed or printed on a 3X5 index card.

The card is to be attached to the back of the poster in the lower right-hand corner.

5. All posters must be turned in to Ms. Charlotte Alford's classroom by **Friday May 6th, 2005 at 3:00pm.**
6. Judging will take place on **Tuesday May 10th at 10:00a.m.** Award winners will be announced and cash awards presented by the end of the school day on May 10th. Winning posters will be displayed in the school lobby and become the property of the *Stop the Violence* Project.

Judging-(possible 40 points)

1. **Clarity of Message**
The message should be simple and direct.
Points.....0-5

Theme- "Violence Hurts Everyone"
2. **Conveys Message**
The poster must express the idea that "Violence Hurts Everyone."
Points.....0-10
3. **Effectiveness in Attracting Attention**
Points.....0-6
4. **Artistic Merit-**
The art work should stimulate and spark reaction.
Points.....0-5
5. **Creativity**
The art work should be original.
Points.....0-5
6. **Neatness**
Points.....0-4

This project is funded by a grant from the Substance Abuse and Mental Health Services Administration, US Department of Health and Human Services.